

TITLE 210. STATE DEPARTMENT OF EDUCATION

CHAPTER 1. STATE BOARD OF EDUCATION

[Authority: 22 O.S. § 18; 51 O.S., §§ 24A.1 et seq.; 70 O.S., § 3-104 and 6-189; 75 O.S., §§ 302, 305, 307, and 314-317]
[Source: Codified 12-31-91]

SUBCHAPTER 1. GENERAL PROVISIONS

210:1-1-1. Purpose

(a) This chapter outlines the context of the agency responsible for public education by describing the State Board of Education, their powers and duties, rules of practice, due process policies and procedures, the general principles by which the State Department of Education operates and the structural organization of the Department.

(b) The contents of this Chapter shall in no way be construed as the basis of, or as instituting any contractual rights between the State Board of Education and any person or employee. Of necessity, it cannot be complete in all detail and cannot, through error or omission, restrict the lawful powers of the State Board of Education. If it in any way conflicts with State Statutes, the law will take precedence and prevail. Any previous policies of the Board inconsistent with policies included here are hereby rescinded.

210:1-1-2. Definitions

The following words and terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Administrator" means a duly certified person who devotes a majority of time to service as a superintendent, principal, vice principal, or in any other administrative or supervisory capacity in a school district.

"Nonreemployment" means the nonrenewal of a teacher's contract upon expiration of the contract (end of school term).

"Policies" means principles adopted by the State Board of Education (Board) to help it identify and select actions to guide and determine its present and future decisions.

"Policy of evaluation" means a school district's policy, developed pursuant to 70 O.S. § 6-101.10, describing the total teacher and administrator evaluation system including the purposes of evaluating, the criteria to be used as standards, and the procedure to be followed in implementing the evaluation process.

"Procedures" means actions specified by rules and regulations to be followed in carrying out a policy or law. It may also mean processes used in the implementation of a program.

"Professional development program" means the program mandated by 70 O.S. § 6-194 for the continuous improvement and enrichment of the certified teachers and administrators of this state.

"Revocation" or **"revoked"** means the invalidation of a teacher or administrator certification by the State Board of Education pursuant to due process procedures provided for by applicable laws and regulations.

"Student teacher" means any student who is enrolled in an institution of higher learning approved by the State Board of Education for teacher training and who is jointly assigned by such institution of higher learning and a school district's board of education to perform practice teaching under the direction of a regularly

employed and certified teacher. A student teacher, while serving an internship under the supervision of a certified teacher, shall be accorded the same protection of the laws that accorded the certified teacher.

"Suspension" or "suspended" means temporary discontinuance of a teacher or administrator certification pursuant to 75 O.S. § 314, upon a finding by the State Board of Education that public health, safety, or welfare imperatively requires emergency action.

"Teacher" means any individual who has been issued a certificate by the Board in accordance with the rules and regulations of the Board, and who falls under the definition of "Teacher" at 70 O.S. § 1-116.

[Source: Amended at 10 Ok Reg 2695, eff 6-25-93; Amended at 13 Ok Reg 65, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1315, eff 5-13-96; Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98; Amended at 37 Ok Reg 1186, eff 9-11-20]

210:1-1-3. Powers, duties, and officers

(a) **Agencies of the department.** In Oklahoma, the State Department of Education is that department of the State Government in which the agencies created or authorized by the Constitution or Legislature are placed and charged with the responsibility of determining the policies and directing the administration and supervision of the public school system of the state. These agencies are the State Board of Education, the State Superintendent of Public Instruction, and such divisions and positions as may be established by law and by the State Board of Education [70-1-105].

(b) **Composition of Board.** The State Board of Education is that agency in the State Department of Education which is the governing Board of the State Department of Education and the public school system of the state [70-1-105]. This Board consists of seven members. The State Superintendent of Public Instruction who is elected for a four-year term by the people, serves as a voting member and the President of the Board. The remaining six members are appointed by the Governor and confirmed by the Senate and serve staggered, overlapping six-year terms. A term expires each year on April 1 [70-3-101].

(c) **State Board members also members of State Vo-Tech Board.** The State Board of Education members and the Superintendent of Public Instruction are also ex-officio voting members of the State Board of Vocational and Technical Education. The State Superintendent of Public Instruction is chair of the State Board of Vocational and Technical Education [70-14-101].

(d) **Policies, rules, and regulations of State Vo-Tech Board.** Policies, rules, and regulations adopted by the State Board of Vocational and Technical Education are published in a separate manual. This manual entitled, POLICIES AND PROCEDURES FOR VOCATIONAL AND TECHNICAL EDUCATION is published by and may be obtained from the State Department of Vocational and Technical Education, Stillwater.

[Source: Amended at 13 Ok Reg 65, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1315, eff 5-13-96; Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98]

210:1-1-4. President [REVOKED]

[Source: Amended at 13 Ok Reg 65, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1315, eff 5-13-96; Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 6-11-98]

210:1-1-5. Administrative office

The State Board Administrative Office consists of the Chief Executive Secretary to the Board who also serves the State Board of Vocational and Technical Education and who is appointed by the State Board of Education, but is not an official voting member of either Board [70-3-104 & 34]; the Administrative Assistant; and the Secretary.

(1) **Duties of the Chief Executive Secretary.** Under the direction of the Board's Executive Officer, the Chief Executive Secretary performs duties for the Board in carrying out its legal functions as follows:

(A) collects copies of materials to be discussed at ensuing meetings and distributes same to Board members in advance;

(B) prepares agendas, reports, resolutions, and other backup information for Board meetings and hearings, and makes all other necessary meeting arrangements;

(C) is responsible for all correspondence; mailouts to board members, such as electronic mail, legislative update, and board agenda materials; transcriptions and certification of minutes; monitoring teacher hearing procedures and maintaining hearing records; and for keeping an accurate record of the proceedings of Board meetings and hearings [25-312 & 436];

(D) files a schedule of Board meetings in advance with the office of the Secretary of State; gives written notice, displays a public notice and agenda of all Board meetings showing date, time, and place [25-311.1 & 435.1];

(E) publishes all rules and regulations with any proposed amendments or additions which are filed with the Governor, State Librarian and Archivist, President Pro Tempore of the Senate, and the Speaker of the House;

(F) supervises the maintenance of all files of the State Board including Tax-sheltered Annuity Contracts, Minutes, Certified Copies of Policies, Rules, and Regulations, Teacher Hearing Records, Tapes, etc.;

(G) gives new-member orientation to all new Board members;

(H) supervises office personnel in the Board Administrative Office, establishing office procedures;

(I) is responsible for the Seal of the State Board to attest and affix the Seal on all contracts, resolutions, and other important legal documents.

(J) prepares the minutes and other board records for transfer to the State Archives and State Records Center.

(K) maintains biographical sketches of Board members and keeps Board member pictures current in boardroom display;

(L) makes travel arrangements for Board members and prepares and notarizes travel claims;

(M) provides technical assistance and training for local boards and their staff and other organizations on Board procedures;

(N) serves as liaison with National Association of State Boards of Education (NASBE);

(O) monitors the teacher due process hearing procedures, as required by law;

(P) prepares an annual report on teacher hearing cases, including dispositions, and costs;

(Q) notifies the Governor in the event the Board grants approval for a local school district to change its status from dependent to independent; and

(R) performs all other duties pertaining to this office as the Board or the Executive Officer directs.

(2) **Duties of the Administrative Assistant.** Assists the Chief Executive Secretary in:

(A) preparing agendas, agenda books, agenda materials prior to the meetings, then files agenda materials following the meetings;

(B) preparing legal rules and regulations, listing and filing in proper places and with proper authorities;

(C) writing draft of Board minutes and reporting Board business;

(D) composing correspondence and assisting in the development of publications and reports;

(E) monitoring and up-dating office procedures manual and legal datelines;

(F) coordinating due process hearing arrangements;

(G) making technical adjustments for Board meetings;

(H) opening and directing mail;

(I) obtaining reservations for Board members and staff;

(J) assisting the Secretary in duties of that position as time schedules and workload demands.

(3) **Duties of the Secretary.** Provides for the Board's Administrative Office:

(A) compilation of agenda books and materials, and mailing agenda packets;

(B) technical preparation of rules and regulations;

(C) drafting and typing of minutes, and typing manuscripts, notices, and correspondence;

(D) distribution of minutes of meetings and maintaining updated minute lists and labels;

(E) posting of agenda and meeting notices and issuing reservation notices for parking;

(F) creating and compiling due process hearing files;

(G) pick-up and delivery of mail;

(H) processing of requisitions, supplies, travel claims, and tax-sheltered annuities;

(I) professional receptionist and clerical assistance;

(J) assisting the Administrative Assistant in duties of that position as time schedules and workload demands.

210:1-1-6. Meetings

(a) **Parliamentary procedures.** Parliamentary procedures will follow Roberts' Rules of Order, Revised, and the President of the Board may serve as parliamentarian, if so desired.

(b) **President pro tempore.** In the President's absence, he or she may designate another member of the Board to serve as President pro tempore of the meeting. If the President fails to designate a chairperson due to extenuating circumstances, the Deputy State Superintendent shall designate the President pro tempore of the meeting.

(c) **Voting by proxy.** No voting by proxy is permitted [A.G. Opin. 82-7, January 20, 1982.]

(d) **Transaction of business.** Only at meetings are official decisions made and business transacted. Decisions shall be decided by motion and seconded, followed by roll call vote and such vote shall be publicly cast and recorded on all minutes of the Board [25-305].

(e) **Committees.** The Board shall generally act as a committee of the whole. However, subcommittees may be appointed by the President of the Board on a specific task. Such committees are subject to the same requirements of the Open Meeting Law regarding the filing of date, time, place, and agenda of the meeting as well as the advance public satisfaction and voting requirements as for regular, rescheduled, continued or reconvened, or special meetings.

[Source: Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98]

SUBCHAPTER 3. DEPARTMENTAL PRECEPTS

210:1-3-1. Nature

(a) The rules found in this Subchapter are State Board of Education rules of a general nature that are pertinent to the operation of the Board and the Department and in respect to the establishment and operation of a school district. Rules of school district operational concerns or on specific subject matters such as finance, transportation, exceptional students, and curriculum will be found listed under each appropriate Chapter. Copies of such rules may be obtained by contacting the appropriate administrative section.

(b) Except where specified differently by law, members on advisory councils shall be recommended by the Superintendent or Executive Officer of the Board. Names are usually solicited from subordinate administrators and other knowledgeable leaders. Where special parent advisory councils or other committees are required, this Board expects the law, whether federal or state, to be enforced and the council established.

(c) Advisory council members who are performing substantial and necessary service may be reimbursed for such expenses, according to the State Travel and Reimbursement Act (74-500.1-500.35), State Purchasing Laws (74-85), State Board rules and regulations, and local policies at the district level.

210:1-3-2. Annexation, consolidation, dispensation, and severance determination

(a) **State Board of Education role.** The State Board of Education's role is: to receive and implement an order from the State Superintendent which declares that all or part of a district has been voted to be annexed, following statutory requirements, to adjacent or transporting district(s); to decide on the division of assets and property of a disorganized district in the event the problem cannot be resolved by the boards of annexing districts; and to set standards, promulgate rules and procedures, and conduct studies relating to the consolidation of two or more adjacent school districts. [70:7-105 & 106]

(b) Mandatory annexation.

(1) Mandatory annexation will be considered by the State Board of Education upon occurrence of the following situations:

(A) When a school district has been declared "academically at-risk" pursuant to 70 O.S. 1989, §1210.541.

(B) When a school district is nonaccredited by the State Board of Education.

(C) When a district, without officially dispensing with school, fails to open or maintain a school (except when situations beyond the control of the district cause a normal delay). [Title 70 O.S. § 8-106].

(2) When it comes to the attention of the State Board of Education that a local school district is facing the possibility of mandatory annexation, the State Board of Education shall provide the district with an opportunity to be heard. The State Board of Education shall notify the superintendent and each school board member of the time, date and place of the meeting. At the meeting, representatives of the school district, including patrons, shall have an opportunity to address the State Board of Education and to provide information to the Board. The President of the State Board of Education may set time limits on individual presentations and may require groups to select a representative to speak on behalf of the group.

(3) When the State Board of education determines that a local school district is to be mandatorily annexed, the following steps will be followed:

(A) The Board will notify one or more of the potential receiving districts that they are responsible for taking an inventory of property and securing the buildings and other property of the district being mandatorily annexed. In selecting the district(s) responsible for this procedure, the State Board of Education may rely on recommendations from the State Superintendent.

(B) The State Board of Education will immediately notify the district superintendent of the Board's action.

(C) The state superintendent shall notify the parents or legal guardians of all students in the district being annexed that they must apply for a transfer to the state superintendent within 10 days of the State Board of Education's action to annex. The state superintendent may require the parents to furnish a legal description of their residence at the time the transfer request is made.

(D) Once the state superintendent has received the transfer requests, she/he shall notify the State Department of Education, in writing, of the breakdown of where students are asking to attend school by transfer and provide the State Department of Education with the legal description of the residence of each student.

(E) The State Department of Education will utilize the transfer requests and legal descriptions submitted to the state superintendent as a guide in plotting the proposed boundary lines for dividing the annexed district. To the maximum extent possible, the preference of the students and parents shall be acknowledged.

(F) The State Department of Education will present the proposed boundary lines for division of the annexed district to the State Board of Education for approval. The proposal shall be accompanied by the legal description of the property being annexed.

(G) The assets and liabilities of the annexed district shall become part of the annexing districts. When an annexing district assumes a debt incurred by the annexed district prior to July 1, the district assuming the debt should receive a comparable portion of the assets.

(H) When two or more annexing districts are involved in the division of an annexed district, the assets and liabilities are divided by agreement between the boards of education. If the boards of education are unable to agree, the matter shall be divided by the State Board of Education.

(c) Consolidation of school districts.

(1) A petition by the board of education of any school district desiring a study of the consolidation of such school district with another school district or districts, or proposing such consolidation, shall be signed by the president and clerk of such board of education, and such petition shall be considered by the State Board of Education at its next regular meeting. If a study of the proposed consolidation is deemed proper and advisable, the Secretary of the State Board of Education shall forthwith advise the boards of education of all districts involved that a study of the proposed consolidation is going to be made.

(2) The State Board of Education reserves the right to make a study of the advisability of consolidating two or more school districts in any area of the State, on its own initiative, and without any petition from a board of education. When such decision is made, each school district involved shall forthwith be advised that such study is going to be made, and such districts shall be directed to determine, by such procedures as the State Board of Education may prescribe what, if any, consolidation should be carried on in the area under study.

(3) All studies of the advisability of consolidation shall be under the direction of the President of the State Board of Education, who shall utilize the services of appropriate divisions of the State Department of Education.

(4) If after a study of the population, wealth, terrain, trade areas and other pertinent factors, it is determined that two or more school districts should be consolidated, the board of education of each school district involved shall be so advised.

(5) No election to determine consolidation shall be called or held unless there shall have been filed with the State Board of Education a petition therefore, signed by a majority of the school district electors of each school district included in the proposed consolidation. When such a petition is received and is determined to be sufficient, the State Board of Education shall call an election for the purpose of affording to the school district electors in the school districts involved an opportunity to express their wishes through a majority vote of the school district electors in the entire territory involved. Notice of such election, stating the time and date thereof and the polling places, shall be posted in five (5) public places in each school district involved, not less than ten (10) days before date of such election. Such election shall be conducted by one or more members of the State Department of Education, as designated by the President of the State Board of Education.

(6) If a majority vote at such election is in favor of consolidation, the State Board of Education shall issue a written order to such effect, declaring the participating school districts dissolved and the new school district established. Copies of such order shall be sent to the county treasurer, county assessor and the county clerk of each county in which the districts involved are situated, and to the Oklahoma Tax Commission, and to the board Of education of each school district involved. If a majority vote at

such election is not in favor of consolidation, the State Board of Education shall make a written order to such effect, and shall send a copy thereof to the board of education of each school district involved.

(7) The local board of education members representing the school district having the largest number of enumerated children shall serve as board members of the newly-formed school district for the remainder of their term.

(8) All liabilities, assets, powers and duties shall become the responsibility of the newly-formed school district.

(d) Dispensing with a school district.

(1) Should residents of a district desire to dispense with all or part of this school district, it is the duty of the State Superintendent to notify the State Board of Education of a majority vote of eligible electors at an annual or special election or by a petition signed by sixty (60) percent of eligible school district electors to dispense with either grades 1 thru 8 or grades 9 thru 12, or both, and such procedure shall be accomplished prior to June 30. Subsequently, parents of such children in the dispensed grades should file an application transfer for the ensuing year with the State Superintendent. Any district which dispenses with its entire school district for the ensuing year shall be mandatorily annexed on July 1 by the State Board of Education to an adjacent school district(s) to which pupils have been transferred.

(2) Provided that if a school district does not officially dispense with its school following the preceding procedure and fails to open and maintain a school during such ensuing year, the State Board of Education, except as otherwise provided, shall at its next regular meeting annex such district, as provided by law. [70-8-106]

(e) Severance determination. Pursuant to 70 O.S. §7-203(B), the State Board of Education may promulgate rules regarding its authority to budget and make expenditures of monies contained in the School Consolidation Fund. School Consolidation Funds can be used by annexing or consolidating districts to provide employment assistance in the form of severance for school district employees who are dismissed due to annexation or consolidation under 70 O.S. §7-203(B)(1)(c). The procedure for employees to make a severance application and process to receive a severance determination shall be communicated to all affected employees by the annexed or consolidated district superintendent. The severance application process is as follows:

(1) To qualify for severance, district employees (teachers, administrators, and support personnel) must first seek severance allowance from the annexing or consolidating district(s) prior to making application to the State Department of Education.

(A) Any annexing or consolidating school district(s) that receive School Consolidation Funds must accept and consider all requests for severance made by district employees who were dismissed due to annexation or consolidation, but not subsequently employed by the consolidating or annexing district(s).

(B) The annexing or consolidating district(s) may elect to award qualifying employees a severance in an amount up to and not to exceed eighty percent (80%) of the individual's salary or wages, exclusive of fringe benefits.

- (C) Severance allowance from the annexing or consolidating district(s) is permissive in any amount from 0% to 80% of the individual's salary or wages, exclusive of fringe benefits, for the school year preceding the consolidation or annexation.
- (D) For the purposes of calculation, the district(s) shall include only the salary or wages actually paid to the employee for the school year preceding the consolidation or annexation.
- (E) Applications for severance shall be considered on an individual case by case basis.
- (F) Each district shall promulgate their own rules and procedures for accepting, reviewing, and awarding severance. The criteria used for awarding severance must be measurable, objective, non-discriminatory, and uniformly applied.

(2) If the annexing or consolidating district makes an award of employment assistance in the form of severance, the district employee will not be eligible to make application to the State Department of Education for severance allowance unless the employee has also been denied unemployment compensation.

(3) Unemployment benefits received by any district employee dismissed due to annexation or consolidation may be counted as a form of employment benefit under 70 O.S. §7-203(B)(1)(c). Unemployment compensation may be considered as part of the total employment assistance received and may be taken into account or offset when severance allowance determinations are made.

(4) If a district employee is not employed by the annexing or consolidating district(s) and is subsequently denied severance or unemployment compensation by the annexing or consolidating district(s), pursuant to 70 O.S. §7-203(B)(1)(c), the district employee will be eligible to make an application for severance to the State Board of Education. Qualifying applicants shall receive a severance allowance from the State Board of Education pursuant to the following procedure:

(A) Severance allowance from the State Board of Education shall be in an amount up to and not to exceed eighty percent (80%) of the individual's salary or wages, exclusive of fringe benefits. An award of a severance allowance by the State Board of Education will be made only if:

- (i) the applicant was not employed by the consolidating or annexing district and
- (ii) severance or unemployment compensation was denied at the district level.

(B) Severance allowance from the State Department of Education can be in any amount from 0% to 80% of the individual's salary or wages, exclusive of fringe benefits, for the school year preceding the consolidation or annexation.

(C) For the purposes of calculation, the State Department of Education shall include only the salary or wages actually paid to the employee by the district for the school year preceding the consolidation or annexation.

(D) Only timely applications for severance received by the State Department of Education, Finance Division, will be considered. All applications for severance to the State Department of Education

must be received no later than September 1 of the fiscal year immediately following the fiscal year in which the annexation or consolidation occurred. The application for employment assistance in the form of severance can be found on the SDE website, www.sde.ok.gov, or by contacting the State Department of Education, Finance Division.

(5) Severance allowance by the State Department of Education can be denied only for good cause with supporting documentation of the following:

(A) The applicant was hired by the consolidating or annexing district(s), regardless of the number of hours, part time or full time status, or rate of pay.

(B) The applicant was dismissed or non-reemployed by the local school district board for reasons other than consolidation or annexation (i.e. reduction in force or inability to pay due to financial exigency),

(C) The applicant received severance from the consolidating or annexing district(s) and in addition to unemployment compensation,

(6) Severance allowance by the State Department of Education can be reduced or adjusted below eighty (80%) percent of the applicant's salary or wages, excluding fringe benefits, for good cause with supporting documentation. Good cause to reduce or adjust severance can include, but is not limited to, consideration of the following:

(A) The annexation or consolidation was mandatory rather than voluntary.

(B) The applicant's length of service to the district.

(C) The applicant's service record, job performance, or conduct warrants consideration of a reduction or adjustment in severance. The application of this criteria must be supported by verifiable documentation and evidence that is made available for the Board's review.

(D) The applicant was hired by the local school board after the annexation or consolidation election results are called by the State Superintendent of Public Instruction.

(E) The applicant was hired by the local school board after the State Board of Education voted to non-accredit the district.

(F) The applicant failed to apply for or make an attempt to gain employment with the consolidating or annexing district(s).

(G) The applicant failed to apply for or attempt to obtain a severance allowance from the consolidating or annexing district(s).

(H) The applicant received unemployment compensation. The amount of unemployment compensation received can be considered an offset when determining severance.

(7) Severance Determinations. Upon receiving the application for severance the State Department of Education, Finance Division staff shall review the applications for severance and make a written recommendation to the State Board of Education regarding each severance application. Each severance application will be considered on an individual case by case basis and a recommendation for severance allowance or denial will be made by the SDE staff to the State Board of Education in writing during a regularly scheduled Board of Education meeting.

(A) The applicant will be notified of the SDE staff recommendation and will be given written notice of the time, place, and date of the regularly scheduled State Board of Education meeting that the Board will consider and voting upon the SDE staff recommendation for severance.

(B) The State Board of Education will vote on all SDE staff recommendations for severance in open meeting. All votes of the State Board of Education approving or denying a severance application will be considered a final order of the Board.

(8) The applicant will be notified in writing of the State Board of Education's final determination regarding severance allowance. The applicant will have ten (10) days from the date the notification of severance determination is received within which time to file a petition for appeal or reconsideration of the Board's determination.

(9) Any petition, reconsideration, or hearing on the Board's final order regarding severance shall be made pursuant to, and governed by, the Due Process Procedures of the State Board of Education as outlined in 210:1-5-1 of the Oklahoma Administrative Code.

(f) **Guidelines and forms.** Copies of corresponding State Department of Education forms and guidelines for the implementation of annexations/consolidation and severance are available from the consolidation officer of the State Department of Education.

[Source: Amended at 11 Ok Reg 1973, eff 5-26-94; Amended at 29 Ok Reg 965, eff 6-26-12]

210:1-3-3. District status change

(a) **Formation of an independent district.** Upon request from a school district with the required supportive data to change the status of a school district, the State Board of Education will review the reasons presented and approve or disapprove.

(1) If an elementary school district has justification to add one or more high school grades, it requires the formation of an independent school district. The formation of an independent school district requires State Board of Education approval.

(2) An elementary school district's request to the State Board of Education for approval to add high school grade(s) and form an independent district shall include, but not be limited to, the following items of justification:

(A) A written plan which includes a timetable for the addition of each of the four grades (9–12);

(B) A fiscal evaluation of the previous 3 years of operation which includes all audits, analysis of carryover, and an estimate of revenue and increased costs for operation for the next 5 years;

(C) An analysis of past, present and projected student enrollment (5 years past and 5 years future);

(D) Pertinent data regarding student transfers both into and out of the school district for the present school year and the two preceding years;

(E) A history of bond elections within the school district for the past 5 years which includes vote totals, present bonding capacity and percent of bonding capacity voted and bond rating;

(F) Proof of adequacy of facilities and/or construction plans to house high school students;

(G) Proof of adequacy of library/media center;

- (H) Documentation of support by the community; and
- (I) A written plan to appoint the two additional board members and to organize a five member board of education and assign each member a board position number.

(3) In the event the State Board of Education approves a change in status from an elementary school district to an independent school district, the board of education of the elementary school district shall appoint two additional school board members who meet eligibility requirements and designate the terms of service by assigning each board member a board position number, one through five, to conform to the law [70 O.S., Section 5-107A]. The new five member board of education shall become effective at the first meeting of the new school board after the change of status is approved by the State Board of Education.

(b) **Annexations.** Annexations and related procedures are governed by statute; see 70 O.S., Section 7-101, 1993 Supplement.

(c) **Consolidations.** Consolidations and related procedures are governed by statute; see 70 O.S., Section 7-105, 1993 Supplement.

[Source: Amended at 11 Ok Reg 4761, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1351, eff 5-25-95]

210:1-3-4. Annuities contracts

(a) The State Board of Education, governing body of the State Department of Education, adopted a Resolution October 25, 1963 in accordance with the internal Revenue Code, Section 403b, making the tax-sheltered annuity program available to its employees.

(b) The member (employee) signs an amended contract with the State Board of Education. This is done by either taking a reduction in salary, waiving a salary increase, amending salary contract to include one-time longevity payment, amending salary contract to include annual leave upon retirement, or amending salary contract to include rollovers from other sources of income.

(c) The amount of reduction or increases of the gross salary is transmitted on special forms provided by the office of the State Board of Education which is the office of record for the State Department of Education.

210:1-3-5. Civil Rights

(a) The State Board believes it is essential for the education process to include cultural awareness and sensitivity for a school age population which reflects diverse backgrounds, races, cultures and attitudes. [70-1210.201]

(b) In relation to women's equity, the State Board of Education policy is one expressing support and commitment to increasing the number of women in educational administration in the public schools of Oklahoma, prohibiting discrimination on the basis of sex in education programs and activities under its supervision, and providing technical assistance and staff improvement activities for state and local education agency staffs to comply with desegregation and affirmative action requirements. Furthermore, as stated in the Affirmative Action Plan, the State Board of Education does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or status as a veteran in the employment of personnel, provision of services, use of facilities, organization of group activities, and other similar benefits in any of its programs, policies or practices. It further assures that no new commitments for federal financial assistance under such programs will be made to school districts unless an assurance of compliance, a court order, or a plan of desegregation has been filed.

(c) The compliance documents enumerate methods of administration to assure compliance and list procedures for evaluating and handling complaints filed with the Board.

210:1-3-6. Contracts and Purchasing [REVOKED]

[Source: Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 11-6-98]

210:1-3-7. Copyright Laws

(a) Except in special circumstances, Departmentally-produced materials shall not be copyrighted but instead be freely copied and used by local districts and other educators. However, permission is not granted by this statement for copies or excerpts to be used out of context which might present the material as being in conflict with Board policy, rules, regulations, or with the law.

(b) All use of copyrighted materials (meaning all printed publications, films, filmstrips, videotapes, and computer programs) by Department Staff shall follow federal and state rules, regulations, statutes, and judicial interpretations. If information is excerpted, credit shall be given by recognizing the source(s) of the copied material. When needed, written permission must be received before copyrighted materials are reproduced.

(c) The Board establishes for the State Department of Education that some reproduction of copyright materials will be permitted, in accordance with Federal Copyright Guidelines, for purposes of criticism, comment, news reporting, teaching (including limited multiple copying for instructional use), scholarships, or research. Further,

- (1) that each section administrator should be familiar with the limitations imposed by the Copyright Act of 1986 (Title 17 of the United States Code, Sections 106-108, 504) or Copyright Officer Circular R21;
- (2) that proper written permissions be obtained before copyrighted materials are produced; and
- (3) that on such materials the copyright statement and permission statement be used.

(d) Since the copyrighting guidelines specify that the regulations of copyright material shall not be directed by a higher authority, the administrator of the printing services section shall be the interpreter of the guidelines for permissible reproduction of materials in the Department.

[Source: Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-8. Family Educational Rights and Privacy Act

(a) The State Board of Education requires that all Oklahoma public school districts receiving federal funds comply with the requirements of the Family Educational Rights and Privacy Act (Section 438 of the General Education Provisions Act, P.L. 90-247 and P.L. 93-380 as amended) and regulations adopted, thereto, by the U.S. Department of Education. These provisions protect the rights of privacy of students and their families in connection with educational records.

(b) Compliance requires policies and procedures to be adopted by districts that will regulate access to and release of student records. Requirements include:

- (1) Notification to parents and the public of the kinds of data collected and that which is to be released as directory information.
- (2) Directory information may include the student's name, address, telephone number, date and place of birth, major field of study, class,

participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational agency or institution attended.

(3) Public notification of the procedures for gaining access to a student's record by a parent or guardian.

(4) Notice of prohibition of access or release of personally identifiable information (other than directory information) without written consent of the parent or eligible student (student becomes eligible to control own record access at age eighteen (18) or enrollment in post-secondary institution) to any except legally specified parties. Excepted parties are:

(A) local school officials;

(B) other schools where student may transfer;

(C) specified U.S. and State officials when authorized by law;

(D) financial aid officials to determine aid or legality;

(E) local and State officials under previous mandate for data,

(F) organizations doing studies on testing, student aid, and instruction improvement if personal identification is not further released;

(G) accreditation organizations for limited accreditation purposes;

(H) judge's order;

(I) parents of tax dependent student (in case of divorce, separation); and

(J) emergency personnel who need information to protect the health and safety of the student or other persons.

(5) Parents shall also be informed as to how they may request a hearing to halt the release of, challenge, or expunge any personally identifiable or directory information being collected by the school. Parental and student rights shall be explained and procedures defined in privacy policies of the district.

(c) Furthermore, parents and students should be notified if the requests are honored on transfers or subpoenas.

210:1-3-8.1. Student Data Accessibility, Transparency and Accountability Act

(a) **Definitions.** The following words and terms, when used in this Section, shall have the following meaning:

(1) **"Personally Identifiable Information"** shall have the meaning set forth in 34 C.F.R. § 99.3;

(2) **"School official"** shall mean the officials within an educational agency or institution, including, but not limited to teachers, who are determined by the agency or institution to have legitimate educational interests in Personally Identifiable Information pursuant to the provisions of 34 C.F.R. § 99.31(a)(1);

(3) **"Student data"** shall have the meaning set forth in 70 O.S. § 3-168(A)(7).

(b) **Annual inventory of student data collection.** The State Board of Education shall create and/or update and publish a data inventory and dictionary or an index of individual student data elements with definitions of individual student data fields currently collected by the State Department of Education in its student data system.

(1) The inventory or index required to be created and published by this subsection shall include:

- (A) Any student data required to be reported by state and federal education mandates;
- (B) Any student data, if any, which have been proposed for inclusion in the student data system with a statement regarding the purpose or reason for the proposed collection; and
- (C) Any student data, if any, that the State Department of Education collects or maintains with no current purpose or reason.

(2) The inventory or index required to be created and published by this subsection shall identify which student data elements were collected by the State Department of Education on or before July 1, 2013. All data elements identified as a student data element collected by the State Department of Education on or before July 1, 2013 shall be considered an "existing collection of student data" exempt from the provisions of (c) of this Section pertaining to collection of "new student data."

(c) Collection of new student data - limits. New collections of student data shall be subject to the following procedures:

- (1) For purposes of this subsection, a "new collection of student data" shall mean any new data object (i.e., category of student data) added to the student information system.
- (2) Any new collection of student data proposed for addition to the State Department of Education student data system shall be identified and submitted to the State Board of Education for approval no later than December 1 of the year prior to the school year for which the new data collection is proposed to be added.
- (3) Any new collection of student data proposed for addition to the State Department of Education student data system shall be submitted to the Governor and the Legislature within one year from the date of approval by the State Board of Education, in accordance with the provisions of 70 O.S. § 3-168(C)(7). Until approved by the Governor and the Legislature, any proposed new data collection shall be considered provisional, provided that any proposed new data collection not approved by the Governor and the Legislature by the end of the next legislative session shall be deemed to expire and shall no longer be required by the State Department of Education.

(d) Disclosure or transfer of student data - limits. All requests for disclosure and/or transfer of student data collected and maintained by the State Department of Education, including, but not limited to Open Records Act requests and research requests, are subject to the following procedures:

(1) **Confidentiality of student data.** All data which falls within the definition of "student data" set forth in 70 O.S. § 3-168(A)(7) is hereby deemed confidential pursuant to 70 O.S. § 3-168(C). Accordingly, "student data" are not subject to disclosure by the State Department of Education unless:

- (A) The student data are aggregated and any Personally Identifiable Information has been removed in accordance with the procedures set forth in (3) of this subsection;
- (B) The student data are otherwise approved for release, sharing, and/or disclosure by the State Board of Education in accordance with the procedures set forth in (4) of this subsection; or
- (C) The student data does not have prior approval of the State Board of Education for release, sharing, and/or disclosure, but the

release of requested data to the requester does not violate provisions of the Family Education Rights and Privacy Act (FERPA) at 20 U.S.C. § 1232g et seq. or accompanying regulations at 34 C.F.R. Part 99, and the release is limited to one of the following purposes:

- (i) Facilitating a student transfer out of state, or assisting a school or school district with locating an out-of-state transfer;
- (ii) Facilitating a student's application to an out-of-state institution of higher education or professional training program;
- (iii) Registration for a national or multistate assessment taken by a student;
- (iv) Facilitating a student's voluntary participation in a program for which transfer of that student's data are a condition and/or requirement of the student's participation;
- (v) The Department enters into a contract that governs databases, assessments, special education, or instruction supports with an out-of-state vendor;
- (vi) Compliance with federal reporting requirements for students classified as "migrants."

(2) **Authorized access to confidential student data.** Access to confidential student data in the State Department of Education student information system shall be restricted to:

- (A) Employees of the State Department of Education who have been authorized by the Superintendent of Public Instruction to access confidential student data;
- (B) Contractors of the State Department of Education who require such access to perform their assigned duties, including staff and contractors from the Information Services Division of the Office of Management and Enterprise Services (OMES) who have been assigned to the State Department of Education, provided that all such individuals shall comply with the terms set forth in the contract governing use and handling of student data;
- (C) District administrators, teachers, personnel or other "school officials" under direct control of a school in which the student has been enrolled or in which the student has applied for transfer or enrollment and who require access to confidential student data in order to perform their assigned duties;
- (D) A student and/or parents or legal guardians of the student with rights to inspect a student's own records in accordance with rights afforded by state or federal law;
- (E) The authorized staff of any other State of Oklahoma agencies as authorized by law and in accordance with the terms of interagency data sharing agreements; and
- (F) The authorized staff of any other entity as necessary to fulfill the purposes set forth in 70 O.S. § 3-168(C)(3) or as otherwise approved by the State Board of Education to access or share student data in accordance with terms of interagency data-sharing agreements.

(3) **Requests for release of student data.** In accordance with the provisions of 70 O.S. § 3-168(C)(2)(c), all requests for release, disclosure,

and/or transfer, of confidential student data shall be denied unless the data or dataset requested for release meets one of the following conditions:

- (A) The request is from an individual or entity specifically authorized to access confidential student data pursuant to 70 O.S. § 3-168(C)(2)(a) or (d)(2) of this Section;
- (B) The requested data or dataset has been approved for release to the requester by the State Board of Education in accordance with the policies and procedures set forth in (4) of this subsection; or
- (C) The requested data or dataset meets all of the following criteria:
 - (i) The requested data meets the definition of "aggregate data" set forth in 70 O.S. § 3-168(A)(4); and
 - (ii) All data that falls within the definition of "Personally Identifiable Information" set forth in 34 C.F.R. 99.3 has been removed, suppressed, and/or redacted as necessary to ensure no Personally Identifiable Information is included in the student data requested for release;

(4) Policies and procedures governing approval of release, sharing and/or disclosure of confidential student data by the State Board of Education. The State Department of Education shall develop a detailed data security plan that complies with the provisions of 70 O.S. §3-168(C)(4) and includes internal policies and procedures governing agency responses to requests for release and/or sharing of confidential student data to persons not authorized to access confidential student data in accordance with (2) of this subsection. Such internal policies and procedures shall meet all of the following requirements:

- (A) The policies and procedures shall prohibit release of all data or datasets containing Personally Identifiable Information of one or more students unless all of the following conditions are met:
 - (i) The release complies with the provisions of the Family Education Rights and Privacy Act (FERPA) at 20 U.S.C. § 1232g et seq. and accompanying regulations at 34 C.F.R. Part 99; and
 - (ii) Approval for the release has been obtained from the State Board of Education.
- (B) The policies and procedures shall set forth the requirements of all written agreements necessary to comply with the requirements of 34 C.F.R. § 99.31.

[Source: Added at 31 Ok Reg 1134, eff 9-12-14; Amended at 33 Ok Reg 61, eff 9-14-15 (emergency); Amended at 33 Ok Reg 668, eff 8-25-16]

210:1-3-9. Follow-up on board actions

- (a) Following adjournment of Board meetings action items on the agenda are assigned to staff members for the purpose of notifying the appropriate parties of action taken, whether or not the parties were present at the Board meeting.
- (b) General policy follow-up, notification resulting from special meetings, and correspondence addressed to Board members is usually the responsibility of the Administrative Office of the Board.
- (c) Responses in recognition of individuals, news releases to the public, communication with other agencies, and notices to individual or all schools is the responsibility of the office of the Superintendent of Public instruction. The appropriate personnel receive assignments to respond to these matters.

(d) Matters brought before the Board by Department staff are to be followed-up by the staff administrator making the presentation or a designee. All such follow-up, however, shall have the approval of the State Superintendent of Public Instruction.

(e) Follow-up is expected to be accomplished within one day and documentation, when applicable, submitted to the Secretary of the Board, within three days of the Board meeting wherein the matter was decided.

210:1-3-10. Local projects [REVOKED]

[Source: Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-11. Open Records Act

(a) **Official records.** All files, records, minutes, proceedings, rules, documents, decisions, opinions, written statements of policy, and written materials of any other nature required by law to be maintained by the State Board of Education or the State Department of Education and not otherwise exempt from public disclosure pursuant to the provisions of state and/or federal law shall be made available promptly for public inspection, copying, or mechanical reproduction upon reasonable notice during regular business hours in accordance with the provisions of the Open Records Act at 51 O.S. § 24A.1 et seq. and the procedures set forth below.

(b) **Records subject to disclosure.** Any document that comes within the statutory definition of a "record" and is not required to be kept confidential by State or federal law, or otherwise exempt from disclosure pursuant to the Open Records Act will be available for inspection and copying between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday, except state holidays, at the location where the records are housed, which is generally the Oliver Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City.

(c) **Procedure for records requests.** Any individual or group seeking access to public records maintained by the State Board of Education or the State Department of Education shall submit a request to the State Department of Education Office of Legal Services, by fax, email, regular mail or in person. In order to provide prompt, reasonable access to records, to ensure that records requests are accurately communicated to the records custodian, and to enable the records custodian to accurately process the request, it is recommended that records requests be submitted in writing. In addition, all records requests must comply with the following provisions:

(1) All records requests must include:

(A) Identification of the individual and/or entity making the request;

(B) If the Requester is an entity rather than an individual, a name of a contact authorized to communicate with the records custodian on behalf of the Requester;

(C) Sufficient contact information at which the Requester may be contacted by the records custodian to comply with the records request procedures set forth in this Section;

(D) A description of the records requested with sufficient detail necessary to enable the records custodian to reasonably identify whether records responsive to the request exist;

(E) Whether the Requester seeks copies of any or all of the records requested and if so, whether the Requester seeks certified copies of any or all of the records requested; and

(F) If the Requester claims the public interest exemption from search fees in accordance with the provisions of (d) of this Section, all information necessary for the records custodian to determine the applicability of the exemption.

(2) An Open Records Act request form is provided on the OSDE website. The form may be submitted by email, fax, or regular mail via the addresses stated on the form. The form may also be obtained by writing to the Oklahoma State Department of Education Office of Legal Services, Oliver Hodge Education Building, 2500 N. Lincoln Blvd., Room 117, Oklahoma City, OK 73105.

(3) Requests submitted will not be deemed to have been received unless and until the request has been identified as a request properly filed in accordance with the provisions of the Oklahoma Open Records Act at 51 O.S. § 24A.1 et seq. and the procedures set forth in this Section.

(4) Within a prompt and reasonable time of the date of receipt of the request, the records custodian shall review the request, seek any additional information from the Requester necessary to clarify the request, and shall ascertain whether any records responsive to the request exist.

(5) In addition, the records custodian shall promptly notify the Requester of the following:

(A) Whether the request complies with the provisions of this Section and the provisions of the Open Records Act;

(B) Whether records responsive to the request exist, and if so, the records custodian shall instruct the Requester to confirm the record custodian's interpretation of the request;

(C) If records responsive to the request exist and require an additional search of data necessary to identify and/or locate individual records of persons, whether the search will incur any fees and costs pursuant to (d) of this Section and if so, an estimate of search fees;

(D) If the Requester asks to be provided copies of the requested records in lieu of inspection, an estimate of the costs of copying the records requested as necessary to deliver the responsive records to the Requester;

(E) That processing of the request will not begin until any applicable records search fees and costs of copying have been received by the agency; and

(F) In the event the actual costs of copying and/or certification of records exceed the estimate provided and the amount of payment actually received from the Requester, that payment of any balance due from the Requester may be required prior to delivery of the requested records.

(6) All records requests will be deemed to have been received and processing of the request will begin when one of the following conditions is met:

(A) If payment of search fees or copying costs is required, upon receipt of:

(i) The fees and costs due; and

(ii) Receipt of any additional information necessary from the Requester to clarify and/or process the request; or

(B) If payment of search fees or copying costs is not required, upon receipt by the records custodian of:

- (i) The Requester's confirmation of the request required by (7) of this subsection; and
- (ii) Receipt of any additional information necessary from the Requester to clarify and/or process the request.

(7) Any request not confirmed by receipt of the requisite search fee within thirty (30) calendar days of the written notification set forth in (5) of this subsection shall be deemed to be abandoned, unless, within the time stated, the Requester can show cause why the confirmation should be delayed or postponed.

(8) If the Requester fails to furnish additional information reasonably necessary to identify the records sought or otherwise enable agency personnel to accurately process the request, any further processing of the request may be suspended by the records custodian. A request that remains suspended for a period of forty-five (45) calendar days or more shall be deemed abandoned.

(d) **Fees for record searches and copies of records.** Fees and costs associated with record searches and providing copies of records shall be determined in accordance with the following procedures:

(1) Fees to recover reasonable and direct costs of record searches.

Requests that are either solely for commercial purposes or requests that cause an excessive disruption of the essential functions of the agency are subject to fees for recovery of the reasonable, direct costs of record searches in accordance with the provisions of 51 O.S. § 24A.5(3), provided that no search fee will be charged when the release of records is in the public interest, including, but not limited to, release to the news media, scholars, authors and taxpayers seeking to determine whether those entrusted with the affairs of the government are honestly, faithfully, and competently performing their duties as public servants.

(2) Fees to recover reasonable and direct costs of record copies.

Requests that are either solely for commercial purposes or requests that cause an excessive disruption of the essential functions of the agency are subject to fees for recovery of the reasonable, direct costs of copying records in accordance with the provisions of 51 O.S. § 24A.5(3).

(A) For purposes of this paragraph, "copying" of a record may include costs of:

- (i) Mechanical reproduction of a paper record ("hard copy"); or
- (ii) Conversion of a record into an electronic format (e.g., .pdf) as necessary for delivery to the requester.

(B) In no instance shall the fee per page fee for copies of documents exceed the amount set forth in 51 O.S. § 25A.5(3).

(C) The State Superintendent of Public Instruction is authorized to periodically review and adjust the rates that will be charged for providing copies of records in accordance with state law. Those rates will include costs for record copies, document searches and transcript rates. The rates will be posted at the Oliver Hodge building and filed with the country clerk as required by law.

(D) All fees and/or costs shall be paid by the Requester prior to delivery of the response to the request. All fees must be paid by

check or money order payable to the Oklahoma State Department of Education. No cash will be accepted.

(e) **Processing and response times.** The agency will provide prompt, reasonable access to records in accordance with the requirements of 51 O.S. § 25A.5(5). The period of time considered prompt and reasonable is dependent upon a number of variable factors including, but not limited to:

- (1) The scope and complexity of the request;
- (2) Whether the workload of the agency or agencies necessary to respond to the request permits a response to the request without excessive disruption of essential services of the agency/agencies;
- (3) Whether the records request includes:
 - (A) A sufficiently detailed description of the request by the requestor necessary for the agency to ascertain the existence of records responsive to the request;
 - (B) Records or portions of records deemed confidential by state and/or federal law which must be removed or redacted in order to permit inspection of the records.
- (4) Whether the Requester requested copies of the records and if so, whether the Requester has paid applicable fees and/or costs set forth in (d) of this Section;
- (5) Whether additional steps by the agency must be taken in order to ensure that inspection, copying, and/or response to the records can be provided without jeopardizing the integrity and organization of the records; and
- (6) Whether student data is included within the scope of its request, and if so:
 - (A) Time necessary to de-identify and aggregate student data in accordance with the requirements of the Federal Educational Rights and Privacy Act (FERPA) at 20 U.S.C. § 1232g et seq. and accompanying regulations; the Student Data Accessibility, Transparency and Accountability Act of 2013 at 70 O.S. § 3-168 and accompanying regulations; or any other applicable provisions of state or federal law pertaining to confidentiality of records; or
 - (B) Time necessary to obtain approval of the State Board of Education in accordance with the requirements of the Student Data Accessibility, Transparency and Accountability Act of 2013 at 70 O.S. § 3-168 and accompanying regulations.

[Source: Amended at 12 Ok Reg 2765, eff 7-13-95; Amended at 31 Ok Reg 1131, eff 9-12-14]

210:1-3-12. Physical facilities

- (a) It is the policy of this Board to cooperate with OCIA in maintaining appearance and utility of this facility. The State Superintendent is authorized to designate an employee to serve as contact officer with OCIA, particularly in the preservation of the building and in energy consumption. A designee shall also coordinate parking.
- (b) In addition to monitoring the condition of the facility, each operating section head shall designate an individual employee as section coordinator for emergencies. This person will keep section employees informed about emergency fire, flood, tornado, or nuclear dangers and procedures to use in such events. An "Emergency Disaster Plan" prepared in coordination with the office of Civil Defense is available in each Section. Heads of sections are to cooperate fully with the Fire Marshal, Civil Defense personnel, the Capitol Security Force, the Oklahoma State Bureau of Investigation, and other forces in protecting and

securing the facilities.

[Source: Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-13. Publications

(a) The Board encourages the publication of information that will be of service to schools in expediting the teaching-learning processes. Such publications may be printed with Department printing facilities, State Central Printing, or by contract, whichever is most feasible.

(b) Local school representatives should be involved in the development of the Department publications. Specialists from teacher-training institutions should also be used as consultants when appropriate.

(c) Curriculum materials and guides should supplement and enrich local programs of instruction and serve as examples of resources available for learning if local needs are to be fully addressed.

(d) In accordance with State law anything that is written (whatever the form) and released outside the Department is considered a state publication. Covers for such publications must include:

- (1) name of publication,
- (2) Oklahoma State Department of Education, name of the State Superintendent, and
- (3) the date of publication. The cover may also include identifying characteristics of the publication or pertinent art work that enhances the appearance of such publication. [65-3-113.2]

(e) No person's name shall appear on the front cover, except that of the State Superintendent. All other information—author, acknowledgements, division, subdivision, title, date, and place of publication—may be added to the title (or second) page.

(f) Handouts and other informally disseminated materials should meet one of two requirements:

- (1) If the materials are prepared, produced, or generated by State Department of Education (SDE) staff, "Oklahoma State Department of Education, and the name of the State Superintendent" must appear on the front page.
- (2) If the materials were not prepared, produced, or generated by SDE staff, then no SDE identification or staff name should appear on the material. All such material to be distributed by SDE staff must comply with copyright laws and be approved by the section administrator before being reproduced and distributed.

(g) Publications, handouts, media productions, or other materials which bear SDE identification but contain quotations, extracts, speeches, graphics, or presentations made by others, should contain a disclaimer statement. Although highly rated, possibly contracted by the Department for the purpose, and approved by the section administrator, such material may be susceptible of interpretation as being in conflict with State Board policy, procedures, rules, or regulations, and would therefore need a disclaimer.

(h) The disclaimer shall consist of a separate paragraph inserted near the front of the production essentially conforming to one of the following statements:

- (1) The content of this material does not necessarily reflect the official views of the Oklahoma State Department of Education.
- (2) This work was developed under a contract from (or in cooperation with) the Oklahoma Department of Education. However, the content does not

necessarily reflect the position or policy of his agency and no official endorsement of these materials should be inferred.

[Source: Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-14. Records management [REVOKED]

[Source: Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-15. Publications clearinghouse [REVOKED]

[Source: Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-16. Regulations and forms [REVOKED]

[Source: Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 6-11-98]

210:1-3-17. Teacher felony search

(a) Pursuant to the requirement of 70 O.S. Sec. 3-104.1 prohibiting issuance of any certificate to a person convicted of a felony within the preceding ten years, the State Department of Education may initiate a felony search through the Oklahoma State Bureau of Investigation on certified professional personnel employed in any accredited public or private school district in the state, or an applicant applying for certification if sufficient evidence warrants such a search.

(b) The State Department of Education will receive monthly statements from the Oklahoma State Bureau of Investigation, payable from the General Revenue Fund.

SUBCHAPTER 5. DUE PROCESS

210:1-5-1. General procedures

(a) **General statement.** Generally, the fundamental due process procedures outlined in the Administrative Procedures Act (APA) will be followed whenever a hearing is conducted before the State Board of Education. However, when circumstances require a different format (e.g., annexation, consolidation, dispensing of school districts and loss of accreditation matters) the outlined procedures may be varied by the Board.

(b) **Filing of papers.** All papers herein required to be filed shall be filed with the Secretary of the Board for the record.

(c) **Hearings.** Within the physical limitations of the designated hearing room, hearings conducted by the State Board of Education shall be open to the public, except deliberations in individual proceedings. However, votes of the Board members shall be publicly cast and recorded. [25-307]

(d) Request to be made on civil action.

(1) The Attorney General acts as legal counsel in the event action is brought against the State Board of Education, State Superintendent or an employee of the State Department of Education in any civil action or special proceedings in the courts of this state, or in the United States, by reason of an act done in good faith in the course of his/her employment. The Attorney General or staff assistant, when requested in writing by such employee, shall appear and defend action in his/her behalf. Such written request shall be made within fifteen (15) days after service of summons on the employee and a copy of the request shall be given to the Attorney General.

(2) The employee named in the action may employ private counsel at personal expense to assist in his/her defense. (74-20F)

[Source: Amended at 10 Ok Reg 2695, eff 6-25-93]

210:1-5-2. Rulemaking [REVOKED]

[Source: Amended at 10 Ok Reg 2695, eff 6-25-93; Revoked at 14 Ok Reg 3297, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2212, eff 6-11-98]

210:1-5-3. Declaratory ruling

(a) **Request for ruling.** Any person affected by any rule or order promulgated or issued by the Board or one of its authorized agents may request in writing to petition the Board for an interpretation or ruling regarding the application of such a rule or order to the facts furnished with the request.

(b) **Filing and contents of petition.** The petition shall be styled similarly to an ex parte petition filed in a court of law in this state, and shall be filed with the Secretary of the Board in triplicate. It shall state fully, clearly and concisely the rule or order involved or affected, and state the facts giving rise to the need for such ruling, giving all pertinent data necessary for consideration.

(c) **Consideration of the petition by board; refusal to issue ruling.**

(1) The petition will be considered preliminarily at the next regular meeting of the Board or at a subsequent meeting.

(2) In either event, the petitioner shall be notified promptly of the date by the Secretary, and shall be entitled to be present in person or represented by counsel. At this meeting the Board shall determine whether or not to issue a ruling or to continue the matter for hearing upon the petition. The Board may refuse to entertain a petition for a declaratory ruling if it determines that the facts stated in the petition do not afford an adequate basis therefore, or that the experience under the rule or order is not adequate to enable it to make an effective or proper ruling, or that the request is premature, or that the request is one that should be handled through rule-making procedure, or that there exist other conditions rendering a declaratory ruling inopportune, similar to, though not necessarily identical to, the conditions justifying a court in refusing to enter a declaratory judgment. If the Board determines to entertain the petition for the declaratory ruling, it may issue the ruling at its meeting or it may continue the matter to a day certain for further consideration and for hearing of evidence and argument if necessary. If the applicant is not represented at the preliminary consideration, he/she shall be notified of the ruling if one is issued, in accordance with the rules respecting notice of orders; or, if the matter is continued, applicant shall be notified of the continuance in accordance with the rules respecting notice of hearings in individual proceedings. If the applicant is present or is represented at the preliminary consideration, no further notice of the subsequent hearing than announcement in open meeting is necessary; but the applicant shall receive a written copy of any ruling that is issued, as in the case of orders.

(d) **Request for formal hearing.** A petitioner for a declaratory ruling, in his/her petition prior to or at the preliminary consideration, may request a formal hearing at which to present evidence in support of the petition, setting forth the substance of the facts to be proved, if they do not appear in the petition. The Board thereupon will set the matters for formal hearing and notice shall be given as prescribed in 210:1-5-2.

(e) **Joining of other parties affected by rule.** If, at any time, it appears from the papers filed or from evidence adduced that the interests of persons other than the

petitioner are so affected by the requested ruling that it is improper to entertain the proceedings without hearing them, the Board may refuse to issue a declaratory ruling, or in its discretion, it may require them to be made parties, and if the matter can be so handled consistently with the public interest and the efficiency of the Board's procedures, then in this event, notice shall be served upon them, as in individual proceedings, and the matter will be governed thereafter by the procedure applicable to individual proceedings, as described in 210:1-5-4.

(f) **Issuance of the ruling.** If the Board conducts a hearing upon a petition for a declaratory ruling, at the conclusion of the hearing it may issue the ruling or it may decline to do so upon any of the grounds specified heretofore or upon any other legal grounds.

210:1-5-4. Informal hearing procedure

The parties to any individual proceeding may present the matter to the Board or to any authorized representative in informal conference, and upon mutual consent of all parties and of the Board, the matters may be submitted and determined and an order may be issued without resort to formal procedures. The order shall be in writing and shall be furnished to the parties as prescribed for orders issued after formal hearing in individual proceedings.

210:1-5-5. Loss of accreditation

Prior to the loss of a local school district's accreditation the district and its representative will be given an opportunity to be heard before the State Board of Education.

[Source: Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98]

210:1-5-6. Suspension and/or revocation of certificates

(a) **Application.** The rules and regulations of the State Board of Education governing the suspension and revocation of certificates apply to the following: superintendents of schools, principals, supervisors, librarians, school nurses, school bus drivers, visiting teachers, classroom teachers and other personnel performing instructional, administrative and supervisory services in the public schools. Except as otherwise specifically provided by law, the issuance or denial of a new certificate shall not be considered an individual proceeding subject to the process and procedures set forth in this Section.

(b) **Grounds for revocation.** A certificate shall be revoked only for:

- (1) A willful violation of a rule or regulation of the State Board of Education, or the United States Department of Education; or
- (2) A willful violation of any federal or state law, or
- (3) A conviction for any of the offenses or bases for revocation set forth in 70 O.S. §§ 3-104 or 3-104.1; or
- (4) For other proper cause, including but not limited to violation of the Standards of Performance and Conduct for Teachers at Chapter 20, Subchapter 29 of this Title.

(c) **Duty to report and refrain from illegal activity.** It shall be a violation of State Board of Education rules and regulations for any person holding a valid teaching certificate to be aware of and fail to report, or knowingly participate in any activity deemed illegal while participating in job-related activities of student organizations, athletic and scholastic competitions, fairs, stock shows, field trips, or any other activity related to the instructional program. Willful violation of (b)(1)-(b)(4) of this regulation or the failure to report or knowing participation in any activity

deemed illegal may result in recommendation of revocation or suspension of the certificate, or such other penalty, as may be determined after due process by the State Board of Education.

(d) **Right to hearing on revocation of an existing certificate.** No certificate shall be revoked until the holder of the certificate has been provided with a copy of the application to revoke the certificate and opportunity for a hearing provided by the State Board of Education in accordance with the following procedures:

(1) **Filing of application to revoke a certificate.** An individual proceeding to revoke a certificate shall be initiated by filing an application to revoke a certificate. An application to revoke a certificate shall be filed with the Secretary of the State Board of Education by the State Department of Education. The application shall name the holder of the certificate to be revoked as the respondent in the action, and shall contain:

(A) A statement of the legal authority and jurisdiction under which the applicant seeks to initiate the proceeding and the hearing is to be held;

(B) A reference to each particular statute and/or rule involved;

(C) A short and plain statement of the allegations asserted; and

(D) A statement of the facts alleged to give rise to the revocation.

The application shall also state a proposed effective date for the relief requested (e.g., revocation), which shall be set no earlier than forty-five (45) calendar days from the date the complaint is filed.

(2) **Informal disposition.** Informal disposition of the application to revoke a certificate may be made by stipulation, agreed settlement, consent order, or default, unless otherwise precluded by law. Written notice signed by each party or counsel representatives shall be delivered to the Secretary of the State Board of Education prior to the time of the scheduled hearing.

(3) **Notice to parties.** Within three (3) business days of the date the application to revoke a certificate is filed with the Secretary of the State Board of Education, the Secretary shall send a copy of the application along with a notice of intent to revoke the certificate by certified or registered mail, restricted delivery with return receipt requested, to the holder of the certificate. It is the responsibility of every certificate holder to notify the State Department of Education upon a change of address, and the mailing address on file for each certificate holder shall be presumed to be a proper address for service of notice. Service of notice of intent to revoke a certificate shall be deemed complete upon certified or registered mailing of the notice to the certificate holder's last known address. In addition to the requirements of notice set forth at 75 O.S. § 309, the notice of intent to revoke the certificate shall include:

(A) A statement setting forth the proposed effective date of revocation of the certificate; and

(B) A statement advising the holder that if the holder fails to appear for a hearing and contest the revocation, the allegations in the application for revocation will be deemed confessed and the Board may issue a final order to effect revocation of the certificate as of the effective date proposed in the notice.

(e) **Emergency Action.** Pursuant to 75 O.S. § 314, in the event the State Board of Education finds that public health, safety, or welfare imperatively requires emergency action, the State Board of Education may issue an emergency order summarily suspending a certificate pending an individual proceeding for revocation

or other action. Such proceedings shall be promptly instituted and determined. Such an order shall include specific findings of fact specifying the grounds for the emergency action. Within three (3) business days of the issuance of the order by the Board, a copy of the order shall be sent to the holder of the certificate via certified or registered mail, delivery restricted to the certificate holder, with return receipt requested.

(f) Hearing procedures.

(1) Hearing and appointment of a hearing officer. Upon filing the application with the Secretary of the Board, the Secretary shall set the matter for a hearing. The Board, at its discretion, may utilize a hearing officer to conduct the hearing. If utilized, the hearing officer shall be appointed by the Chairperson of the Board.

(2) Attendance of witnesses. If the complainant, or the holder of the certificate wants any person to attend the hearing and testify as a witness, he/she shall notify the Chairperson of the State Board of Education at least fifteen (15) calendar days prior to the hearing, in writing, giving the name and address of the desired witness, and the Chairperson may cause the Secretary to thereupon issue a subpoena, by mail, to the desired witness to attend in accordance with the provisions of this subsection. Every person testifying at a revocation hearing shall be sworn to tell the truth. The parties to the hearing shall exchange witness and exhibit lists and any exhibits no later than fifteen (15) calendar days prior to the hearing.

(3) Subpoenas. Subpoenas and/or subpoenas duces tecum may be issued in accordance with the following procedures:

(A) Issuance of subpoenas. Subpoenas for the attendance of witnesses, or for the production of books, records, papers, objects, or other evidence of any kind as may be necessary and proper for the purposes of a proceeding shall be issued by the Secretary of the Board at the direction of the Chairperson; upon order of the Board; or at the request of any party to a proceeding before the Board. The signature of the Secretary shall be sufficient authentication for any subpoena.

(B) Service of subpoenas. Subpoenas shall be served in any manner prescribed for service of a subpoena in a civil action in the district courts of the State of Oklahoma.

(C) Objections to and compliance with subpoenas. Any party to the proceeding may move to quash a subpoena or subpoenas duces tecum issued in accordance with the provisions of this Section, provided that, prior to quashing a subpoena or subpoenas duces tecum the agency shall give notice to all parties. A motion to quash shall be filed within seven days of the issuance of the subpoena.

(D) Enforcement of subpoenas. Upon the failure of any person to obey a subpoena, or upon the refusal of any witness to be sworn or make an affirmation or to answer a question put to her or him in the course of any individual proceeding or other authorized action of the Board, the party seeking enforcement may file an appropriate motion for enforcement with the State Board or hearing officer, as applicable, or may seek enforcement in a court of competent jurisdiction. Meanwhile, the hearing or other matters shall proceed, so far as is possible, but the Board at its discretion at any time may order a stay or continuance of the proceedings for such time as may

be necessary to secure a final ruling in the compliance proceedings.

(E) **Costs of issuance and service of subpoenas.** The costs covering the issuance and service of subpoenas and all witness fees incurred on behalf of a party to the proceedings, other than the Board, shall be borne by the party on whose behalf they are incurred.

(4) **Right to representation.** Any party to the individual proceeding shall at all times have the right to representation by counsel, provided that such counsel must be duly licensed to practice law by the Supreme Court of Oklahoma, and provided further that counsel shall have the right to appear and act for and on behalf of the party represented.

(5) **Legal counsel to State Board of Education.** The attorney for the State Department of Education shall present evidence to the Board, in furtherance of the application. Should the Board not have legal counsel, and if deemed necessary by the Chairperson of the Board, a request may be made of the Attorney General to provide counsel to the Board regarding questions of admissibility of evidence, competency of witnesses, and any other questions of law. In the event that counsel is not requested from the Attorney General the Chairperson of the Board will rule on the evidence, competency of the witness and other questions of law.

(6) **Disqualification of a Board member or hearing officer.** A Board member or hearing officer shall withdraw from any individual proceeding in which he or she cannot accord a fair and impartial hearing or consideration. Any party may request the disqualification on the ground of his or her inability to give a fair and impartial hearing by filing an affidavit promptly upon discovery of the alleged disqualification, stating with particularity the grounds upon which it is claimed that a fair and impartial hearing cannot be accorded. The issue shall be determined promptly by the Board, or if it affects a member of the Board, by the remaining members thereof, if a quorum. Upon the entry of an order of disqualification affecting a hearing officer, the Board shall either assign a replacement hearing officer, or conduct the hearing itself. Upon the entry of an order of disqualification affecting a Board member, the Governor immediately shall appoint a member pro tempore to sit in place of the disqualified member in that proceeding.

(7) **Notice of facts.** The Board shall give notice to all parties, prior to, or at the hearing, of any facts of which it proposes to take official notice. Any party or her/his attorney may request that official notice be taken of any fact qualified for such notice by the statutes of this state. If such official notice is taken, it shall be stated in the record, and all parties shall have opportunity to contest and give evidence in rebuttal or derogation of the official notice.

(8) **Presentation and consideration of evidence.** The State Board of Education shall consider only evidence upon the specific cause contained in the notice, and evidence will be heard for such cause. Questions of the admissibility of evidence shall be governed by the provisions of 75 O.S. § 310.

(9) **Order of procedure.** The order of procedure at the hearing shall be as follows:

(A) Opening statements by legal counsel of both parties;

(B) Presentation of evidence by both parties followed by cross-examination of witnesses, and questions by State Board members or the hearing officer;

(C) Closing arguments by legal counsel of both parties; and

(D) Submission of case to the Board or the hearing officer for decision.

(10) **Continuance of a hearing.** The Board or hearing officer may continue or adjourn the hearing at any time for a specified time by notice or motion. The Board or hearing officer may grant a continuance upon motion of a party for good cause shown if written request is filed and served on all parties of record and filed with the Secretary of the Board at least five (5) days prior to the date set for hearing. A respondent may be granted only one (1) continuance.

(g) **Deliberations and decisions.** Deliberations by the Board or the hearing officer in an individual proceeding may be held in executive session pursuant to the provisions of the Open Meeting Act set forth at 25 O.S. § 307.

(1) **Decision.** Decisions shall be issued in accordance with the following procedures:

(A) After hearing all evidence, and all witnesses, the State Board of Education or, if applicable, the hearing officer, shall render its decision on whether the certificate shall be revoked.

(B) The decision of the State Board of Education or a hearing officer presiding at the hearing shall be announced at the conclusion of the hearing and notification of that decision shall be by certified or registered mail, restricted delivery with return receipt requested to the holder of the certificate.

(C) If the holder of the certificate fails to appear at the scheduled hearing without prior notification within the time frame to request a stay or continuance set forth in (f)(10) of this Section, demonstration of good cause, the Board or hearing officer shall hold the party in default and issue an order sustaining the allegations set forth in the application.

(D) If the applicant fails to appear at the scheduled hearing without prior notification within the time frame to request a stay or continuance set forth in subsection (f)(10) of this Section, demonstration of good cause, or fails to prove the allegations by clear and convincing evidence, the application shall be dismissed.

(2) **Findings of fact and conclusions of law.** After the decision is announced, but before issuance of the final order, if the Board has not heard the case or read the record of the individual proceeding, the hearing officer shall provide the parties with an opportunity to prepare and submit proposed findings of fact and conclusions of law in accordance with the provisions of 75 O.S. § 311. After the parties have been given notice and an opportunity to file exceptions, present briefs and oral arguments to the proposed findings of fact and conclusions of law, the Board may take action to accept, reject, or modify the proposed Findings and Conclusions of the hearing officer. The Board shall render findings of fact and conclusions of law. All findings of fact made by the Board shall be based exclusively on the evidence presented during the course of the hearing or previously filed briefs, (made a part of the record), of the testimony of witnesses taken under oath.

(3) **Final order.** As the final determination of the matter, the final order shall constitute the final agency order and shall comply with the requirements set forth at 75 O.S. § 312. If no motion for rehearing, reopening or reconsideration of the order is filed in accordance with (h) of this Section, the final agency order shall represent exhaustion of all administrative remedies by the State Board of Education. All final orders in an individual proceeding shall be in writing and made a part of the record. Final orders are to be issued by the Chairperson of the Board or the presiding officer for transmission to the parties by the Secretary of the Board. Within five (5) business days of the date of issuance of the final order, parties shall be notified of a final order either personally or by certified mail, return receipt requested. Upon request, a copy of the order shall be delivered or mailed to each party and the party's attorney of record, if any.

(4) **Communication with parties.** Unless required for the disposition of ex parte matters authorized by law, the Chairperson and the members of the Board, the hearing officer, or the employees or the agents of the Board shall not communicate, directly or indirectly, in connection with any issue of fact, with any person or party, nor, in connection with any issue of law, with any party or his or her representative except upon notice and opportunity for all parties to participate. The Chairperson and members of the Board or their employees may communicate with one another and have the aid and advice of one or more personal assistants. Advice may also be secured from the Attorney General's office.

(h) Record of hearing.

(1) The record of a hearing shall be set forth in such form and detail as the Chairperson or the Board may direct. The hearing may also be fully transcribed, and shall be placed on file in the Secretary's office. Parties to the proceeding may have the proceedings transcribed by a court reporter at their own expense. In accordance with the requirements of 75 O.S. § 309, the record shall include:

- (A) All pleadings, motions, and intermediate rulings;
- (B) Evidence received or considered during the individual proceeding;
- (C) A statement of matters officially noticed;
- (D) Questions and offers of proof, objections, and rulings thereon;
- (E) Proposed findings and exceptions;
- (F) Any decision, opinion, or report by the Board or a hearing officer presiding at the hearing; and
- (G) All other evidence or data submitted to the Board or hearing officer in connection with their consideration of the case.

(2) The State Board Secretary shall electronically record the proceedings, with the exception of the executive sessions. The recording shall be made and maintained in accordance with the requirements of 75 O.S. § 309, and a copy shall be provided to any party to the proceeding upon request. If the requesting party should desire the tape(s) to be transcribed by a court reporter, the requesting party shall bear the expense.

(i) Rights to a rehearing, reopening or reconsideration.

(1) A petition for rehearing, reopening or reconsideration of a final order must be filed with the Secretary of the State Board within ten (10) days from the entry of the order. It must be signed by the party or his or her

attorney, and must set forth with particularity the statutory grounds upon which it is based. However, a petition based upon fraud practiced by the prevailing party or upon procurement of the orders by perjured testimony or fictitious evidence may be filed at any time. All petitions for rehearing, reopening, or reconsideration will be considered and ruled upon as soon as the convenient conduct of the Board's business will permit.

(2) A petition for a rehearing, reopening, or reconsideration shall set forth the grounds for the request. The grounds for such a petition shall be either:

(A) Newly discovered or newly available evidence, relevant to the issues;

(B) Need for additional evidence adequately to develop the facts essential to proper decision;

(C) Probable error committed by the Agency in the proceeding or in its decision such as would be grounds for reversal on judicial review of the order;

(D) Need for further consideration of the issues and the evidence in the public interest; or

(E) A showing that issues not previously considered ought to be examined in order to properly dispose of the matter. The grounds which justify the rehearing shall be set forth by the State Board of Education which grants the order, or in the petition of the individual making the request for the hearing.

(3) It is the burden of the party requesting a rehearing to notify the opposing party of the appeal.

(4) Rehearing, reopening, or reconsideration of the matter may be heard by the State Board of Education or may be referred to a hearing officer. The hearing must be confined to those grounds on which the recourse was granted.

(j) **Judicial review.** Any person or party aggrieved or adversely affected by a final order in an individual proceeding is entitled to certain judicial review in accordance with the provisions of the Oklahoma Administrative Procedures Act, and the procedures set forth therein shall govern appeals.

(k) **Applications for reinstatement of a certificate.** After five (5) years of the effective date of revocation of a certificate, or after expungement of the offense(s) that formed the basis for the revocation by a court of competent jurisdiction, an individual may apply for reinstatement of the certificate in accordance with the application procedures set forth by the State Department of Education.

(l) **Notifications of suspension or revocation.** Upon the suspension or revocation of an individual's certificate, the State Department of Education shall notify the superintendent (or board of education, if the superintendent is the holder of the suspended or revoked certificate) of the district that most recently employed the certified individual based upon the individual's certification number and the personnel reports currently on file with the State Department of Education. In addition, the State Board shall to the extent possible notify the superintendents of all Oklahoma school districts. Notification shall also be provided to the extent possible to certification officers in each state or territory of the United States.

[Source: Amended at 10 Ok Reg 2695, eff 6-25-93; Amended at 19 Ok Reg 481, eff 12-19-01 (emergency); Amended at 19 Ok Reg 1622, eff 6-13-02; Amended at 21 Ok Reg 395, eff 12-19-03 (emergency); Amended at 21 Ok Reg 1188, eff 5-27-04; Amended at 30 Ok Reg 1592, eff 7-11-13; Amended at 32 Ok Reg 883, eff 8-27-15; Amended at 34 Ok Reg 1055, eff 9-11-17; Amended at 38 Ok Reg 921, eff 8-26-21; Amended at 39 Ok Reg 981, eff 9-11-22]

210:1-5-7. Teacher evaluation, dismissal, and nonreemployment

(a) Teacher Evaluation, Dismissal, and Nonreemployment Act.

(1) The State Board of Education recognizes its regulatory and leadership role in the implementation of this statute and commits its cooperation accordingly. It believes that the most effective vehicle to promote professional growth is self-motivation. The teacher should be the prime recipient of the benefits of teacher evaluation thus identifying his/her own needs for improvement. The evaluation instrument serves as one objective measure by which administrators and boards of education can validly infer inadequate competencies of both teachers and administrators.

(2) The State Board of Education believes that grievances between boards of education and teachers can best be settled in the locale and thus supports the principle of due process before the local school board. It further supports the right of appeal in the exercise of human rights.

(b) Duties. The law requires the State Board of Education to develop and adopt standards and procedures to be followed in due process hearings of local boards of education. Such standards are to follow the pattern of the Administrative Procedures Act [75-301-308.2].

(c) Written policy of evaluation. A teaching principal may conduct teacher evaluations if so designated by the local board of education.

(d) Minimum criteria for establishing evaluation systems. The written policy and procedures will facilitate the implementation of the Teacher Evaluation Law of 1977, as amended by House Bill No. 1466 (70-6-102.2). Written policy of evaluation for all teachers and administrators is to be based on minimum criteria developed by the State Board of Education and shall include both teaching and administrative criteria. Each board of education shall maintain and annually review the evaluation policy. Each district's evaluation system should contain the following elements:

(1) A written policy addressing purpose, goals, objectives, targets, procedures, methods, and uses of the evaluation system. This policy shall be developed by the board in consultation with representative teachers and administrators.

(2) Procedures for making evaluation information available to all affected personnel.

(3) A listing of the evaluation and hearing steps.

(4) Written performance criteria by which to evaluate all certificated staff. This must include, but is not limited to, state mandated minimum criteria for effective teaching performance and minimum criteria for effective administrative performance.

(5) Dates (or a schedule) for evaluation visits for probationary and tenured staff.

(6) Identification of the personnel or positions which will perform the evaluations.

(7) What is to be evaluated. Consideration should be given to:

(A) Self-evaluation progress reports by individuals being evaluated.

(B) Criteria, in addition to state mandated criteria, which might include: criteria related to the job description, district goals, school objectives, and the previously cooperatively developed position objectives.

(C) Equitable application of evaluation criteria to all personnel.

(D) Evaluating only those things which are currently applicable to the job the staff member is performing and not those things which

should have been evaluated during preemployment.

(8) Specified ways that evaluation data will be collected as well as when, how long, and how observations will be performed.

(9) Security and controlled access to the evaluation reports.

(10) Provisions for initial, post visit, and follow-up conferences with evaluator or immediate supervisor. Forms should be completed by evaluator, signed, then reviewed, commented on, and signed by the person being evaluated.

(11) Place for recommendations, prescriptions, or citations of inadequacy. These procedures should include written statements by the evaluator as to:

(A) What should be done by the person evaluated, including level of performance expected.

(B) When the corrective action is expected to be completed, which time shall not exceed two months.

(C) What resources the school will provide to help the person evaluated achieve the expected performance.

(D) The form in which the report of performance should be submitted (i.e., oral interview, self-evaluation report, narrative description, list of data action documents, etc.).

(12) Ways the administration will provide resources and assistance for corrective action. This assistance should provide alternatives which could include:

(A) Assignment to another school or position within the district.

(B) Visitations and planning.

(C) Demonstrations or simulations.

(D) Video tapings and assigned supervisor.

(E) Reports.

(F) Special supervision.

(G) Assignment to a performance team.

(H) Conference.

(I) Workshops and inservice sessions.

(13) Ways the district will utilize the evaluation finding to improve learning in the district to:

(A) Develop inservice education programs to resolve inadequacies.

(B) Identify areas where improvements are needed.

(C) Provide justification for changes in staff, facilities, resources, and programs, or to be a needs assessment for developing new programs.

(D) Disseminate valuable information to various publics.

(E) Provide a record of the quality of teaching and quality of staff in the district.

(e) **Procedures designed to avoid potential teacher dismissal.** Principals having delegated administrative responsibilities as a part of the comprehensive operation of their respective schools have an inherent obligation for the professional success of their teaching staff. Subsequent to an analysis of the results of a number of measures from which it can be validly inferred from a teacher's performance the principal or evaluator shall, according to law:

(1) Bring the matter to the attention of the teacher, in writing, and make a reasonable effort to assist the teacher to correct whatever appears to be the cause for potential dismissal or nonreemployment; and

- (2) Allow a reasonable time for improvement, which time shall not exceed two (2) months. The nature and gravity of the teacher's conduct shall be considered in determining what length of time would be reasonable. If the teacher does not correct the cause for potential dismissal or nonreemployment within a reasonable length of time, the principal shall make a recommendation to the superintendent of the school district for the dismissal or nonreemployment of the teacher. (70-6-103.2) This section does not apply to a superintendent of schools. 648 P.2d 26
- (3) The school system should make facilities at its disposal available to help such teachers. The principal will encourage the use of such facilities as:
- (A) an accessible professional library and/or media center;
 - (B) local, county, and State Department of Education supervisory services;
 - (C) inservice education activities with local, county, regional service center, college, or state groups;
 - (D) individual study; and
 - (E) the acquisition and utilization of a wide variety of teacher materials.

[Source: Amended at 10 Ok Reg 2695, eff 6-25-93; Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98; Amended at 29 Ok Reg 100, eff 10-7-11 (emergency); Amended at 29 Ok Reg 968, eff 6-26-12]

210:1-5-8. Teacher due process hearings; hearing procedures

- (a) The parties to the hearing are the teacher and the district superintendent or designee and they shall be afforded the following rights at any hearing held pursuant to these regulations.
- (1) The right to be represented.
 - (2) The right to present witnesses in person or to present their testimony by interrogatories, affidavits, or depositions as agreed to by the parties. A list of all witnesses and a list of exhibits shall be furnished to the other party at least five (5) days before the hearing.
 - (3) The right to cross-examine witnesses.
 - (4) The right to testify in his/her own behalf and present evidence and argument on all issues involved.
 - (5) The right to have an orderly hearing.
 - (6) The right to have an impartial decision based upon the evidence presented.
- (b) The President of the school board, or in case of absence a designee, shall be the presiding officer at the hearing.
- (c) All hearings shall conform to the following:
- (1) Hearings shall be held no sooner than twenty (20) and no later than sixty (60) days after the teacher receives written notification of the recommendation for dismissal or nonreemployment and notice of the opportunity for hearing.
 - (2) Hearings held within the scope of these guidelines shall be convened by the President of the board who shall state the purpose of the hearing, introduce the parties and administer the oath to all persons who will testify.
 - (3) Upon the request of either party, the Presiding Officer may exclude from the hearing room the witnesses not at the time under examination, except that a party to the proceeding and his/her representative shall not be excluded.

- (4) At the hearing, the burden of proof shall be on the superintendent and the standard of proof shall be by a preponderance of the evidence.
 - (5) The local board of education shall maintain a record (including a tape or other electronic or digital recording of the hearing and any documents or evidence presented to the board) for two (2) years from the date of the hearing.
 - (6) Informal disposition of any recommendation for dismissal or nonrenewal may be made by written stipulation, agreed settlement, consent order or default.
- (d) The order of procedures shall be:
- (1) Opening statement by superintendent.
 - (2) Opening statement by the teacher.
 - (3) Presentation of superintendent's evidence, followed by cross-examination of witnesses by teacher.
 - (4) Questions by local board members.
 - (5) Presentation of teacher's evidence followed by cross-examination of witnesses by superintendent.
 - (6) Questions by local board members.
 - (7) Presentation of Rebuttal and Surrebuttal Evidence as necessary.
 - (8) Closing argument by superintendent.
 - (9) Closing argument by teacher.
 - (10) Deliberation by local board.
 - (11) Vote by local board to accept or reject the superintendent's recommendation and recitation of findings of fact upon which the decision is based.
- (e) Presentation and consideration of evidence shall abide by the following:
- (1) Only evidence which reasonably relates to the issues before the board, as reflected in the notice to the teacher, should be deemed relevant.
 - (2) Strict rules of evidence as required by a court of law shall not apply in these hearings.
 - (3) Rulings on admissibility of evidence will be made by the Presiding Officer.
 - (4) Documentary evidence may be received in the form of copies or excerpts.
 - (5) Documentary evidence presented to the board shall be marked with a distinguishing number or letter such as Teacher's Exhibit #1 or Superintendent's Exhibit #1.
 - (6) While hearings are open to the public, no questions or statements will be allowed by members of the public attending the hearing except through the parties or their council.
- (f) Decision on hearing will be rendered.
- (1) After due consideration of the evidence and the testimony presented at the hearing, the local board shall decide whether to dismiss or nonreemploy the teacher.
 - (2) The board's decision shall be voted in open meeting.
 - (3) The decision of the board shall include a recitation of the basic or underlying facts relied upon by the board in reaching its decision.
 - (4) The board shall notify the teacher in writing of its decision as set out above by certified mail, restricted delivery, return receipt requested or substitute process as authorized by law within ten (10) business days of the hearing.

(5) The school board's decision regarding the dismissal or nonreemployment of a teacher is final.

[Source: Amended at 10 Ok Reg 2695, eff 6-25-93; Amended at 13 Ok Reg 65, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1315, eff 5-13-96; Amended at 14 Ok Reg 3297, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2212, eff 6-11-98; Amended at 19 Ok Reg 14, eff 9-12-01 (emergency); Amended at 19 Ok Reg 970, eff 5-13-02; Amended at 21 Ok Reg 183, eff 8-29-03 (emergency); Amended at 21 Ok Reg 1191, eff 5-27-04; Amended at 29 Ok Reg 100, eff 10-7-11 (emergency); Amended at 29 Ok Reg 968, eff 6-26-12]

SUBCHAPTER 7. ORGANIZATION OF THE DEPARTMENT [RESERVED]

SUBCHAPTER 9. INTERLOCAL COOPERATIVE AGREEMENTS

210:1-9-1. Purpose

The purpose of this Subchapter is to set forth rules and regulations pertaining to the formation and operation of interlocal cooperatives as defined in the Oklahoma Statutes, Section 5-117b of Title 70.

[Source: Added at 10 Ok Reg 4277, eff 7-15-93 (emergency); Amended at 11 Ok Reg 1973, eff 5-26-94]

210:1-9-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

"Interlocal cooperative agreement" means an agreement which is entered into by the boards of education of two or more school districts pursuant to the provisions of Section 5-117b of Title 70, Oklahoma Statutes.

[Source: Added at 10 Ok Reg 4277, eff 7-15-93 (emergency); Added at 11 Ok Reg 1973, eff 5-26-94]

210:1-9-3. Enabling provisions/restrictions

(a) Section 5-117b of Title 70, Oklahoma Statutes, authorizes *the boards of education of any two or more school districts to enter into an interlocal cooperative agreement for the purpose of jointly and comparatively performing any of the services, duties, functions, activities, obligations or responsibilities which are authorized or required by law to be performed by school districts of the state.*

(b) Section 5-117b of Title 70, Oklahoma Statutes, *shall not prohibit school districts from entering into cooperative agreements authorized under Section 117 of Title 70 or interfere with existing cooperative agreements between school districts.* [70 O.S., Section 5-117b (A)]

[Source: Added at 10 Ok Reg 4277, eff 7-15-93 (emergency); Added at 11 Ok Reg 1973, eff 5-26-94]

210:1-9-4. Conditions applicable to interlocal cooperative agreements

(a) *If the boards of education of any two or more school districts enter into an interlocal cooperative agreement as defined in this Subchapter, the following conditions stated in paragraphs 1 - 8 apply:*

(1) *An interlocal cooperative agreement shall establish a board of directors which shall be responsible for administering the joint or cooperative undertaking. The agreement shall specify the organization, terms, and composition of, and manner of appointment to, the board of directors and shall make provision for restructuring or terminating the board upon partial or complete termination of the agreement. The board of directors shall be selected by the board of education of each contracting school district and may include but not be limited to a board member, administrator or teacher from each contracting school district. Vacancies*

in the membership of the board of directors shall be filled within thirty (30) days from the date of the vacancy in the manner specified in the agreement;

(2) An interlocal cooperative agreement which is optional to school districts and shall be effective only after it is approved by the State Board of Education and the board of directors may be designated as a local education agency for some or all state and federal application, reporting and auditing procedures. An interlocal cooperative board of directors that has been designated as a local education agency shall comply with state and federal law and the regulations of the State Board of Education;

(3) An interlocal cooperative agreement shall be subject to change or termination by a recommendation of the State Board of Education;

(4) The duration of an interlocal cooperative agreement for joint or cooperative action in performing any of the services, duties, functions, activities, obligations or responsibilities, other than the provision of special education services, which are authorized or required by law of school districts in this state, shall be for a term of at least one (1) year. Notice of intent of a school district to withdraw from the cooperative agreement must be given no later than March 15 for the ensuing school year;

(5) An interlocal cooperative agreement shall specify the method or methods to be employed for disposing of property upon partial or complete termination of the agreement;

(6) Within the limitations provided by law, an interlocal cooperative agreement may be changed or modified by majority consent of the interlocal cooperative board of directors;

(7) Except as otherwise specifically provided in this Subchapter, any powers, privileges or authority exercised or capable of being exercised by any school district of this state, or by any board of education thereof, may be jointly exercised pursuant to the provisions of an interlocal cooperative agreement. No powers, privileges or authority with respect to the levy and collection of taxes or the application for or receipt of State Aid formula money, or the issuance of bonds shall be created or effectuated for joint exercise pursuant to the provisions of an interlocal cooperative agreement; and

(8) Payments from the general fund of each school district which enters into any interlocal cooperative agreement for the purpose of financing the joint or cooperative undertaking provided for by the agreement shall be operating expenses. [70 O.S., Section 5-117b(A) (1 - 8)]

(b) Nothing contained in this Subchapter shall be construed to abrogate, interfere with, impair, qualify or affect in any manner the exercise and enjoyment of all the powers, privileges and authority conferred upon school districts and boards of education by law, except that boards of education and school districts are required to comply with the provisions of this Subchapter when entering into an interlocal cooperative agreement that meets the definition of an interlocal cooperative agreement. [70 O.S., Section 117b (B)]

[Source: Added at 10 Ok Reg 4277, eff 7-15-93 (emergency); Added at 11 Ok Reg 1973, eff 5-26-94]

CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES

[Authority: 20 U.S.C. §7844; 70 O.S., §§ 1-109, 1-111, 1-113, 1-114, 3-104, 3-130 et seq., 5-105, 5-147, 7-101, 103 and 104, 8-101 through 104, 11-103.2, 11-103.3, 1210.307, 1210.507, 1210.508, 1210.541, 1210.545 ,13-101, 18-108, 18-111, 18-118; Laws 1996, c. 277, § 9; 7 CFR, Part 226; 34 CFR Part 299, Subpart F S299.10-12 Elementary-Secondary

SUBCHAPTER 1. GENERAL PROVISIONS

210:10-1-1. Purpose

This chapter sets forth rules and regulations which have general applicability to administration of schools and the provision of instructional services. Primarily, this subchapter contains rules and regulations which broadly apply to administration and instruction. Other subchapters in this chapter contain rules and regulations pertaining to specific programs which are operational in most schools and for which placement in this chapter seems appropriate. This is not to imply that rules and regulations codified in other chapters do not have general applicability.

210:10-1-2. School Age [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-1-3. Reports and records for attendance, enrollment, and transportation

(a) All original attendance records are hereby made official public records, and as such shall be kept daily in ink, or recorded daily in the school district's Schools Interoperability Framework (SIF)-compliant Student Information System. While a school district's Student Information System may serve as a school's official record of student attendance, it is recommended that teachers also keep their own attendance records in hard copy form, so that if any discrepancies arise the Student Information System record may be compared with individual teacher records. Each school district shall be responsible for maintaining an addendum to the attendance records to verify the number of individual student absences for activities.

(b) All original attendance records for schools shall be kept at the respective schools and shall be made available during the summer months for inspection and audit by a representative of the State Board of Education. All attendance record forms shall be approved by the State Board of Education. All Registers of Pupil Attendance, Enrollment and Transportation shall be marked daily in ink as outlined in the register, or recorded as appropriate in the district's Student Information System. Such records shall be kept by a competent individual under supervision of the principal.

(c) At the close of the school year, the District Superintendent of Schools shall keep on file all Registers of Pupil Attendance, Enrollment and Transportation, and Class Record Books of all teachers and principals employed under the superintendent's supervision.

[Source: Amended at 36 Ok Reg 735, eff 7-25-19]

210:10-1-4. Length of term

(a) **Minimum length of the school year.** The minimum length of the school year will be one hundred eighty (180) days or one thousand eighty (1,080) hours, provided up to five (5) days or thirty (30) hours per school year may be used for attendance of professional meetings. A school district that adopts a 1,080 hours policy rather than a 180 day policy shall notify the State Board of Education prior to October 15 of the applicable school year, and provide a copy of the school calendar as approved by the district's board of education. Except as otherwise

authorized by law, beginning with the 2021-2022 school year, school must be in session and classroom instruction offered for a minimum of one hundred sixty-five (165) days each school year in every public school. Where professional days are taken, they shall be so recorded in the register of attendance in a like manner as holidays are recorded. The legal aggregate days attendance will be divided by days actually taught to obtain the legal average daily attendance. Any school district holding less than a full term will have its state aid reduced proportionately. No district may have less than a full term of school unless conditions over which it has no control exist that would prevent the district's holding a full term. In cases where sites within a district have different length terms the average daily membership (ADM) and average daily attendance (ADA) should be calculated for each site separately.

(b) Criteria for an alternate school calendar authorization. Beginning with the 2021-2022 school year, a school district or charter school must meet the eligibility requirements below in order to request a waiver from the State Board of Education authorizing the district to implement a school year calendar for one or more site(s) that includes fewer than one hundred sixty-five (165) days when school is in session and classroom instruction offered. A district that wishes to apply for a waiver authorizing an alternate length school year shall submit an application addressing all criteria in this subsection no later than June 30 prior to the school year for which the waiver is requested. In order to enable school districts to adequately plan their academic calendars, a waiver application for this purpose may be submitted at any time after the student performance data and federal Every Student Succeeds Act (ESSA) status designations addressed under (b)(1) have been released to schools, provided all such applications must be received by June 30 prior to the applicable school year. The State Board of Education shall render a decision on school calendar waiver applications within sixty (60) days of receipt of a completed application and all necessary supporting materials. The term of a waiver granted under this Section shall be one (1) school year. To be eligible to apply for an alternate school calendar authorization, a school district must submit a narrative detailing how the proposed calendar is intended to benefit students, and evidence that the district meets all of the following requirements:

(1) Student performance. Specific performance criteria apply to schools with different grade ranges, and a district applying for a school calendar waiver must demonstrate that each of its school sites for which the waiver is requested meets the appropriate requirements for which data is available.

(A) Requirements for early childhood centers (pre-kindergarten through 2nd grade). The elementary school(s) that the early childhood site feeds into must meet all eligibility criteria under (b) (1)(B).

(B) Requirements for elementary schools and middle schools (pre-kindergarten through 8th grade).

(i) The school's student growth indicator letter grade is a "C" or higher on the most recent Oklahoma School Report Card issued under the school accountability system. A school's math and English Language Arts (ELA) growth is therefore a compensatory calculation for the purpose of waiver eligibility.

(ii) The school is not currently identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and

Improvement (ATSI).

(C) Requirements for high schools (9th grade through 12th grade).

- (i) The school's 4-year cohort graduation rate is at or above the most recently reported state average graduation rate or 82%, whichever is higher.
- (ii) The school's Academic Achievement indicator letter grade is a "C" or higher on the most recent Oklahoma School Report Card issued under the school accountability system.
- (iii) The school attained a postsecondary indicator of a letter grade of "C" or higher on the most recent school report card issued under the school accountability system.
- (iv) The school is not currently identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI).

(2) Financial criteria. Due to significant differences in the size and resources of school districts that make a universal standard for cost savings impractical, each district applying for a school calendar waiver shall submit a budget and a narrative describing cost savings. The budget submitted with the narrative describing cost savings shall be the most recent Estimate of Needs submitted by the school district or charter school to the County Excise Board.

(c) Attendance determination for students participating in school activities.

School activities must be under the direction or supervision of the teacher or supervisor whether such activities take place within or without the school building or school grounds in order to be considered a school day or part of a school day for attendance purposes. Pupils dismissed and not under the direction or supervision of the teacher cannot be considered as participating in scheduled school activities, provided that a student participating in online coursework or other remote instruction authorized by law for public school students may be included in attendance if the attendance requirements of the instruction program are satisfied. A student serving as a Page to the Legislature may be counted in attendance.

(d) All pupils attending any school within a school district shall have their names entered in the attendance register and the district's student information system (SIS).

[Source: Amended at 17 Ok Reg 2883, eff 7-13-00; Amended at 34 Ok Reg 1060, eff 9-11-17; Amended at 37 Ok Reg 1187, eff 9-11-20]

210:10-1-5. Audits

(a) **Financial audit.** All schools are required to make available to personnel of the State Department of Education all records pertaining to Federal programs, state aid appropriations, and expenditures from the general fund of the previous year, making it possible to complete an audit on all funds. Public officials, members of the boards of education, superintendents, principals, and any other persons whose duty it is to make appropriations and/or expenditures in accordance with the provisions of applicable state and federal law, the regulations of the State Department of Education, and the adopted policies of the State Board of Education will be held responsible for any misappropriation or illegal expenditure of such funds.

(b) **Penalty.** If it is discovered that a school district is unable to pay its current year's obligations through careless handling of funds by a school administrator, the State Board of Education may require the administrator to show cause why their administrator's certificate should not be revoked.

(c) **Student attendance record audits.**

(1) Regional Accreditation Officers of the State Department of Education are required to audit the student attendance records of all Oklahoma public school districts.

(2) In addition to the Statistical Report, the official document for student attendance accounting and auditing is the Student Attendance Register. All other student attendance documents, reports, and summaries only support the accuracy of the Student Attendance Register and the Statistical Report.

(3) A school or program within a district that has a different school year from the district must present a separate Statistical Report and Attendance information reflecting the different school year for that school or program. The school or program will be audited separately from the district.

(4) Each person who keeps a Student Attendance Register is required to make all entries in ink, record the attendance data for each pupil each day, keep the Register in a safe place and understand that the Register is subject to audit at any time. The Student Attendance Register may be maintained in an electronic format, provided that a school district maintaining its Student Attendance Register in an electronic format implements appropriate strategies for backing up data in the event of a potential system failure or other threat to digital record storage and retention.

(5) If the attendance records show that school was maintained for less than a full annual term without approval of the State Board of Education, state aid will be reduced accordingly unless it can be shown that the attendance records as originally presented were in error.

(6) When attendance, membership, or transportation is deducted for any reason by the audit, state aid will be reduced accordingly. Factual information may be presented by the school within ninety (90) calendar days from the date of the audit showing acceptable evidence that indicates the audit is in error.

(d) **Enrollment.**

(1) Enrollment means recording the name of a pupil on a class roll. Total Enrollment for an attendance period or for the year, whether for a class or for an entire school is the number of all enrollments so recorded. If a student is promoted or moves from one district or school to another during a school year, the student's name will be recorded on each class roll concerned. A record of that student's enrollment will be included in the original and every subsequent roll even though the pupil will be dropped from the original roll and every subsequent roll except the current one.

(2) All students attending any school within a school district shall have their names entered in the attendance register and have their attendance recorded. Students are to be placed on roll the first day that the student actually attends class or participates in their instructional program.

(3) All Entries and Exits are to be entered in the Student Attendance Register on the day that the transaction occurs. Students are not considered on roll until they actually attend class or participate in instructional activities. Students are always considered on roll until an exit code is entered.

(e) Entry and exit.

(1) Entry codes will always be placed on the Student Attendance Register. An entry code indicates where the student is coming from, e.g., another school in the district, another school district in Oklahoma, another state or country, or a private school or other placement. The Basis of Admission will be entered on the date that the student begins school. A Basis of Admission code indicates why a student is enrolling, e.g., because they are a district resident, a transfer student, an out-of-home placement student, or another authorized basis for enrollment applies.

(2) Entry codes are recorded on the first day the student actually attends class or participates in instructional activities. Each different Basis of Admission must have its own unique code on the Student Attendance Register, and must be reported to the State Department of Education using the appropriate code from the most recent requirements document for the SIF (Schools Interoperability Framework)-compliant statewide student data system, available on the agency website.

(3) When a pupil enrolls in a public school in this state a second or succeeding time during the current school year, the entry must be reported to the State Department of Education using the appropriate entry code from the most recent requirements document for the SIF-compliant statewide student data system, available on the agency website.

(4) An exit code is recorded each time a student withdraws from school, and in certain other limited cases such as when a student changes grade level mid-year or changes to a different academic calendar through entrance into an alternative education program. Exit codes are to be recorded on the date when the exit occurred. A student is not considered to be off roll until an exit code is recorded. A student exit must be reported to the State Department of Education using the appropriate exit code from the most recent requirements document for the SIF-compliant statewide student data system, available on the agency website.

(f) Attendance and absence.

(1) A student is to be considered present only on those days when in actual attendance in school or when participating in scheduled school activities under the direction and supervision of a regular member of the faculty. A student who is excused from attending school because of sickness or for any other reason shall not be counted in attendance. Students authorized by law to attend a partial school day or partial school week schedule shall not be counted as absent if they are in attendance during their scheduled education program.

(2) All student attendance, absence and transportation information is compiled on a half-day basis with the exception of attendance, absence, and transportation information for half-day early childhood or kindergarten programs which are recorded on a full-day basis. A student must be in attendance for two-thirds ($\frac{2}{3}$) of the first half of the school day to be recorded present for one-half day; likewise, a student must be in attendance for two-thirds ($\frac{2}{3}$) of the second half of the school day to be recorded present for one-half day.

(3) As a condition of receiving accreditation from the State Board of Education, all students in grades nine (9) through twelve (12) shall enroll in a minimum of six (6) periods, or the equivalent in block scheduling, of rigorous academic and/or rigorous vocational courses each day, which may

include arts, vocal and instrumental music, speech classes, and physical education classes.

(4) A student who is absent from instruction without excuse for ten (10) consecutive days is to be recorded as absent each day. On day eleven (11), the pupil is to be exited from the roll.

(5) A school day for kindergarten or early childhood can either be a half-day of at least two and one half (2 ½) hours, or the district's standard full school day. However, kindergarten and early childhood absence and attendance is always recorded on a full day basis. Three (3) year old students authorized to attend public school under the *Individuals with Disabilities Education Act* (IDEA) should not be indicated as absent if they are in attendance for their scheduled education program, including partial school day or partial school week instructional schedules.

(g) **School activities.** School activities may take place either on the school premises or off the school premises. In order for a student to be counted in attendance, the school activity must be under the direction and supervision of a teacher. Students dismissed and not under the direction and supervision of a teacher cannot be considered as participating in a school activity and cannot be counted in attendance. A student serving as a legislative page is to be counted in attendance at the school.

(h) **Parent-teacher conference days.** Only students active in membership are to be counted in attendance on parent-teacher conference days. For districts that use a one hundred eighty (180) day academic calendar, only one parent-teacher conference day per semester will be counted for attendance purposes as a regular school day and included as part of the one hundred eighty (180) days of required instruction. Other days are encouraged above the one day per semester for parent-teacher conferences, but will not be counted for attendance purposes as regular school days. For a school district which has implemented a one thousand eighty (1,080) hour school year pursuant to 70 O.S. § 1-109, parent-teacher conferences may be counted as instructional time for no more than six (6) hours per semester, for a total of up to twelve (12) hours per school year.

(i) **Concurrent enrollment.** A school district may receive full average daily attendance on a high school student who is participating in concurrent enrollment. In determining a legal school day for a student who is concurrently enrolled the district can use a combination of local school enrollment, college enrollment, and travel time. A student participating in concurrent enrollment is considered present when traveling to or from and while attending the college.

(j) **Professional meeting day.**

(1) The State Board of Education has defined a professional meeting day to be any day on which the faculty of a school district is engaged in the educational planning for improvement of the local school system; or that the faculty engages in a local, county, district or state education planning workshop or teacher's meeting. Such a day shall be identified as a professional day in each attendance register on the day the meeting occurred.

(2) Days used to work at the beginning or at the end of the school year shall not be counted as professional development activities. Preparing the classroom for instruction, grading papers, recording grades, completing report cards or enrolling students are not examples of professional development activities.

(3) A school district may not count more than thirty (30) hours each school year that are used for attendance of professional meetings toward the one

hundred eighty (180) days or one thousand eighty (1,080) hours of classroom instruction time that school is required to be in session.

(k) Transportation.

(1) A student must reside one and one-half (1 ½) miles or more by commonly traveled road from the school attended to be considered transported. Students living less than one-and one-half miles from the school may be transported but shall not be counted as transported pupils on the Transportation Report for state aid purposes.

(2) Transportation may be provided for early childhood and kindergarten students to and from school during the normally scheduled morning and afternoon bus operation. Districts may also provide additional transportation, at local expense, for either early childhood or kindergarten students at midday. However, the school district is not required to provide midday transportation to either early childhood or kindergarten students. Midday transportation for early childhood and kindergarten pupils shall not be recorded on the Transportation Report.

(3) A legally transferred or tuition student residing outside of the school district's approved transportation area may be transported to the school provided the student meets the bus within the transporting district's approved transportation area. However, tuition students may not be counted as transported students on the Transportation Report.

(l) Authority for birth.

(1) Documentation that can be used to verify school age. Examples of Authority for Birth are:

- (A) Birth certificate
- (B) Attending physician's certificate
- (C) Permanent school record
- (D) Family bible
- (E) Parent statement
- (F) Last year's attendance register
- (G) Other official scholastic record

(2) Birth certificates, if available, must be provided for early childhood, kindergarten, and first grade students who are first-time enrollees. Each different Authority for Birth must have its own unique code on the Student Attendance Register.

(m) Career and Technology Center. Students are considered in attendance when traveling to or from and while attending a Career and Technology Center.

(n) Home-based program. An educational program for special education students who are unable to participate in a full-day educational program at school, or for students who are unable to attend school in person for a period of time due to extended medical or other issues, and who receive education services from the school district at their home or an equivalent non-school site such as a hospital, provided by one or more certified teachers. Home-based pupils are considered on roll and in attendance for the duration of the time period they receive offsite education services from the school district.

(o) Out-of-home placement. A student who is not a resident of the district but is housed and educated in a residential child facility or a treatment center located in the district. Out-of-home placement students are carried on roll and are considered in attendance if they are present for their scheduled education program, whether at a school site or through offsite services provided by the district.

[Source: Amended at 13 Ok Reg 71, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 14 Ok Reg 3312, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98; Amended at 16 Ok Reg 2069, eff 5-3-99 (emergency); Amended at 17 Ok Reg 2884, eff 7-13-00; Amended at 19 Ok Reg 16, eff 9-12-01 (emergency); Amended at 19 Ok Reg 971, eff 5-13-02; Amended at 25 Ok Reg 629, eff 1-14-08 (emergency); Amended at 25 Ok Reg 1571, eff 6-12-08; Amended at 32 Ok Reg 887, eff 8-27-15; Amended at 35 Ok Reg 1089, eff 9-14-18]

210:10-1-6. Computer assisted pupil accounting

- (a) All schools planning to use a computerized pupil accounting system shall be required to use a system (software) approved by the State Board of Education.
- (b) Pupil accounting systems (software) approved by the State Board of Education shall adhere to all laws and State Board of Education regulations pertaining to attendance.
- (c) Daily attendance records and records of all transactions such as deletions, additions, and edit errors shall be retained until the annual audit has been completed.
- (d) Reports to be provided for the attendance audit shall be presented in an 8 1/2" X 11" State Department of Education-approved format and shall include:
 - (1) Entry, Gain and Loss Report, which includes membership, attendance and absences, quarterly, by semester and annually.
 - (2) Transportation Report for each type of pupil transported, including transferred transported and eligible out-of-home placement pupils, quarterly, by semester and annually.
 - (3) Master Roster, showing pupil name, grade, gender, race, address, source of entry, basis of admission and date of birth, at the end of the first quarter and annually.
 - (4) Report of over and underage pupils for Early Childhood and Kindergarten; also, a report of underage First Grade pupils showing attendance, membership, and transportation quarterly and annually.
 - (5) The Quarterly Attendance Registers shall be printed four times per year. The attendance register shall have student names in alphabetical order by grade. The registers will show daily attendance and membership by quarter and grade for each site.
 - (6) Membership, Attendance and Transportation Reports shall be reported as an annual district summary by grade.
- (e) Each principal shall provide a signed affidavit verifying that the school site attendance register is complete and accurate.

[Source: Amended at 15 Ok Reg 351, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98; Amended at 17 Ok Reg 1051, eff 5-11-00]

210:10-1-7. Board(s) of education

- (a) The Oklahoma School Code in part, provides that each school district shall be a body corporate and shall possess the usual powers of a corporation for public purposes and it may sue and be sued and be capable of contracting and being contracted with and holding such real and personal estate as it may come into possession of as authorized by law. It further provides that the governing board of each school district in Oklahoma is designated to be known as the board of education of such district, and that the superintendent of schools appointed and employed by such board shall be the executive officer of said board and shall perform such duties as said board directs. These sections of the School Code emphasize the legal responsibilities of the board of education for the acts or business transacted by the school district and its responsibility of outlining, defining, and fixing the sphere within which its superintendent is to perform the

assigned duties.

(b) Each responsibility mentioned elsewhere for the superintendent legally is a responsibility delegated by the board of education. Hence the first and most important responsibility of the board of education is a complete and comprehensive set of written policies giving the framework of authority assigned to its executive officer, the superintendent of schools. It is proper practice for the board of education to grant authority to its executive officer to represent it during the interim between board meetings on routine business management problems which can be handled within established policies.

(c) A person serving on a board of education should remember that he/she is only another citizen in the school district except when the governing board of the school district is in a regular or special meeting for the purpose of transacting business for the school district. Again he/she should remember that as a member of the board of education while it is in a meeting transacting the district's business he/she participates in determining the board's judgment but when the board as such adjourns he/she reverts to his/her status as a citizen of the school district and all acts of the board should be referred to by him/her as "the board of education in its meeting made this decision" without reference to persons or individuals who happen to be members of such board.

(d) If a board of education has not prescribed and written down its policies for its executive officer, then a point of departure would be to require the superintendent to furnish the leadership and secure the necessary consultative service to perfect such policies as would be sound in nature and functional for the management and operation of the district's business.

210:10-1-8. Annexation/consolidation

(See Section 210:1-3-2.)

210:10-1-9. Transfers [REVOKED]

[Source: Amended at 24 Ok Reg 1833, eff 6-25-07; Revoked at 29 Ok Reg 14, eff 9-12-11 (emergency); Revoked at 29 Ok Reg 971, eff 6-26-12]

210:10-1-10. Accreditation rating

Schools that were listed as accredited by the Division of Instruction for the previous year and/or meet the requirements during the current school year will be considered as having met the standards of the State Board of Education for the school year for which state aid is being calculated, unless the Finance Division is notified by the Director of Accreditation that the school will not be accredited.

210:10-1-11. Advisory councils

(a) **Membership/functions.** Membership of such councils shall be representative of the people to be served. Parent and community involvement does not mean making policy decisions or exercising control in place of certified educators and duly selected boards. Advisory councils are for advice as the name implies, not control, and this Board, as local boards should, too, reaffirms and expects that all such committees or groups will abide by the rules, regulations, and policies of the school district wherein administration, operation, and regulation are functions assigned to professional educators.

(b) **Selection.** Except where specified differently by law, members on advisory councils shall be recommended by the Superintendent or Executive Officer of the Board. Names are usually solicited from subordinate administrators and other

knowledgeable leaders. Where special parent advisory councils or other committees are required, this Board expects the law, whether federal or state, to be enforced and the council established.

(c) **Reimbursement.** Advisory council members who are performing substantial and necessary service may be reimbursed for such expenses, according to the State Travel and Reimbursement Act (74-500.1-500.35), State Purchasing Laws (74-85), State Board rules and regulations, and local policies at the district level.

210:10-1-12. Acquired Immune Deficiency Syndrome (AIDS) [REVOKED]

[Source: Revoked at 36 Ok Reg 736, eff 7-25-19]

210:10-1-13. Educational services for children in residential care, treatment, or emergency shelter facilities

(a) **Purpose.** These policies are for the purpose of establishing standards for the educational services for children placed in facilities which exist for the purpose of providing residential care, treatment (24-hour residential) or emergency shelter care.

(b) **Facilities licensing/approval.** The facilities should be licensed or approved by the appropriate oversight state agency (i.e., Department of Human Services, Office of Juvenile Affairs, Department of Health, and Department of Mental Health and Substance Abuse Services). Such residential care or treatment facilities as juvenile detention centers, group homes, and emergency youth shelters will be included for these programs.

(c) **Residency.** Student residency shall be determined by application of 70 O.S. § 1-113:

- (1) Children placed in facilities such as an orphanage, eleemosynary (charitable) child care facility, in which a child is placed by the parent or guardian for full time residential care and attend a district school by joint agreement of the district or facility and are not placed in a facility through a state contract, are residents for school purposes of the school district where the facility is located.
- (2) Children placed in facilities which are state operated institutions or who are temporarily in state-licensed or operated emergency shelters are residents for school purposes of the school district where the facility is located.
- (3) Children placed in a foster home, as defined at 10 O.S. §402, except a therapeutic foster home or a specialized foster home voluntary placement, by the person or agency having legal custody pursuant to court order or by a state agency having legal custody are residents for school purposes of the school district where the foster home is located. If the foster parent has requested that the residence of the foster child for school purposes be the school district in which the child resided prior to being placed in foster care, or the school district in which the child's previous foster family home is located, the district selected by the foster parent shall be the child's district of residence.
- (4) For youth who are placed in juvenile detention facilities, the district of residence for school purposes shall be the school district in which the parents, guardians, or person having legal custody holds legal residence.
- (5) When a child does not meet the criteria for residency provided in 70 O.S. § 1-113, subsection A, and is placed in a residential care facility or treatment program or center, including J.D. McCarty Center (63 O.S.

§485.1), which is out of the child's home and not in the school district in which the child legally resides, the facility or program shall, if the child contends he or she resides in a district other than the district where the facility or program is located, within eleven (11) days of admittance, notify the district in which the out-of-home placement or treatment is located of the admittance.

(d) **Contractual agreement for educational services.** A contractual agreement for the provision of educational services will be developed and signed by the chief executive officer of each agency or organization, or by the chairman of the governing board or board of directors of each licensed public or private agency, operating or supervision of residential care, treatment, or emergency shelter facilities.

(1) Each individual or entity operating a residential facility or treatment program which requires provision of educational services from the school district, shall notify the local board of education of its anticipated educational needs, prior to location in a school district. No school district shall be required to provide educational services for residents of the facility or participants in the program until at least sixty (60) calendar days have elapsed from the time in which the local board of education was initially notified of the need unless the school district so agrees to provide the educational services sooner.

(2) Pursuant to 10A O.S. § 2-7-305, any state agency letting grants or contracts for residential care or treatment facilities for children shall require, as a condition of grants or contracts, documented assurance of appropriate provision of educational services.

(3) The contractual agreement for educational services shall include the following as a minimum:

(A) **Teacher certification requirements.** Teachers shall be appropriately certified by the Oklahoma State Department of Education. Pursuant to 70 O.S. § 1210.567, a certified teacher who is qualified to teach in an accredited school district's educational services for a residential care or treatment facility may teach subjects in which the teacher does not hold certification. This shall only be valid upon application of a school district, offering on-site educational services in a residential or treatment facility, and approved by the State Department of Education, only for those purposes. The application for Accreditation or amended application shall serve as the district's application for these purposes. Original copies of the application and teacher certificates shall be on file at the school district administration office and copies maintained at the building site level.

(B) **Number of hours taught.** The State Department of Education shall authorize, upon application by a school district, an abbreviated day schedule for the education provided for students in a residential care or treatment facility located within the district. The Application for Accreditation or amended application shall serve as the district's application for these purposes. Education services available shall be provided to children/youth no later than the tenth school day of admittance. Exception will be for cause in the interest of the child and documentation by recommendations of the attending licensed psychologists, psychiatrists, or physicians on the residential care or

treatment staff.

(C) Adequacy of facilities. The residential care, treatment, or emergency shelter facilities shall provide and maintain areas appropriate for the school district to conduct the educational program pursuant to contractual agreement and shall be responsible for all services and costs associated with such services which are not directly related to education. Relevant safety and health standards shall be followed. Such facilities shall meet the accreditation standards of the State Board of Education for educational services and shall meet other existing standards which apply to facilities of residential care, treatment, or emergency shelter programs.

(D) Educational plans, including plans for transition in to regular school setting. Education plans for students shall describe the appropriate curriculum, instructional time, and setting for each child. The child should receive instruction in an appropriate setting based on the individual educational needs of the child and should progress toward a full school day (six hours) program.

(4) The State Department of Education shall provide a sample contract with standard or uniform provisions for use by school districts which provide education to students in such facilities or programs. Provision in the contract shall be designed to ensure an appropriate education to which a student is entitled in the most cost-efficient manner to the responsible school district and shall allow for local flexibility in funding and education arrangements. The cost for related services, therapies, treatments, or support services for eligible students shall be the responsibility of the facility unless otherwise agreed by the contractual parties or as otherwise specified in the IEP. Otherwise valid obligations to provide or pay for such services, such as Medicaid, shall remain in effect for children who are eligible from sources other than the school district.

(e) Educational plans for residential care, treatment facilities, or emergency shelter facilities.

(1) Each child/youth shall have his/her educational needs reviewed within five school days by a team of professionals to determine the educational needs of the student and to develop an educational plan which is consistent with state and federal laws and regulations. The education plan shall work toward integration of the student into the receiving school district.

(2) The professional team for the educational plan shall include a teacher or an appropriately qualified educator representative and be under the direction of personnel of the school district. A procedure must exist to permit team members to communicate their recommendations and other relevant information to the facility staff on a regular basis.

(3) The educational plan shall be periodically reviewed and adjustments by the professional team made to ensure that the child is receiving appropriate educational opportunities at all times.

(4) The educational plan shall describe the appropriate curriculum, instructional time, and setting for the child/youth. The child should receive instruction in an appropriate educational setting based on individual educational needs and should progress toward a full school day (six hours) program. The student's current grade level and/or ability should be considered.

- (5) The educational plan shall be implemented within ten days of enrollment.
- (6) The educational plans and educational services shall be provided under the supervision of a school district administrator.
- (7) The educational plan and individual student records for the educational services shall be maintained by the school district with proper protections for disclosure, including a procedure for expeditious exchange of education records to properly authorized persons, in accordance with the Family Education Rights and Privacy Act, and other relevant state and federal laws.
- (8) The educational plan shall be implemented in accordance with any procedural safeguards for eligible children with disabilities who require Individualized Education Programs (IEPs) under the Individuals with Disabilities Education Act (IDEA). The eligible student's school district of residence shall be notified immediately by the providing district upon finding that the eligible student requires special education and related services and notified as to the time, date and location of meetings for the purpose of planning the student's IEP and subsequent reviews. The facility may have a representative present at the IEP conference to advise the IEP team of any concerns or information the facility has to offer regarding the eligible student's educational needs and eligibility for related services. The facility and the providing district shall coordinate with the eligible student's school district of residence as necessary for the development of the IEP.
- (9) Teachers shall be assigned for provision of educational services in accordance with the appropriate class size and teacher/student ratio.
- (10) The facility shall provide assistance in severe, disruptive situations and will provide supervision of out-of-classroom suspension, time-out, and detention during school and, when requested by the assigned education personnel, will intervene in matters of discipline, unless otherwise agreed to in the contract.

(f) State licensed or operated emergency shelters. The local school district is not required to enter into a contract with a residential care, treatment, or emergency shelter unless it is state licensed or state operated.

(g) Education to Students in Jail.

- (1) Each school district in the state with a city, county, or state jail within the district's boundaries shall designate an employee or employees of the school district who will be responsible for overseeing the educational services to eligible juveniles identified by the facility. While incarcerated in a jail, the student shall be considered a resident of the school district where the jail is located.
- (2) Once an employee is designated by the school district that person shall immediately contact the individual in charge of the operation of the jail or jails within the boundaries of the school district and provide them with information regarding the requirements of this rule.
- (3) When a school district receives notification of the need for educational services from a facility incarcerating a juvenile, the school district shall provide the juvenile with an appropriate education plan designed for the possible reintegration of the student into school, which must include the core subjects. The education plan contemplated by this rule corresponds to the education plan referenced in the Oklahoma School Laws at 70 O.S. § 24-101.3(D) for students suspended from school. A copy of the education plan developed by the school district shall be provided to the facility and to

the juvenile and a copy shall be kept on file by the school district. For purposes of this rule the core units shall consist of English, Math, Science, Social Studies, and Art units required by the State Board of Education.

(4) The education plan shall set out the procedure the school district and the facility will utilize for the provision of educational services to the juvenile and will address academic credit for work satisfactorily completed. These procedures and requirements apply to facilities which do not have in place, on the effective date of this rule, a plan for educational services of incarcerated juveniles.

(5) The provisions of residency law at 70 O.S. § 1-113 addressing responsibility for educational services to juveniles in facilities located within the boundaries of the school district prevail over the requirements set forth in this rule.

(h) **Accreditation standards monitoring.** The educational program of each school district providing educational services for students placed in a facility located in the school district shall be monitored by the State Department of Education. The department shall determine if the educational program is in compliance with State Board of Education regulations. The recommended accreditation status shall be reported to the State Board of Education.

[Source: Amended at 15 Ok Reg 3529, eff 6-15-98 (emergency); Amended at 16 Ok Reg 1746, eff 6-11-99; Amended at 24 Ok Reg 575, eff 12-21-06 (emergency); Amended at 24 Ok Reg 1213, eff 5-25-07; Amended at 33 Ok Reg 671, eff 8-25-16]

210:10-1-14. Policy for working with schools identified as "low-performing" [AMENDED AND RENUMBERED TO 210:10-13-13]

[Source: Amended at 14 Ok Reg 3312, eff 5-5-97 (emergency); Amended and renumbered to 210:10-13-13 at 15 Ok Reg 10, eff 10-7-97 (emergency); Amended and renumbered to 210:10-13-13 at 15 Ok Reg 2227, eff 6-11-98]

210:10-1-15. Policy for working with schools identified as "academically at-risk" [AMENDED AND RENUMBERED TO 210:10-13-14]

[Source: Amended at 14 Ok Reg 3312, eff 5-5-97 (emergency); Amended and renumbered to 210:10-13-14 at 15 Ok Reg 10, eff 10-7-97 (emergency); Amended and renumbered to 210:10-13-14 at 15 Ok Reg 2227, eff 6-11-98]

210:10-1-16. Oklahoma Academic Scholar and other student recognitions

(a) **Purpose.** The rules of this subchapter have been adopted for the purpose of providing requirements for recognition as an Oklahoma Academic Scholar and other recognitions of student achievement. The purpose of the program is to recognize those secondary students within the State of Oklahoma who exceed the basic graduation requirements and who, through diligence, achieve academic ratings above those of their peers.

(b) **Requirements for recognition as an Oklahoma Academic Scholar.** Students who meet all the requirements listed below shall be recognized by the local school district and the State Board of Education as an Oklahoma Academic Scholar.

(1) Accumulate over grades 9, 10, 11 and the first semester of grade 12, a minimum grade point average of 3.7 on a 4.0 scale or be in the top 10% of their graduation class.

(2) Complete (or will complete) the curricular requirements for a standard diploma.

(3) Score at least a composite of 27 on the American College Test (ACT) or a 1220 combined score on the Scholastic Assessment Test (SAT). The ACT or SAT must have been taken on a national test date or state-administered

test date before the date of graduation. For students with documented disabilities requiring testing accommodations not available on a national or state administration date, a qualifying score on the ACT or SAT may be demonstrated using alternate administration dates.

(c) **Requirements for the Seal of Biliteracy.** Students who meet the requirements listed below for both English and another language shall be recognized by the local school district and the State Board of Education with a Seal of Biliteracy in English and another language, which shall be noted on the student's transcript upon completion of the eligibility requirements and noted on the student's diploma upon graduation. The Seal of Biliteracy shall be available in two levels of distinction, Gold and Platinum, based on the following eligibility requirements:

(1) **Proficiency in English.** The student must score at least the level indicated on one or more of the assessments below:

(A) **ACT.** A score on the English Language Arts section of at least 18 for Gold level recognition or at least 21 for Platinum level recognition.

(B) **SAT.** A score on the Evidence-Based Reading and Writing (formerly verbal) section of at least 570 for Gold level recognition or at least 650 for Platinum level recognition.

(C) **PSAT**

(i) **10th grade.** For a PSAT taken when the student is in 10th grade, a score on the Evidence-Based Reading and Writing section of at least 470 for Gold level recognition or at least 600 for Platinum level recognition.

(ii) **11th grade.** For a PSAT taken when the student is in 11th grade, a score on the Evidence-Based Reading and Writing section of at least 570 for Gold level recognition or at least 620 for Platinum level recognition.

(D) **International Baccalaureate (IB).** A score of at least a 3 for Gold level recognition or at least a 4 for Platinum level recognition on the International Baccalaureate Test of English.

(E) **Advanced Placement (AP).** A score of at least a 3 for Gold level recognition on the Advanced Placement Test of English Language or Advanced Placement Test of English Literature, or a score of at least a 4 for Platinum level recognition on the Advanced Placement Test of English Language or Advanced Placement Test of English Literature.

(F) **WIDA ACCESS.** A score of at least 4.5 through 5.7 on the WIDA ACCESS test for Gold level recognition, or a score of at least 5.8 on the WIDA ACCESS test for Platinum level recognition.

(2) **Proficiency in a language other than English.** In addition to achieving a qualifying score in English on one of the assessments listed in (c)(1) above, the student must score at least the level indicated in a language other than English on one or more of the proficiency measures listed below:

(A) **AAPPL or ALIRA.** A score of at least Intermediate-Mid (I-4) on the Assessment of Performance of Progress toward Proficiency in Languages (AAPPL) or ACTFL Latin Interpretive Reading Assessment (ALIRA) for Gold level recognition, or a score of at least Advanced-Low (A-1) on the AAPPL or ALIRA for Platinum level recognition.

(B) **STAMP.** A score of at least 5 on the Standards Based Measurement of Proficiency (STAMP) for Gold level recognition, or a score of at least 7 on the STAMP for Platinum level recognition.

(C) **OPI, OPIC, or WPT.** A score of at least Intermediate-Mid for Gold level recognition, or at least Advanced-Low for Platinum level recognition, on the Oral Proficiency Interview (OPI), the Oral Proficiency Interview - Computer (OPIC), or the Written Proficiency Test (WPT).

(D) **Advanced Placement (AP).** A score of at least a 3 for Gold level recognition, or at least a 4 for Platinum level recognition, on the Language and Culture Advanced Placement (AP) test for the target language.

(E) **SLPI.** A score of at least Intermediate for Gold level recognition, or at least Advanced for Platinum level recognition, on the Sign Language Proficiency Interview (SLPI).

(F) **Native American languages.** The State Department of Education (OSDE) will consult with each tribal nation as appropriate to identify an appropriate measure of proficiency.

(G) **Languages for which there is no standard assessment.** If a request for a Seal of Biliteracy is received regarding a language for which there is no standard assessment but which is not a Native American language, the OSDE will work with relevant linguistic and/or cultural entities to identify an appropriate measure of proficiency.

[Source: Amended at 13 Ok Reg 263, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 19 Ok Reg 16, eff 9-12-01 (emergency); Amended at 19 Ok Reg 971, eff 5-13-02; Amended at 35 Ok Reg 1093, eff 9-14-18; Amended at 37 Ok Reg 1189, eff 9-11-20]

210:10-1-17. Residency

(a) The residence of a student for school purposes is defined by 70 O.S. Supp. 1992, Section 1-113.

(b) The school district in which a student is presented for enrollment shall verify that the student is either a resident of the school district or is otherwise entitled to attend school in that school district for any other reason authorized by law.

(c) Each school district shall adopt a policy which provides for the procedures and criteria to determine if a student is a resident of the school district. Local board of education policy shall include but, not be limited to, documented evidence provided by the parent, guardian or person having care and custody of the student. Such documentation may include proof of provisions of utilities, payment of ad valorem taxes, local agreements or contract for purchasing/leasing housing. The criteria for residency adopted in such policy shall not be in conflict with statutory provisions relating to the residence of students. Such policy shall provide for educational services for homeless children to the extent required by Public Law 100-77, Title VII, Subsection B.

(d) Pursuant to 70 O.S. 18-111, *a pupil moving from a school district during a school term shall be entitled to attend such school for the remainder of that school term.*

(e) A school district may, as part of its procedures for determining student residency, require reverification of student residency at the beginning of each school term.

(f) Procedures for resolving residency disputes are specified in this subsection. Each school district shall designate a residency officer. In addition, each district shall include in their written policy information on how to request a review of a residency dispute and how the residency officer may be contacted. Any question or dispute as to the residence of a student shall be determined by the residency officer pursuant to the following procedures.

(1) If a school district initially denies admittance of a student who claims to be a resident of that district, the parent, guardian or person having care and custody (hereafter parent) of the student shall be informed that they may request a review of the decision of the local residency officer. Each district may develop a residency review form.

(2) If, during the course of the school year a dispute arises as to the residence of a student who is enrolled and attending school, the student shall be allowed to continue in that school until these dispute procedures have been exhausted.

(3) The parent of the student must notify the residency officer in writing of the review request within three (3) school days from denial of admittance. Upon receipt of a request for review, the residency officer shall allow the parent, guardian or person having care and custody to provide additional pertinent information in accordance with the district's criteria and the statutory provisions regarding residency. Said information must be submitted with the request for review.

(4) The residency officer must render a decision and notify the parent of the decision and reasoning therefor in writing within three (3) school days of the receipt of the request for review.

(5) In the event the parent disagrees with the decision, the parent shall notify the residency officer, within three (3) school days of receipt of the residency officer's decision, who will submit his/her findings and all documents reviewed to the local board of education. The local board of education will review the decision and the documents submitted on behalf of the district and the student and render a decision at the next board meeting. The local board's decision shall be the final administrative decision.

(6) In an effort to place students in school as quickly as possible, timelines shall be followed, unless due to emergency circumstances both parties agree to an extension of timelines.

[Source: Added at 11 eff 5-26-94; Amended at 11 Ok Reg 4457, eff 7-21-94 (emergency); Amended at 12 Ok Reg 1353, eff 5-25-95; Amended at 15 Ok Reg 352, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98]

210:10-1-18. Transfers

(a) **Definitions.** The following words and terms, when used in this subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

(1) **"Student of a Deployed Parent"** means a student who is the dependent child of a member of the active uniformed military services of the United States on full-time active duty status and for whom Oklahoma is the home of record or a student who is the dependent children of a member of the military reserve on active duty orders and for whom Oklahoma is the home of record.

(2) **"Open Transfer(s)"** means the transfer of a student from the district in which the student resides to another school district furnishing the grade the student is entitled to pursue.

(3) **"Parent"** means the parent, legal guardian, foster parent, or person having custody of the student seeking a transfer, whose residence is used to determine the residence of the student in accordance with the provisions of 70 O.S. § 1-113(A)(1). For purposes of the Individuals with Disabilities Education Act at 20 U.S.C. § 1400 et seq. (IDEA), the definition of Parent set forth in 34 C.F.R. § 300.30 shall supersede the definition of Parent set forth in this subsection.

(4) **"Receiving School District"** means the school district to which the student is seeking to be transferred.

(5) **"Resident School District"** means the school district in which the Parent, guardian, or person having custody of the student resides, as defined in 70 O.S. § 1-113(A)(1).

(b) **Governing statutes.** Open Transfers shall be governed by the Oklahoma Education Open Transfer Act, 70 O.S. § 8-101.1, et seq. In addition, the following types of transfers are governed by the following provisions of law:

(1) **Students with disabilities.** Transfers made for the purpose of providing a free appropriate public education (FAPE) to special education students shall be governed by 70 O.S. § 18-110 and 70 O.S. § 13-101, et seq. Such transfers shall not be considered Open Transfers subject to the provisions of (d) of this Section.

(2) **Gifted and talented students.** Transfers made for the purpose of providing gifted child educational programs shall be governed by 70 O.S. § 1210.307. Such transfers shall not be subject to the provisions of (d) of this Section.

(3) **Parents who are teachers.** Transfers for the purpose of allowing a student to attend school in a district in which the student's Parent is employed as a teacher shall be governed by 70 O.S. § 8-113. Such transfers shall not be subject to the provisions of (d) of this Section.

(4) **Deployed Parents.** Transfers for the purpose of allowing a student of a deployed Parent to transfer districts shall be governed by 70 O.S. § 8-103.1. Such transfers shall not be subject to the provisions of (d) of this Section.

(5) **Sibling transfers.** Transfers of siblings pursuant to the provisions of 70 O.S. § 8-101.2 shall be processed as Open Transfers in accordance with the requirements of 70 O.S. § 8-103 and (d) of this Section. Transfers of multiple birth siblings shall be processed as Open Transfers, provided that if multiple birth siblings are transferred to the same receiving district, a Parent may request placement at the same school and/or in the same classroom under the provisions of 70 O.S. § 24-154(A).

(c) **District policies and procedures pertaining to student transfers.**

(1) Each school district board of education shall adopt a policy to determine the number of transfer students the school district has the capacity to accept in each grade level for each school site within a school district pursuant to 70 O.S. § 8-101.2. The policy may include the acts and reasons outlined in 70 O.S. § 24-101.3 and a history of absences as bases for denial of a transfer. "History of absences" means ten or more absences in one semester that are not excused for the reasons provided for in 70 O.S. § 10-105(B) or due to illness. The school district's policy shall not include any other basis for denying a transfer request.

(2) The transfer of a student from the district in which the student resides to another school district furnishing instruction in the grade the student is entitled to pursue shall be granted at any time in the year unless:

- (A) The number of transfers exceeds the capacity of a grade level for each school site within a school district; or
- (B) The transfer would violate the school's adopted transfer policy with respect to acts and reasons outlined in 70 O.S. § 24-101.3 or a student's history of absences.

(3) A school may not accept or deny a request based on the statutorily prohibited factors set forth in 70 O.S. § 8-103.1.

(4) If the grade a student is entitled to pursue is not offered in the district where the student resides, a transfer request shall be automatically approved by the Receiving School District. 70 O.S. § 8-101.

(d) Open Transfers. All Open Transfers must be initiated and processed in accordance with the following procedures:

(1) The Parent of the student must complete an application form specified by the State Board of Education.

(2) The application shall be filed with the superintendent of the Receiving School District for transfers to school districts in this state and with the State Board of Education for transfers to school districts in another state.

(3) The Receiving School District shall approve or deny the application and notify the Parent of the student of the decision in writing within 30 days of receiving an application. Applications shall be processed in the order in which they are received. If the number of student transfer applications exceeds the capacity of a Receiving School District, the district shall select transfer students in the order in which the district received the student transfer applications.

(4) If the transfer application is accepted, the Parents of the student shall provide the receiving school district written notification that the student will be enrolling in the Receiving School District within ten days of receiving notice that the transfer application was approved. Failure of the Parents to notify may result in the loss of the student's right to enroll in the school district for that year only. If a Parent fails to notify the Receiving School District that a student will be enrolling, and the Receiving School District chooses to cancel the transfer, the Receiving School District shall provide a written notice of the cancellation to the Parent of the student immediately upon cancellation.

(5) If a transfer application is denied, the Parents of the student may appeal the Receiving School Districts decisions as set forth in 70 O.S. § 8-101.2(E) and Okla. Admin. Code § 210:10-1-18.1.

(6) If the Receiving School District receives notice that the transferring student will be enrolling in the Receiving School District, the Receiving School District shall notify the Resident School District within ten (10) days.

(7) Approval of the resident district is not required for an Open Transfer.

(3)

(e) Deployed Parent.

(1) If a transfer request is submitted on behalf of a student of a deployed parent in accordance with 70 O.S. § 1-103.1 and this administrative rule, the application shall be approved regardless of the capacity of the receiving school district.

(2) Local school district boards of education shall adopt a policy for transfer requests by students of a deployed parent.

(3) Transfer requests on behalf of Students of a Deployed Parent shall be processed in accordance with 70 O.S. § 8-103.1.

(f) **Termination of Transfers.** A transfer may not be terminated in the middle of a school year. At the end of each school year, a school district may deny continued transfer of the student for the reasons outlined in 70 O.S. § 8-101.2(B)(1)-(2). Written notice of a receiving school district's intention to deny continued transfer of a student shall be given to the parent of a student by no later than July 15 and shall comply with Okla. Admin. Code § 210:10-1-18.1(b)(3). A receiving school district's denial of a continued transfer may be appealed in compliance with § 210:10-1-18.1.

(g) **Reporting transfers.**

(1) On or before January 1, April 1, July 1, and October 1, the Superintendent of each Receiving School District shall file a statement with the State Board of Education and each Resident School District showing the name and grade level of each student granted a transfer to the Receiving School District and the Resident School District for each student.

(2) On or before January 1, April 1, July 1, and October 1, each school district board of education shall submit to the State Department of Education the number of student transfers approved and denied and whether each denial was based on capacity, acts and reasons outlined in Section 24-101.3 of this title or a history of absences as provided for in paragraph 2 of subsection B of this section. The State Department of Education shall publish the data on its website and make the data available to the Office of Educational Quality and Accountability.

[Source: Added at 29 Ok Reg 971, eff 6-26-12; Amended at 32 Ok Reg 19, eff 8-25-14 (emergency); Amended at 32 Ok Reg 890, eff 8-27-15; Amended at 39 Ok Reg 661, eff 3-7-22 (emergency); Amended at 39 Ok Reg 986, eff 9-11-22]

210:10-1-18.1. Right to Appeal Transfer Application Upon Denial

(a) **Definitions.** The following words and terms, when used in this subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

(1) **"Student"** means a student who is requesting transfer from the district in which the student resides to another school district furnishing instruction in the grade the student is entitled to pursue.

(2) **"Parent"** means the parent, legal guardian, foster parent, or person having custody of the student seeking a transfer, whose residence is used to determine the residence of the student in accordance with the provisions of 70 O.S. § 1-113(A)(1). For purposes of the Individuals with Disabilities Education Act at 20 U.S.C. § 1400 et seq. (IDEA), the definition of Parent set forth in 34 C.F.R. § 300.30 shall supersede the definition of Parent set forth in this subsection.

(3) **"Receiving School District"** means a school district to which a Student is seeking to be transferred.

(4) **"Receiving Board of Education"** means the board of education for the Receiving School District.

(b) **Appeal to Receiving Board of Education.**

(1) If a transfer request made pursuant to 70 O.S. § 8-101.2 is denied by the Receiving School District, the Parent of the Student may appeal the denial to the Receiving Board of Education.

(2) The Receiving School District shall provide notification of denial in writing to the Parent of the Student by either hand-delivery, by U.S. Mail or electronic mail.

- (3) The notification shall include:
 - (A) An explanation, including but not limited to any citation to the statute, regulation, or school district policy under which the denial was made;
 - (B) A copy of the policy adopted by the Receiving Board of Education for determining the number of transfer students the school district has capacity to accept;
 - (C) A copy of this administrative rule; and
 - (D) The date upon which the appeal will be due.
- (4) A Parent of a Student shall have ten days to appeal a Receiving School District's denial of a transfer request. If notification of denial is hand-delivered, the appeal period shall begin the day after the notification is delivered. If notification of denial is sent by U.S. Mail, the appeal period shall begin three days after the notification is mailed. If notification of denial is sent by electronic mail, the appeal period shall begin the day after the notification is sent. The Receiving Board of Education shall accept an otherwise untimely appeal if a Parent of a Student can establish that they did not receive actual notice of the notification denying the transfer request, and the appeal was submitted within ten days after the Parent of the Student received actual notice.

(c) Submission of Appeal to Receiving Board of Education. An appeal to a Receiving Board of Education shall be submitted to the office of the superintendent of the Receiving School District. The appeal shall include the following:

- (1) The name, address and telephone number of the Parent of the Student and the Student for whom the appeal is being taken;
- (2) The date the Receiving School District gave notice denying the transfer request;
- (3) The basis for appealing the decision of the Receiving School District; and
- (4) The name, address and telephone number of the appellant's legal representative, if applicable. Any documentary evidence should be attached to the petition for appeal.

(d) Timeframe for Hearing of Appeal to Receiving Board of Education. The Receiving Board of Education shall consider the appeal at its next regularly scheduled board meeting.

(e) Appeal to State Board of Education.

- (1) If the Receiving Board of Education denies an appeal of a request to transfer made pursuant to 70 O.S. § 8-101.2, the Parent of the Student may appeal the denial to the State Board of Education.
- (2) The Receiving Board of Education shall provide notification of denial in writing to the Parent of the Student by either hand-delivery, by U.S. Mail or by electronic mail.
- (3) The notification shall include:
 - (A) An explanation, including but not limited to any citation to the statute, regulation, or school district policy under which the denial was made;
 - (B) A copy of the policy adopted by the Receiving Board of Education for determining the number of transfer students the school district has capacity to accept;
 - (C) A copy of the State Board of Education's prescribed form for an appeal; and

(D) A copy of this administrative rule.

(4) A Parent of a Student shall have ten days to appeal a Receiving Board of Education's denial of a transfer request. If notification of denial is hand-delivered, the appeal period shall begin the day after the notification is delivered. If notification of denial is sent by U.S. Mail, the appeal period shall begin three days after the notification is mailed. If notification of denial is sent by electronic mail, the appeal period shall begin the day after the notification is sent. The State Board of Education shall accept an otherwise untimely appeal if a Parent of a Student can establish that they did not receive actual notice of the notification denying the transfer request, and the appeal was submitted within ten days after the Parent of the Student received actual notice.

(f) **Submission of an Appeal to the State Board.** An appeal to the State Board of Education shall be submitted to the Executive Secretary of the Board. The Parent of a Student appealing a transfer denial from a Receiving Board of Education shall use the form prescribed by the State Board of Education. At the time of submitting an appeal to the State Board, the appellant must concurrently submit a copy of the appeal to the superintendent of the Receiving School District that denied the transfer request. The superintendent shall immediately transmit the appeal to the Receiving Board of Education.

(g) **Form for Appeal.** At a minimum, the appeal form prescribed by the State Board of Education shall include the following information:

- (1) The name, address, and telephone number of the Parent of the Student and the Student for whom the appeal is being taken;
- (2) The name of the Receiving Board of Education against whom the appeal is filed;
- (3) The date on which the Parent of the Student received notification that the Receiving Board of Education denied the transfer request;
- (4) The basis for appealing the decision of Receiving School Board and statement that any documentary evidence should be attached to the petition for appeal;
- (5) The name, address and telephone number of the appellant's representative, if applicable;
- (6) Notice that the appeal will be considered by the State Board at the next regularly scheduled meeting, at which the appellant and school district may appear; and
- (7) A signature of the appellant, or authorized representative.

(h) **Response.** Upon receipt of notice of an appeal, but not later than five (5) days prior to the date at which the appeal is scheduled to be considered by the State Board of Education, the Receiving Board of Education may submit a written response to the appeal. Responses should not exceed five (5) pages. If not submitted by the appealing Parent, the Receiving Board of Education shall provide a copy of the policy adopted to determine the number of transfer students the school district has the capacity to accept in each grade level for each school site within a school district.

(i) **Timeframe for Hearing Appeal to State Board.** Appeals shall be considered by the State Board of Education at its next regularly scheduled meeting. No later than ten (10) days from the date of the consideration of the appeal request, the State Board of Education will provide the appellant and the denying school district with notice of the time and place of the State Board meeting at which the appeal will be considered. The appellant and school district will have an opportunity to appear in

person or by authorized representative or by attorney to address the State Board at the meeting.

(j) **Consideration of Appeal to State Board of Education.** If a Receiving Board of Education has not adopted a policy to determine the number of transfer students the school district has the capacity to accept in each grade level for each school site within a school district, there shall be a presumption that the receiving school district has capacity to accept the student requesting transfer. If no policy has been adopted, the receiving school district board of education shall have the burden to present evidence demonstrating that capacity does not exist. If a Receiving Board of Education has not adopted a capacity policy, it may not reject a transfer request based on:

- (1) The acts and reasons outlined in Section 24-101.3; or
- (2) A history of absences.

[Source: Added at 39 Ok Reg 661, eff 3-7-22 (emergency); Added at 39 Ok Reg 990, eff 9-11-22]

210:10-1-19. Special education and gifted education transfers

(a) It shall be the duty of each school district to provide special education and related services for all children with disabilities who reside in that school district in accordance with the Individuals with Disabilities Education Act (IDEA), U.S.C. §§ 1400, *et seq.* A school district/LEA may fulfill this duty, to provide FAPE, by one of the following:

- (1) The district directly providing special education for such children;
- (2) The district joining a cooperative program with another district or districts to provide special education;
- (3) The district joining in a written agreement with a private or public institution, licensed residential childcare and treatment facility or day treatment facility within the district to provide special education and related services to students with disabilities;
- (4) The district entering into a written agreement with another school district whereby the resident district agrees that the receiving school district will provide FAPE to an eligible student with a disability on behalf of the resident district. This agreement is an IEP Service Agreement, entered into solely for the purpose of providing special education and related services (FAPE) to an eligible student with a disability. In this case, all funds remain with the resident school district, which agrees to pay tuition to the receiving district. Further, the average daily membership (ADM) of the student is credited to the resident district. The resident district has the responsibility to provide FAPE, special education and related services, including transportation for students serviced pursuant to this provision.

Representatives of the resident district are responsible for the development and implementation of the IEP and must be provided the opportunity to participate in all IEP meetings. In the event of a due process complaint, the resident district retains responsibility.

(A) IEP Service Agreements entered into pursuant to this section for three (3) consecutive years to the same school district shall lead to automatic renewal of the agreement each year. In these cases, the resident district shall continue to pay tuition as provided by law. Automatic renewal occurs only in cases where districts have entered into IEP Service Agreements.

(B) IEP Service Agreements are granted by approval of both the resident and receiving school districts. Such agreements shall be

memorialized in writing and documented in State Department of Education's student information system. This agreement should not be documented as a transfer pursuant to the Education Open Transfer Act.

(b) All transfers involving a student with disabilities are transfers and shall be conducted in accordance with the Education Open Transfer Act, 70 O.S. § 13-101, *et seq.*, and State Department of Education rules. Transfers granted to students who are incidentally special needs students shall be governed by OAC 210:10-1-18 and governing state law. Consideration shall be given to the original purpose of the transfer.

(1) In the event a student with disabilities requests a transfer for any reason other than to receive FAPE, the following provisions shall apply:

(A) The receiving school district shall establish availability of the appropriate program, staff, and services prior to the approval of the transfer; and

(B) The receiving school district shall consult the resident school district and the parents of the student to determine how FAPE will be provided to the student. Services comparable to those described in the IEP shall be provided until the receiving school district adopts the child's IEP from the resident district or develops, adopts and implements a new IEP that meets IDEA requirements.

(2) Upon approval of the transfer pursuant to the Education Open Transfer Act, the receiving district shall claim the child in the average daily attendance for membership (ADM) for state and federal funding purposes and shall assume responsibility for education of the child. For state funding purposes, the State Department of Education shall include the appropriate grade level weight and all category weights to which the pupil is assigned to calculate State Aid pursuant to 70 O.S. § 18-200.1, *et seq.*

(c) In the event of an IEP Service Agreement, it is the responsibility of the resident school district to provide transportation to a child who has been granted a transfer for the purpose of providing a free appropriate public education (FAPE). In the event of an open transfer, the receiving school district is responsible for providing transportation if necessary to provide FAPE to the student with a disability.

(1) The need for transportation must be determined on an individualized basis by the IEP team. If the IEP team determines that transportation is a related service the child needs in order to access FAPE, then the service will be provided regardless of the distance the child resides from the school. The need for, frequency, and duration of these services must not be determined by the category of disability, the availability of services, or the distance the child lives from the school where the special education program is to be delivered. If the child requires transportation to receive, benefit from, or obtain access to a special education program, the district shall provide it at no cost to the student. When possible, children on an IEP should be transported with nondisabled peers.

(A) Under federal regulations, transportation and such developmental, corrective, and other supportive services may be required for a child with a disability to benefit from special education. Transportation includes travel to and from school and between schools, travel in and around school buildings, and specialized equipment required to provide transportation to a child with disability, such as special or adapted buses, lifts, and ramps.

(B) The provision of transportation for preschool children with disabilities must be considered on an individual basis by the IEP team. The team must consider transporting a preschool aged child to the site where special education and related services are provided, if that site is different from the site at which the child receives other preschool services.

(C) The school district may provide transportation services directly or contract with parents or some other person to furnish transportation. The miles driven and cost per mile to be paid by the school district should be specified in the IEP. Based on a mutual agreement between two school districts, a school district offering special education classes may extend its transportation services to include the transportation of children qualifying for special education in an adjacent district that does not offer special education classes.

(D) Children with disabilities are entitled to the same length of school day offered to all children as established in Oklahoma state law. Transportation, scheduling, or administrative conveniences are not acceptable reasons for students with disabilities to have shortened school days. Additionally, academic schedules may not be lengthened or shortened to accommodate transportation.

(2) Independent school districts are responsible for providing FAPE to children aged three (3) through twenty-one (21) years old. Elementary school districts are responsible for providing FAPE to children aged three (3) through the highest-grade level of the school. A school district's responsibility to provide transportation to children with disabilities extends to the grade offered by that school district.

(A) If a child transfers to an independent school district upon completion of the highest grade offered by an elementary school district, and the student lives within the independent school's transportation area, that independent district must provide transportation for that child.

(B) Other independent school districts may also enroll any transferred high school child, but they are not required to provide this transportation service outside their transportation area.

(C) In the event that transportation is included as a related service in the IEP and the IEP is reviewed and adopted by the receiving independent school district, the receiving school district will be required to provide transportation regardless of the transportation area where the child resides.

(d) It shall be the duty of each school district to provide gifted child educational programs and to serve those children, as defined in 70 O.S. § 1210. 307. This duty may be satisfied by:

(1) The district directly providing gifted child educational programs for such children;

(2) The district joining in a cooperative program with another district or districts to provide gifted child educational programs for such children;

(3) The district joining in a cooperative program with a private or public institution within such district; or

(4) The district entering into a written agreement with another school district whereby the resident district agrees that the receiving school district

will provide appropriate gifted child educational programs.

(A) No transfer shall be made without the consent of the board of education of the receiving school district;

(B) The resident school district shall provide transportation for the transferred student; and

(C) The resident school district shall pay an amount of tuition equal to the proportion of the operating costs of the program to the receiving district

[Source: Added at 29 Ok Reg 971, eff 6-26-12]

210:10-1-20. Implementation of policies prohibiting bullying

(a) **Purpose.** Bullying has a negative effect on the social environment of schools, creates a climate of fear among students, inhibits the ability to learn, and leads to other antisocial behavior. Other detrimental effects of bullying include impact on school safety, student engagement, and the overall school environment. Successful school programs recognize, prevent, effectively identify, and intervene in incidents involving harassment, intimidation and bullying behavior. Schools that implement these programs have improved safety and create a more inclusive learning environment. The purpose of the Oklahoma School Bullying Prevention Act, 70 O.S. § 24-100.2, et seq., is to provide a comprehensive approach for public schools to create an environment free of unnecessary disruption which is conducive to the learning process by implementing policies for the prevention of bullying.

(b) **Definitions.** The following words and terms, when used in this subchapter, shall have the following meaning:

(1) **"Bullying"** means any pattern of harassment, intimidation, threatening behavior, physical acts, verbal or electronic communication directed toward a student or group of students that:

(A) Results in or is reasonably perceived as being done with the intent to cause negative educational or physical results for the targeted individual or group; and

(B) Is communicated in such a way as to disrupt or interfere with the school's educational mission or the education of any student.

(2) **"At school"** means on school grounds, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

(3) **"Electronic Communication"** means the communication of any written, verbal, pictorial information or video content by means of an electronic device, including, but not limited to, a telephone, a mobile or cellular telephone or other wireless telecommunication device, or a computer.

(4) **"Threatening Behavior"** means any pattern of behavior or isolated action, whether or not it is directed at another person, that a reasonable person would believe indicates potential for future harm to students, school personnel, or school property.

(c) **Implementation.** Each district board of education shall adopt a policy for the discipline of all children attending public school in that district. Such policy shall set forth investigative procedures of reported incidents bullying. Such policy shall provide options for discipline of the students and shall define standards of conduct to which students are expected to conform, which may include a detailed description of a graduated range of consequences and sanctions for bullying. The policy adopted by each district board of education shall meet all of the following requirements:

(1) The policy shall specifically prohibit all bullying at school. The prohibition against bullying at school shall include all use of electronic communication that is specifically directed at students or school personnel and is used to perpetuate incidents at school which meet the definition of bullying set forth (b) of this Section;

(2) The policy shall require the district to establish a procedure at each school for reporting an act of bullying to a school official that includes:

(A) A process that ensures reports of bullying are kept confidential and private to the extent necessary to ensure the ability of individuals to report incidents without fear of retribution or retaliation. Such process shall include a procedure which enables any person to report an act of bullying anonymously, provided that an anonymous report shall not be used as the sole basis for formal disciplinary action;

(B) A process that contains a requirement that any school employee that has reliable information that would lead a reasonable person to suspect that a person is a target of bullying shall immediately report it to the principal or a designee of the principal and provides guidelines to school administrators, teachers, and other personnel on specific actions to take if incidents of bullying occur; and

(C) A process that ensures tracking of multiple incidents in a way that enables school administrators to identify emerging patterns of bullying over extended periods of time and interventions used with specific bullies and victims of bullying; and

(D) A process that ensures that students are encouraged to report incidents of known bullying and that the system of reporting bullying incidents does not contain unnecessary obstacles to reporting that would serve as a deterrent to reporting;

(3) The policy shall contain procedures for publicizing the bullying policy that meet all of the following requirements:

(A) An annual written notice of the bullying policy, written in age-appropriate language, shall be provided to parents, guardians, staff, volunteers, and students at each school;

(B) A written notice of the school bullying policy shall be posted at various locations within each school site, including, but not limited to cafeterias, school bulletin boards, classrooms, and administration offices. The notice shall be written in age-appropriate language that is understandable and accessible by all students in the school in which the notice is distributed;

(C) The bullying policy shall be posted on the internet websites of the school district and each school site in the district which has its own website; and

(D) The bullying policy shall be included in all student and employee handbooks;

(4) The policy shall require that appropriate school district personnel involved in investigation of reports of bullying shall make a determination regarding whether or not the conduct alleged is actually occurring;

(5) The policy shall require the district to establish a procedure at each school for providing timely notification of documented and verified incident(s) of bullying to the parents or guardians of a victim of documented to the parents or guardians of the perpetrator;

(6) The policy shall require each school to identify by job title the official who is responsible for enforcement of the district's bullying policy;

(7) The policy shall require the district to establish a procedure at each school for reporting all documented and verified acts of bullying to law enforcement that either:

(A) May constitute criminal conduct; or

(B) Have a reasonable potential to endanger the safety of school students, school personnel, or school visitors;

(8) The policy shall require administrators and school employees to participate in annual training in bullying identification, prevention, reporting, and response that is developed and/or provided by the State Department of Education;

(9) The policy shall require the district to provide students and parents at each school with an educational program in bullying identification, prevention, reporting, and response that is designed and developed by the State Department of Education;

(10) The policy shall address prevention of bullying by providing procedures at each school that contain:

(A) Consequences and remedial action for any person (including a student or school employee) who commits an act of bullying. All consequences and remedial action shall be appropriate to the age of the perpetrator(s) and severity of the incident. Such consequences may include, but are not limited to one or more of the following:

(i) Verbal or written warnings;

(ii) Conferences with the parent(s) and/or guardian(s) of the student(s) involved in an incident of bullying;

(iii) Detention;

(iv) Loss of school privileges;

(v) Course and/or teacher reassignment;

(vi) Prohibition or suspension of participation in school activities;

(vii) In-school or out-of-school suspension in accordance with the provisions of 70 O.S. 24-101.3 and district policy and procedures;

(viii) Meetings or conferences with a school counselor, school psychologist, or school social worker;

(ix) Restitution of a victim's property that has been damaged as a result of a documented and verified bullying incident;

(x) Reassignment, suspension, and/or termination of school employment;

(xi) Referral to law enforcement;

(B) Consequences and remedial action for a student found to have falsely accused another student of bullying as a means of retaliation, reprisal, or means of bullying that is appropriate to the age of the perpetrator and severity of the incident, provided that such consequences shall not be implemented or enforced in such a way as to deter credible reports of bullying incidents; and

(C) A strategy for providing appropriate services as necessary for students who are targets of bullying; family members affected by bullying; and perpetrators of bullying. Such services and support may be provided by the school directly or through referrals to other

providers and may include, but are not limited to one or more of the following:

- (i) Counseling;
- (ii) Academic intervention;
- (iii) Protection for students who are targets of bullying; and
- (iv) Any other appropriate services as necessary to:
 - (I) Ensure the safety of all students involved in incidents of bullying; and
 - (II) Prevent further incidents of bullying.

(11) The policy shall require the district to establish a procedure at each school for:

- (A) The investigation, documentation, and determination of all incidents of bullying reported to school officials;
- (B) Identification and designation of a school official at each school site who is responsible for investigation of incidents of bullying;
- (C) Reporting the number of incidents of bullying to the State Department of Education; and
- (D) Determination of the severity of the incident(s) and the potential of the incident(s) to result in future violence.

(12) The policy shall require the district to establish a procedure at each school which provides, upon the completion of an investigation, that a school may recommend that available community mental health care, substance abuse, or other counseling options be provide to the student, if appropriate. This may include information about the types of support services available to the student bully, victim, and any other students affected by the prohibited behavior.

(13) The policy shall require the district to establish a procedure at each school whereby a school may request the disclosure of any information concerning students who have received mental health, substance abuse, or other health care pursuant to (12) of this subsection, if that information indicates an explicit threat to the safety of students or school personnel provided, and if the disclosure of that information does not violate the provisions or requirements of the Family Educational Rights and Privacy Act of 1974, the Health Insurance Portability and Accountability Act of 1996, Section 2503 of Title 12 of the Oklahoma Statutes, Section 1376 of Title 59 of Oklahoma Statutes, or any other state or federal laws relating to the disclosure of confidential information.

(d) **Policy Adoption.** The policy adopted by the local school board pursuant to 70 O.S. § 24-100.4 shall include the statutorily required sections outlined in section (c) of this rule. Failure to include such items shall result in action pursuant to (f) of this Section.

(e) **Policy Development.** In developing a district policy, each district board of education shall make an effort to involve teachers, parents, and students. The students, teachers, and parents or guardian of every child residing within a school district shall be notified by the district board of education of the adoption of the policy and shall receive a copy upon request.

(f) **Monitoring and Compliance.** The State Board of Education shall monitor school districts for compliance with 70 O.S. § 24-100.4 and (c) of this Section.

- (1) To assist the State Department of Education with compliance efforts pursuant to this section, each school district shall identify a Bullying Coordinator who will serve as the district contact responsible for providing

information to the State Board of Education. The Bullying Coordinator shall maintain on file with the Department of Education updated contact information. Each school district shall notify the State Department of Education within fifteen (15) business days of the appointment of a new Bullying Coordinator.

(2) Every school district shall submit to the State Board of Education a copy of the district's bullying policy. The bullying policy shall be submitted to the State Department of Education by December 10th of each school year, and shall be submitted as a part of the school's Annual Performance Report.

(3) The State Department of Education shall conduct an annual comprehensive review of each school district's bullying policy to ensure compliance with 70 O.S. § 24-100.4. School districts that do not comply with the statutory requirements of the statute shall be notified in writing, and be required to make necessary changes to comply with state law.

(4) State Department of Education staff shall monitor school districts for compliance with 70 O.S. § 24-100.4 and section (c) of this rule. The State Department of Education may initiate a compliance review upon receipt of evidence which indicates noncompliance with 70 O.S. § 24-100.4.

Evidence of potential noncompliance shall be based on the nature or frequency of confirmed complaints of non-compliance received by the State Department of Education. The scope of a compliance review initiated pursuant to (f) of this Section shall be limited to determining whether a school district has implemented policies required by 70 O.S. § 24-100.4.

(5) Records indicating substantial noncompliance with (c) of this Section shall be submitted to the school district's Regional Accreditation Officer (RAO) for review and consideration during the district's accreditation process. Record of a school district's failure to comply with 70 O.S. § 24-100.4, including the number of confirmed complaints of non-compliance involving the district, shall be documented in the district's compliance report and be considered for purposes of accreditation.

(g) **Federal Applicability.** Harassment, intimidation, and bullying behavior may also result in discriminatory harassment, prohibited by Title VI of the Civil Rights Act of 1964 (Title VI), which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (Section 504); and Title II of the Americans with Disabilities Act of 1990 (Title II). Section 504 and Title II prohibit discrimination on the basis of disability. Each school district shall take necessary steps to ensure compliance with federal law.

[Source: Added at 29 Ok Reg 1586, eff 7-12-12; Amended at 31 Ok Reg 1136, eff 9-12-14]

210:10-1-21. Emergency administration of anaphylaxis medication in public schools

(a) **General provisions.** Every public school district board of education that elects to stock epinephrine injectors pursuant to the provisions of 70 O.S. § 1-116.3(B) shall adopt a policy and establish procedures to ensure safe administration of anaphylaxis medicine to a student in the event an emergency occurs while the student is attending school or participating in authorized school-sponsored activities on public school grounds. The State Board of Education shall adopt a model policy which is made available to school districts for this purpose.

(b) **Definitions.** The following words and terms, when used in this Section, shall have the following meaning:

(1) "**Medication**" means a metered dose inhaler or a dry powder inhaler to alleviate asthmatic symptoms, prescribed by a physician and having an individual label, or an anaphylaxis medication used to treat anaphylaxis, including but not limited to Epinephrine injectors, prescribed by a physician and having an individual label.

(2) "**Self-administration**" means a student's use of medication pursuant to prescription or written direction from a physician.

(c) **School district decisions to stock epinephrine injectors.** Any school district that elects to stock epinephrine injectors pursuant to the provisions of 70 O.S. § 1-116.3(B) shall ensure that its policy and procedures comply with all of the following requirements:

(1) **Designation of primary school health professional.** The superintendent shall be responsible for designating a primary school health professional at each school site. The duties of the primary school health professional at each site shall include:

(A) Responsibility for knowledge and execution of all policies and procedures pertaining to emergency administration of epinephrine injectors;

(B) Responsibility for obtaining epinephrine injectors at the school site;

(C) Responsibility for ensuring that epinephrine injectors are secured and safely stored at the school site;

(D) Responsibility for maintaining a list of students at each site for whom a valid waiver of liability executed by a parent or legal guardian is on file in accordance with the requirements of 70 O.S. § 1-116.3(B)(2), and that the list is easily and quickly accessible to employees authorized to administer epinephrine injectors in emergency situations in which self-administration of medication by a student is not possible;

(E) Responsibility for maintaining a current list of all school employees authorized to administer emergency epinephrine injections at each school site; and

(F) Responsibility for proper storage, maintenance, and disposal of epinephrine injectors.

(2) **Designation of school employees authorized to administer emergency epinephrine injectors.** The superintendent shall ensure that each school site has designated a sufficient number of school employees at each site to ensure that an individual trained in the emergency administration of epinephrine injections is available on the school campus at all times during which students are present.

(3) **Training in the use of epinephrine injectors.** The superintendent shall ensure that all primary school health professionals and school employees authorized to administer emergency epinephrine injections designated in accordance with (1) and (2) of this subsection shall be provided with training in the recognition of the signs and symptoms of anaphylaxis and procedures for emergency administration of epinephrine injectors that meets the requirements of 70 O.S. § 1-116.3(B)(1).

210:10-1-22. Guidelines for nontraditional public schools

(a) **Purpose.** Oklahoma law authorizes certain public school entities that are exempt from many of the statutory and regulatory requirements that apply to traditional public schools, but are not classified or operated as charter schools. This section lays out guidelines for "conversion schools" and "partnership schools", two types of nontraditional public schools authorized by state law.

(b) **Conversion schools.** Pursuant to 70 O.S. § 3-132(E), "conversion school" means a school site created by converting all or part of a traditional public school in order to access any or all flexibilities afforded to a charter school. Unlike a charter school, a conversion school is administered by the school district board of education rather than an independent governing board, and the school district itself retains the features of a traditional public school district. A conversion school is subject to all school accreditation requirements that apply to charter schools.

(1) **Conversion plan requirements.** A school district that wishes to convert one or more school sites to access flexibilities available to charter schools is required by the authorizing statute to prepare a conversion plan that includes all of the following features:

- (A) A mission statement for the conversion school(s);
- (B) A description including, but not limited to, the organizational structure of the school(s);
- (C) A description of the facility and location of the conversion school(s);
- (D) A description of the grades served;
- (E) An outline of criteria designed to measure effectiveness of the conversion school(s);
- (F) A demonstration of support for the conversion school(s) from residents of the school district which may include, but is not limited to, a survey of the school district residents or a petition signed by residents of the school district;
- (G) Documentation that one or more representatives of the school district pursuing the conversion of a school have completed charter school training as set forth in 70 O.S. § 3-134(A);
- (H) Unless otherwise authorized by law or regulation, a description of the academic program aligned with state standards;
- (I) A description of the instructional design of the conversion school(s), including the type of learning environment, class size and structure, curriculum overview, and teaching methods;
- (J) The plan for using internal and external assessments to measure and report student progress;
- (K) The plans for identifying and successfully serving students with disabilities, students who are English language learners, and students who are academically behind;
- (L) A description of co-curricular or extracurricular programs and how they will be funded and delivered;
- (M) The student discipline policies for the conversion school(s), including those for special education students;
- (N) An organizational chart that clearly presents the organizational structure of the conversion school(s), including lines of authority and reporting between the board of education, staff, any related bodies such as advisory bodies or parent and teacher councils, and

any external organizations that will play a role in managing the school;

- (O) A clear description of the roles and responsibilities for the board of education, the leadership and management team(s) for the conversion school(s), and any other entities shown in the organizational chart;
- (P) The leadership and teacher employment policies for the conversion school(s);
- (Q) Proposed governing policies;
- (R) Explanations of any partnerships or contractual partnerships central to the operations or mission of the conversion school(s); and
- (S) A requirement that the conversion school(s) follow the requirements of the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.

(2) **Public availability of the conversion plan.** In addition to the statutory requirements listed in (b)(1), the conversion plan must explain in clear language how the features and/or operations of the school(s) proposed for conversion will differ from a traditional public school. The conversion plan and all supporting documents listed in (b)(1) that are not incorporated as part of the conversion plan, as well as any policies unique to the conversion site, shall be in writing and shall be available to the public pursuant to the requirements of the Oklahoma Open Records Act. In addition to making a print copy of the conversion plan available to the public upon request, a school district that wishes to pursue the conversion of one or more school sites shall make the conversion plan available in electronic form on any general website maintained by the school district, and if applicable, on the specific website or web page of any school in the district that would be affected by the conversion if the plan is approved. All votes of a board of education to consider a conversion plan shall be held in an open public session.

(3) **Submission of an approved conversion plan to the State Department of Education.** In addition to the statutory requirement for a board of education that approves a school conversion plan to notify the State Board of Education, upon approval of a school conversion plan by the local school board, the school district shall notify the State Department of Education Office of Accreditation and provide a copy of the approved plan. Approved school conversion plans will be made available on the State Department of Education website in the same manner as other public documents.

(c) **Partnership schools.** Pursuant to 70 O.S. § 5-117(G), the board of education of a school district with an average daily membership (ADA) of thirty thousand (30,000) or more, which is located in whole or part in a county with a population of five hundred thousand (500,000) or more, may contract with a public or private nonsectarian entity for that entity to provide educational and administrative services for one or more schools within the school district. A school that receives educational and/or administrative services by contract with a nonsectarian entity may be referred to as a "partnership school." A partnership school is subject to all school accreditation requirements that apply to charter schools. Any contract for educational and/or administrative services to a partnership school shall be available upon request under the Oklahoma Open Records Act. Upon adoption of any contract for educational and/or administrative services to a partnership school, the

school district board of education shall provide a copy of the contract to the State Department of Education Office of Accreditation.

[Source: Added at 36 Ok Reg 737, eff 7-25-19]

210:10-1-23. Prohibition of race and sex discrimination

(a) **Purpose.** It shall be the policy of the Oklahoma State Board of Education to prohibit discrimination on the basis of race or sex in the form of bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex. Public schools in this state shall be prohibited from engaging in race or sex-based discriminatory acts by utilizing these methods, which result in treating individuals differently on the basis of race or sex or the creation of a hostile environment.

(b) **General.**

(1) **Definitions.**

(A) **"Public School"** means the board of education of a school district, charter school, virtual charter school or otherwise accredited school, as defined and provided for in 70 O.S. § 1-108, 70 O.S. § 3-132, 70 O.S. § 3-145.3 and 70 O.S. § 3-104, respectively.

(B) **"Course"** means any program or activity where instruction or activities tied to the instruction are provided by or within a Public School, including courses, programs, instructional activities, lessons, training sessions, seminars, professional development, lectures, coaching, tutoring, or any classes.

(C) **"Teacher"** means the same as it is defined in 70 O.S. § 1-116.

(2) **Applicability.** This rule shall apply to all Public Schools in this state and any Teacher, administrator or other employee of a Public School.

(3) **Nondiscrimination.** Nothing in this rule shall be intended to prohibit a Public School from employing lawful methods to address discrimination consistent with the requirements of the Equal Protection Clause of the Fourteenth Amendment, Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), and 70 O.S. § 24-157(B). Further, nothing in this rule shall interfere with mandated activities required of a Public School pursuant to a court order of desegregation.

(4) **Severability.** If any specific provision of this rule or its application to any person or Public School is held invalid, the remainder of the rule or the application of its provisions to any Public School, person, practice or entity shall not be affected.

(5) **Instruction.** Nothing in this rule shall be construed to prevent the teaching of history, social studies, English language arts, biology or any other subject matter area consistent with the Oklahoma Academic Standards as adopted and approved by the State Board of Education and approved by the Oklahoma Legislature.

(6) **Title IX of the Education Amendments of 1972.** Nothing in this rule shall be interpreted to prohibit the lawful consideration of sex, as authorized by Title IX, which permits distinctions and/or classifications based on sex in specific circumstances. This includes but is not limited to the provision of single-sex programs, the establishment of separate sex facilities (bathrooms and locker rooms) or sex-specific athletic teams, consistent with the requirements of Title IX and its implementing

regulations at 34 C.F.R. Part 106.

(c) **General Prohibition.** No teacher, administrator or other school employee shall require or make part of any Course offered in a Public School the following discriminatory principles:

- (1) One race or sex is inherently superior to another race or sex,
- (2) An individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously,
- (3) An individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex,
- (4) Members of one race or sex cannot and should not attempt to treat others without respect to race or sex,
- (5) An individual's moral character is necessarily determined by his or her race or sex,
- (6) An individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex,
- (7) Any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex, or
- (8) Meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race.

(d) **Specific Prohibitions Ensuring Compliance.** To ensure compliance with 70 O.S. § 24-157(B) and to not discriminate on the basis of race or sex, the following requirements shall apply to all aspects of Public School Course(s) or activities, and to any Public School, Teacher, administrator, other employee, or other individual, group or representative of a Public School:

- (1) Public Schools in this state shall be prohibited from providing, contracting to provide, offering or sponsoring any Course(s), as defined in subsection (b)(1)(B), that includes, incorporates, or is based on discriminatory practices identified in section (c).
- (2) Public Schools in this state shall be prohibited from using any public or private monies, property, or any other assets or resources to engage in race or sex-based discrimination, including discriminatory practices identified in section (c).
- (3) Public Schools in this state shall be prohibited from adopting programs or utilizing textbooks, instructional materials, curriculum, classroom assignments, orientation, interventions, or counseling that include, incorporate or are based on the discriminatory concepts identified in subsection (c).
- (4) Public Schools in this state shall be prohibited from executing contracts or agreements with internal or external entities, persons, companies or businesses to provide services, training, professional development, or any other assistance that includes, incorporates or is based on discriminatory practices identified in section (c). Within sixty (60) days of the approval of this rule, existing contracts or agreements executed by Public Schools that conflict with this requirement shall be amended to come into compliance with this section. Contracts or agreements executed solely to provide services prohibited by 70 O.S. § 24-157(B) or sections (c) or (d) of this rule shall be cancelled or terminated, consistent with the terms of the contract and applicable law.
- (5) Public Schools in this state shall be prohibited from receiving or applying to receive any monies including state, federal or private funds,

that require, as a condition of receipt, the adoption of a Course(s), policies, curriculum, or any other instructional material that includes, incorporates or is based on discriminatory practices identified in subsection (c).

(6) Public Schools in this state shall be prohibited from adopting diversity, equity, or inclusion plans that incorporate the concepts identified in subsection (c). Diversity officers in Public Schools shall be prohibited from providing any service or performing duties that include, incorporate, or are based on discriminatory practices identified in subsection (c).

(7) Public Schools shall be prohibited from mandating diversity training that includes, incorporates or is based on discriminatory practices identified in subsection (c). This includes providing such training to employees, contractors, staff members, parents, students, or any other individual or group.

(8) Public Schools in this state shall be prohibited from adopting policies, including grading or admissions policies, or providing any other benefit or service that applies to students or any school employee differently on the basis of race or sex, unless specifically permitted by Title IX. (See (b)(6)). This prohibition includes segregated classes, programs, training sessions, extracurricular activities, or affinity groups unless otherwise permitted by Title IX. (See (b)(6)).

(9) Public Schools in this state shall be prohibited from requiring students to complete surveys, or using the results from surveys, to teach discriminatory concepts identified in subsection (c).

(10) Public Schools in this state shall be prohibited from joining any group or association that require, as a condition of membership, Teachers, administrators or other employees of a school district, charter school or virtual charter school to teach, provide instruction, or offer any Course that includes, incorporates, or is based on discriminatory practices identified in subsection (c) and violate state law.

(e) Parents Rights. Parents and legal guardians of students enrolled in Public Schools in this state shall have the right to inspect curriculum, all instructional materials used by a Public School as a part of the educational curriculum, classroom assignments, and lesson plans to ensure compliance with 70 O.S. § 24-157(B). Consistent with 25 O.S. § 2002, no Public School shall interfere with or infringe upon the fundamental rights of parents to determine their child's education.

(f) State Department of Education and State Board of Education. To ensure the compliance with the requirements of 70 O.S. § 24-157(B), as a part of any Course, the following requirements shall apply to the State Board of Education and the State Department of Education, respectively:

(1) The State Board of Education shall be prohibited from mandating state standards or promulgating any rule that is based on, includes or incorporates discriminatory concepts of race or sex-based discrimination, including concepts identified in section (c).

(2) The State Department of Education shall be prohibited from providing resources, instructional support, Courses, training, seminars, professional development, or any other class to Public Schools that is based on, includes or incorporates discriminatory concepts identified in section (c). This prohibition includes executing contracts or agreements with external entities, persons, companies or businesses to provide services, training, professional development, or any other assistance that includes, incorporates or is based on discriminatory practices identified in section (c)

to Public Schools under the supervision of the Oklahoma State Board of Education and State Department of Education.

(3) The State Department of Education shall be prohibited from receiving or applying to receive any federal, state or private monies that require, as a condition of receipt, the adoption of programs, policies, curriculum, or any other instructional material that includes, incorporates or is based on discriminatory practices identified in subsection (c).

(g) **Public School Policies and Investigations.** To ensure compliance, Public Schools shall be required to adopt policies and procedures, including incorporating into employee and student handbooks, the requirements of 70 O.S. § 24-157(B) and this rule. A Public School's policy developed pursuant to this section must specifically notify individuals of the right to file complaints under subsections (g) of this rule. Public Schools shall ensure that the parent or legal guardian of all students enrolled in the school are annually notified of the non-discrimination requirements in 70 O.S. § 24-157(B) and this rule.

(1) Public schools shall be required to develop a process for students, parents, teachers, school staff, and members of the public to file a complaint alleging a violation of the provisions of 70 O.S. § 24-157(B) or this rule. In order for a complaint to be accepted for investigation, it must:

- (A) Be submitted in writing, signed and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- (B) Identify the dates the alleged discriminatory act occurred;
- (C) Explain the alleged violation and/or discriminatory conduct and how 70 O.S. § 24-157 or the provisions of this rule have been violated;
- (D) Include relevant information that would enable a Public School to investigate the alleged violation; and
- (E) Identify witnesses the Public School may interview, if applicable, provided the Public School will not dismiss a complaint for failure to identify witnesses.

(2) Public Schools shall be required to designate at least one employee to receive reports of violations filed by students, parents, teachers, school staff, or members of the public. Public Schools shall identify the employee(s) responsible for receiving complaints in policies and materials published pursuant to section (g).

- (A) The contact information of employee(s) responsible for receiving complaints, including telephone and e-mail, shall be included in the policies and materials adopted pursuant to section (g) and shall be made publicly available on the Public School's website.
- (B) The employee(s) responsible for receiving complaints pursuant to this section shall notify the complainant that the complaint has been received and whether it will be investigated within ten (10) days of receipt.
- (C) Public Schools shall ensure that employees(s) responsible for receiving and investigating complaints under this subsection are unbiased and free of any conflicts of interest.

(3) Public Schools shall be required to investigate all complaints that meet the requirements of subsection (g)(1) and make a determination as to whether a violation occurred. A Public School must conclude the

investigation of a complaint filed pursuant to subsection (g)(1) within forty-five (45) days of receipt of the complaint.

(A) A complainant shall be notified in writing of a final determination, including the Public School's findings of whether a violation occurred, within the forty-five (45) days of receipt of the complaint.

(B) It is permissible for a Public School to receive, process, and investigate complaints filed under this subsection in the same manner in which the Public School processes and investigates all other complaints of discrimination, provided the Public School notifies a complainant pursuant to subsection (g)(2)(B), reaches a final determination in the investigation within forty-five (45) days of receipt of the complaint pursuant to subsection (g)(3) of this rule and complies with (g)(3)(A).

(4) A complainant may file a complaint alleging a violation of 70 O.S. § 24-157 or this rule directly with a Public School pursuant to subsection (g)(1) of this rule or may file a complaint directly with the State Department of Education pursuant to subsection (h)(2) of this rule provided:

(A) A complainant may not file complaints simultaneously with a Public School and the State Department of Education;

(B) The State Department of Education may not require a complainant to first file with a Public School prior to seeking relief pursuant to (h)(2); and

(C) Any complainant who believes that a Public School has incorrectly refused to investigate a complaint or has evidence that a Public School has reached an incorrect determination may subsequently file a complaint with the State Department of Education pursuant to subsection (h)(2) of this rule.

(h) **Accreditation.** Consistent with State Board of Education's authority under 70 O.S. § 3-104.4 (I)(5), Public Schools in this state shall be evaluated annually to ensure compliance with 70 O.S. § 24-157(B) and the requirements of this rule.

(1) **Public School Application for Annual Accreditation.** Consistent with the provisions and requirements of OAC 210:35-3-201, a Public School's failure to comply with 70 O.S. § 24-157(B) or any requirement in this rule shall, at a minimum, result in the accreditation status of the Public School being classified "Accredited With Deficiency." The Public School shall have one school year to correct deficiencies.

(A) A Public School that fails to correct deficiencies after being classified as "Accredited With Deficiency" for violations of 70 O.S. § 24-157(B) or any requirement in this rule shall be classified, at a minimum, "Accredited With Probation" in the second year of noncompliance for "deliberately and unnecessarily violating one or more regulations." (See OAC 210: 35-3-201(b)(4)(C)). The Public School shall have one school year to correct deficiencies.

(B) A Public School that fails to correct deficiencies after being classified as "Accredited With Probation" for violations of 70 O.S. § 24-157(B) or any requirement in this rule shall be classified "Nonaccredited" in the third year of noncompliance consistent with Oklahoma statutes and the State Board of Education's administrative rules, processes and procedures. (See OAC 210: 35-3-201).

(2) State Department of Education Investigation and Immediate

Action. Consistent with the requirements of 70 O.S. § 3-104.4, the Department shall investigate any complaint of any failure to comply with accreditation standards, including compliance with 70 O.S. § 24-157(B) or any requirement in this rule, within thirty (30) days. If the Department determines that a Public School has failed to comply with the accreditation standards, including this rule, the Department shall report the information to the State Board for further action, and within ninety (90) days, as required by 70 O.S. § 3-104.4.

(A) Complaints of alleged violations of 70 O.S. § 24-157(B) or any requirement in this rule shall be filed with the Accreditation Division of the State Department of Education. In order for a complaint to be accepted for investigation, it must

- (i) Be submitted in writing, signed, and dated by the complainant, including complaints submitted through electronic mail that include electronic signatures;
- (ii) Identify dates that alleged discriminatory act occurred;
- (iii) Explain the alleged violation and/or discriminatory conduct and how 70 O.S. § 24-157 of the provisions of this rule have been violated;
- (iv) Include relevant information that would enable a Public School to investigate the alleged violation; and
- (v) Identify witnesses the Public School may interview, if applicable, provided the Public School will not dismiss a complaint for failure to identify witnesses.

(B) The State Department of Education shall post information on its website that provides instructions to students, parents, teachers, or other school employees on how to file a complaint pursuant to this subsection.

(3) Information obtained by the Accreditation Division under subsection (h), including violations of accreditation standards, shall be shared with the State Department of Education's Office of General Counsel and the State Board of Education's attorney for appropriate action or proceedings under subsection (j) of this rule. Findings of Teacher misconduct shall be reported to the Office of General Counsel for appropriate action or proceedings under subsection (j) of this rule.

(i) **Public Reporting.** Public School employee(s) designated pursuant to subsection (g)(2) shall be required to report for each complaint filed pursuant to subsection (g)(1) to the State Department of Education within ten (10) days of resolution of the complaint.

(1) The State Department of Education shall report monthly to the State Board of Education on complaints reported and filed pursuant to subsections (g)(2) and (h)(2), unless no complaints have been reported or filed or unless otherwise directed by the Board, including:

- (A) The number of complaints filed with Public Schools;
- (B) The number of complaints filed with Public Schools that were dismissed or not investigated;
- (C) The number of complaints filed with Public Schools that were opened for investigation;
- (D) The number of cases filed with Public Schools where, following a full investigation, the Public School determined that a

violation occurred;

(E) The number of cases filed with Public Schools where, following a full investigation, the Public School determined no violation occurred;

(F) The number of cases filed with the Accreditation Division of the State Department of Education;

(G) The number of complaints filed with the Accreditation Division of the State Department of Education that were dismissed or not investigated;

(H) The number of complaints filed with the Accreditation Division of the State Department of Education that were opened for investigation;

(I) The number of cases filed with the Accreditation Division of the State Department of Education where, following a full investigation, the Department has determined that a violation occurred; and

(J) The number of cases filed with the Accreditation Division of the State Department of Education where, following a full investigation, the Department determined no violation occurred.

(2) Any Public School employee(s) who fails to timely file reports with the State Board of Education, as required by this subsection may be subject to proceedings pursuant to (j) of this rule.

(j) **Suspension or Revocation.** Consistent with OAC 210:1-5-6 and subsection (b) (1)(C), the provisions of this rule shall apply to superintendents of schools, principals, supervisors, librarians, school nurses, classroom teachers or other personnel performing instructional, administrative and supervisory services in the Public Schools.

(1) **Suspension.** As a part of its investigation of a legally sufficient complaint filed pursuant to subsection (g), the State Department of Education shall make a determination of whether to initiate proceedings to suspend the license or certificate of any school employee who is found to have violated 70 O.S. § 24-157(B) or any provision of this rule, consistent with the State Board's processes and procedures for suspension of certificates.

(2) **Grounds for Revocation.** Consistent with OAC 210:1-5-6, subsection (b), the State Board of Education shall initiate proceedings to revoke the license or certificate of any school employee for "willful violation" of 70 O.S. § 24-157(B) or any requirement in this rule. (See OAC 210: 1-5-6(b) (1) - (b)(2)). The requirements and processes outlined in OAC 210:1-5-6, including the rights afforded to certificate holders, shall apply to all revocation proceedings.

(k) **Retaliation.** No individual shall be retaliated against for: 1) filing a complaint pursuant to subsections (g)(1) or (h)(2) of this rule; 2) exercising any right or privilege conferred by or referenced within this rule; or 3) exercising any right or privilege secured by a law referenced in this rule. Public Schools shall be prohibited from retaliating against any student, parent, Public School employee or any other individual for filing a complaint of exercising any right conferred by or referenced in this rule.

(1) Any school employee who retaliates against a complainant shall be subject to disciplinary action pursuant to subsection (j) of this rule.

(2) The State Department of Education shall be authorized to investigate complaints or retaliation filed under subsection (h)(2) of this rule.

(l) **Whistleblower Protection.** Any Teacher who files a complaint pursuant to subsection (g)(1) or (h)(2) of this rule or otherwise discloses information the Teacher reasonably believes evidences a violation of 70 O.S. § 24-157(B) or this rule shall be entitled to the Whistleblower Protections in applicable laws, including those at 70 O.S. § 6-101.6b.

(m) **False Reporting.** Any Teacher or other school employee who, willfully, knowingly and without probable cause makes a false report pursuant to subsection (g)(1) or (h)(2) of this rule may be subject to proceedings pursuant to subsection (j) of this rule.

(n) **Complaints by School Staff.** Any school employee who is discriminated against by a Public School in the form of race or sex based harassment, bias, stereotyping, scapegoating, classification, or the categorical assignment of traits, morals, values, or characteristics based solely on race or sex in violation 70 O.S. § 24-157(B), may file an employment discrimination complaint with the Oklahoma Attorney General's Office of Civil Rights Enforcement pursuant to 25 O.S. § 1101, *et seq.*

(o) **Relief.** Title VI and Title IX may be enforced by private right of action, whereby aggrieved parties may seek relief, including monetary damages, for violations of federal antidiscrimination laws. Victims of discrimination may file a lawsuit directly against the Public School. In addition to any private rights of action, aggrieved parties may seek applicable remedies through the U.S. Department of Education's Office for Civil Rights or the U.S. Department of Justice's Civil Rights Division.

[Source: Added at 39 Ok Reg 133, eff 9-23-21 (emergency); Added at 39 Ok Reg 992, eff 9-11-22]

SUBCHAPTER 2. PARENTAL RIGHTS

210:10-2-1. Parents' rights concerning their minor children

Purpose. The Parents' Bill of Rights instructs that parents have broad and inalienable rights concerning their minor children and that these rights are reserved to parents without obstruction or interference by governmental entities. 25 O.S. §§ 2001-2005. Parents' rights include the right to direct the education of their minor children, to object to public schools imposing unwanted instruction on questions of sex, morality, or religion; and additional rights applicable to minor children within public schools of this state. This Subchapter (2) seeks to implement and protect the rights of Oklahoma's parents concerning the education of their children and to otherwise exercise the State Board of Education's authority to adopt policies and make rules for public schools. Okla. Const. art. XIII, § 5; 70 O.S. § 3-104(A)(1).

[Source: Added at 40 Ok Reg 1868, eff 9-11-23]

210:10-2-2. Definitions

The following words and terms, when used in this Subchapter (2), shall have the following meaning, unless the context clearly indicates otherwise:

"Course" means any program or activity where instruction or activities tied to the instruction are provided by or within a School district.

"Identity information" means information including but not limited to:

(A) any names or pronouns used by a student at school.

(B) any social transition or other transition to a gender that differs from the student's sex.

"Information" means any form of information including but not limited to, Identity information.

"Parent" means the natural or adoptive parent or legal guardian of a minor child.

"School district" or **"School"** means any public school district and public charter school district that serves students in prekindergarten through twelfth grades in this state.

"Sex" means the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate.

"Sex or Sexuality education" means any class, program, curriculum, instruction, test, survey, questionnaire, Course, or other instructional material that relates to sexual behavior, sexual attitudes, or sexuality, including but not limited to gender identity or sexual orientation.

[Source: Added at 40 Ok Reg 1868, eff 9-11-23]

210:10-2-3. Requirements

(a) Parental rights include Sex or Sexuality education and their children.

- (1) Advance written notice materially similar to the one described in 25 O.S. § 2003 shall be required for any Sex or Sexuality education material as defined in this Subchapter.
- (2) The right to inspect classroom materials shall extend to any Sex or Sexuality education material as defined in this Subchapter.
- (3) A written objection from a Parent pursuant to 25 O.S. § 2003, or this section may object to Sex or Sexuality education or any other instruction questioning beliefs or practices in Sex, morality, or religion.
- (4) Each School district shall ensure that it honors any requests within the meaning of paragraph (a)(2) of this section in a manner that is easily accessible to parents upon request and that makes all parts of the material available for inspection.

(b) Parental rights include information concerning their children.

- (1) No School district, and no employee of the district or its schools, shall encourage, coerce, or attempt to encourage or coerce a minor child to withhold information from the child's Parent(s) or guardian(s).
- (2) A School district shall disclose to a child's Parent(s) or guardian(s) any information known to the School district or its employees regarding material changes reasonably expected to be important to Parent(s) regarding their child's health, social, or psychological development, including Identity information. Such disclosures shall occur within 30 days of learning the information and may include referrals to for appropriate counseling services that the Parent(s) or guardian(s) may use at their discretion.
- (3) A School district that is informed or otherwise aware of a violation of 25 O.S. § 2002(C) or of this section within its district and fails to initiate disciplinary action within 30 days of learning of the violation, or fails to administer appropriate disciplinary action, shall be found to be in noncompliance with this section.

[Source: Added at 40 Ok Reg 1868, eff 9-11-23]

210:10-2-4. Noncompliance

(a) Procedure.

(1) If a Parent or guardian alleges a violation of 70 O.S. § 11-105.1, 25 O.S. § 2002(C), 25 O.S. § 2003, or OAC 210:10-2-3, the Parent or guardian shall provide a written complaint to the State Department of Education that summarizes the alleged violation, including the time, date, and location of the violation and the identity of any person involved. The complaint must also include a copy of any complaint to the School District and any response.

(2) Within fourteen days of receiving a complaint, the Department shall notify the School district of the allegation and provide an opportunity for response.

(3) The Department shall then conduct an investigation to determine whether a violation has occurred. The Department's Legal Services staff shall notify the Parent or guardian and the School district of the results of the investigation.

(4) If the Department concludes that a violation has occurred or may have occurred, the School district shall have fourteen days to request a hearing before the Board. The Board shall review the Complaint and the record using a preponderance of the evidence standard, may take additional evidence at its discretion, and shall publish an order with its findings of fact and conclusions of law.

(b) Penalties.

(1) If the State Board of Education makes a finding of willful noncompliance with the provisions of 70 O.S. § 11-105.1, 25 O.S. § 2002(C), 25 O.S. § 2003, or OAC 210:10-2-3, the State Board of Education shall alter the accreditation status of the school district at issue to either Accredited With Warning or Accredited With Probation as classified in OAC 210:35-3-201. The Board shall adjust the status to Accredited With Probation if the School district is already Accredited With Warning.

(2) If the State Board of Education makes a finding of negligent or reckless noncompliance with the provisions of 70 O.S. § 11-105.1, 25 O.S. § 2002(C), 25 O.S. § 2003, or OAC 210:10-2-3, the State Board of Education shall require the school district at issue to comply with this rule under such conditions and within such reasonable timeframes as ordered by the State Board of Education.

(3) Failure to comply with an order of the State Board of Education under paragraph (b)(2) of this section shall constitute willful noncompliance within the meaning of paragraph (b)(1) of this section.

[Source: Added at 40 Ok Reg 1868, eff 9-11-23]

SUBCHAPTER 3. CHILD NUTRITION PROGRAM

210:10-3-1. Purpose [REVOKED]

[Source: Revoked at 12 Ok Reg 2767, eff 7-13-95]

210:10-3-2. Child and Adult Care Food Program [REVOKED]

[Source: Revoked at 12 Ok Reg 2767, eff 7-13-95]

210:10-3-3. Day Care Homes [REVOKED]

[Source: Revoked at 12 Ok Reg 2767, eff 7-13-95]

210:10-3-4. National School Lunch Program [RENUMBERED]

[Source: Renumbered to 210:10-3-51 at 12 Ok Reg 2767, eff 7-13-95]

210:10-3-5. School breakfast program [RENUMBERED]

[Source: Renumbered to 210:10-3-71 at 12 Ok Reg 2767, eff 7-13-95]

210:10-3-6. Summer food service program for children [RENUMBERED]

[Source: Renumbered to 210:10-3-91 at 12 Ok Reg 2767, eff 7-13-95]

PART 1. GENERAL PROVISIONS

210:10-3-7. Purpose

The rules set forth in this Subchapter have been promulgated to govern the implementation and operation of the specified Child Nutrition Program in compliance with USDA Regulations 226.2, 226.1 (a), 226.20 (j), 226.7(m), 226.20(d)(i), 226.6(h), 226.20(k), 226.15 {e}(11), 210.14, 210.13(a), 220.7(e)(8), 225.5(f), 225.15(b)(3), 225.16(d), 225.7(f).

[Source: Added at 12 Ok Reg 2767, eff 7-13-95]

PART 3. CHILD AND ADULT CARE FOOD PROGRAM (CACFP)

210:10-3-20. Definitions [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-21. Terms defined in CACFP Regulations [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-22. Agreement [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-23. Specification of meal times [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-24. Cycle menus [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-25. Recordkeeping [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-26. Commodities [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-27. Meal pattern requirements [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-28. Unrecovered funds [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-29. Administrative review [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-30. Day care homes; sponsoring organizations for day care homes (DCH) agreement [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-31. Day care homes; administrative review [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-32. Day care homes; meal pattern requirements [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-33. Day care homes; unrecovered funds [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-34. CACFP procedures for conducting audits of CACFP participants [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-35. CACFP claims processing procedures [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-36. CACFP approval procedures [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-37. CACFP appeal procedures [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-38. CACFP procedures for advance funding [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-39. CACFP termination procedures [REVOKED]

[Source: Added at 12 Ok Reg 2767, eff 7-13-95; Revoked at 36 Ok Reg 738, eff 7-25-19]

210:10-3-40. Child and Adult Care Food Program (CACFP) general provisions

The Oklahoma State Department of Education (OSDE) Office of Child Nutrition recognizes the federal administrative regulations at 7 C.F.R. Part 226, governing the Child and Adult Food Care Program (CACFP), as the applicable regulations for the CACFP program as administered by the State of Oklahoma. To the extent that the governing regulations at 7 C.F.R. Part 226 refer to additional procedures or requirements that must be adopted by a state as part of its implementation of the CACFP program, the OSDE Office of Child Nutrition will adopt conforming policies and make such policies available on the OSDE website, to be updated each time a change in a CACFP policy is made at the federal or state

level.

[Source: Added at 36 Ok Reg 738, eff 7-25-19]

PART 5. NATIONAL SCHOOL LUNCH PROGRAM

210:10-3-51. National School Lunch Program

(a) **Adult meal charges.** All school food authorities participating in the National School Lunch Program shall require that adults pay, at a minimum, the student price plus the reimbursement received for student meals. Adults other than food service employees cannot be served free of charge unless the local school district absorbs the cost.

(b) **Health standards.** All school food authorities participating in the National School Lunch Program shall develop and implement a written school food safety program at each facility or part of a facility where food is stored, prepared, or served that ensures preparation, service, and storage of food used in the National School Lunch Program complies with all applicable state, federal, county and local statutes and regulations pertaining to food handling and food safety, including but not limited to 42 U.S.C. § 1758(h), 7 C.F.R. §210.13 and OAC 310:257. In addition, all school food authorities shall comply with all of the following provisions:

(1) **Storage of leftover food.** School food authorities shall use best efforts to ensure that food waste is kept to a minimum. In order to minimize waste, leftover food may be re-served in subsequent meal services in accordance with the provisions of 310:257-5-44 and 310:257-5-71.

(2) **Donation of leftover food.** School food authorities participating in the program may donate any food under the program not consumed and unable to be reserved pursuant to the provisions of (1) of this subsection to food banks or charitable organizations in accordance with the provisions of 42 U.S.C. § 1758(l) and accompanying federal regulations if the donation is not otherwise prohibited by state, county, and local regulations.

[Source: Renumbered from 210:10-3-4 at 12 Ok Reg 2767, eff 7-13-95; Amended at 31 Ok Reg 1141, eff 9-12-14]

PART 7. SCHOOL BREAKFAST PROGRAM

210:10-3-71. School breakfast program

Health standards. All school food authorities participating in the National School Breakfast Program shall implement a written school food safety program at each facility or part of a facility where food is stored, prepared, or served that ensures preparation, service, and storage of food used in the National School Breakfast Program complies with all applicable state, federal, county and local statutes and regulations pertaining to food handling and food safety, including but not limited to 42 U.S.C. § 1758(h) and OAC 310:257. In addition, all school districts and school sites shall comply with all of the following provisions:

(1) **Storage of leftover food.** School food authorities shall use best efforts to ensure that food waste is kept to a minimum. In order to minimize waste, leftover food may be re-served in subsequent meal services in accordance with the provisions of 310:257-5-44 and 310:257-5-71.

(2) **Donation of leftover food.** School food authorities participating in the program may donate any food under the program not consumed and unable to be reserved pursuant to the provisions of (1) of this subsection to food

banks or charitable organizations in accordance with the provisions of 42 U.S.C. § 1758(l) and accompanying federal regulations if the donation is not otherwise prohibited by state, county, and local regulations.

[Source: Renumbered from 210:10-3-5 at 12 Ok Reg 2767, eff 7-13-95; Amended at 31 Ok Reg 1141, eff 9-12-14]

PART 9. SUMMER FOOD SERVICE PROGRAM FOR CHILDREN

210:10-3-91. Summer food service program for children

(a) **Health standards.** All service institutions participating in the Summer Food Service Program shall ensure that preparation, service, and storage of food used in the Summer Food Service Program complies with all applicable state, federal, county and local statutes and regulations pertaining to food handling and food safety, including but not limited to 42 U.S.C. § 1758(h) and OAC 310:257. In addition, all school districts or other service institutions shall comply with all of the following provisions:

(1) **Storage of leftover food.** All service institutions shall use best efforts to ensure that food waste is kept to a minimum. In order to minimize waste, leftover food may be re-served in subsequent meal services in accordance with the provisions of 310:257-5-44 and 310:257-5-71.

(2) **Donation of leftover food.** All service institutions participating in the program may donate any food under the program not consumed and unable to be reserved pursuant to the provisions of (1) of this subsection to food banks or charitable organizations in accordance with the provisions of 42 U.S.C. § 1758(l) and accompanying federal regulations if the donation is not otherwise prohibited by state, county, and local regulations.

(b) **Recordkeeping.** All service institutions participating in the program shall ensure that recordkeeping complies with all of the following provisions:

(1) All service institutions shall report any significant increase or decrease in participation levels to the State Department of Education as soon as possible.

(2) All service institutions shall maintain daily food production records, as well as daily meal counts and menus, be maintained. Food production records enable sponsors to ensure that adequate amounts of food are served to meet the Summer Food Service Program's meal pattern requirements.

(3) All service institutions shall maintain all records necessary to support the costs reported on the claim for reimbursement. This includes itemized receipts for food and milk, time and attendance records for labor costs reported, etc.

(c) **Cycle menus.** Service institutions shall develop and follow an eleven (11) day cycle menu for each type of meal served.

[Source: Renumbered from 210:10-3-6 at 12 Ok Reg 2767, eff 7-13-95; Amended at 31 Ok Reg 1141, eff 9-12-14]

PART 11. FOODS OF MINIMAL NUTRITIONAL VALUE

210:10-3-111. Restricting access to foods of minimal nutritional value [REVOKED]

[Source: Added at 24 Ok Reg 2733, eff 6-5-07 (emergency); Added at 25 Ok Reg 852, eff 5-12-08; Revoked at 32 Ok Reg 893, eff 8-27-15]

210:10-3-112. Smart Snacks in School

(a) **Smart Snacks in School nutrition standards.** Pursuant to the USDA Smart Snacks in School nutrition standards at 7 C.F.R. 210.11, competitive foods-those foods sold in schools during the school day, outside the federal reimbursable school meal programs-must meet the following requirements:

(1) **General standards for competitive food.** To be allowable, a competitive food item must:

- (A) Be a grain product that contains 50% or more whole grains by weight or have whole grain as the first ingredient (after water); or
- (B) Have as the first ingredient (after water) one of the non-grain main food groups: fruits, vegetables, dairy, or protein foods (meat, beans, poultry, seafood, eggs, nuts, seeds, etc.); or
- (C) Be a combination food that contains at least $\frac{1}{4}$ cup fruit and/or vegetable.

(2) **Nutrient standards for competitive food.** Allowable competitive food items must contain:

- (A) 35% or fewer calories from total fat;
- (B) Fewer than 10% calories from saturated fat;
- (C) Less than 0.5 g trans fat per portion;
- (D) 35% or less of weight from total sugar;
- (E) 200 mg or less sodium per item for snack items and side dishes sold a la carte, and 480 mg or less sodium per item for entrees sold a la carte;
- (F) 200 calories or fewer per item for snack items and side dishes, and 350 calories or fewer per item for entrees sold a la carte;
- (G) Limited use of accompaniments, and the accompaniment must be included in the nutrient profile as part of the food item; and
- (H) Foods and beverages sold at elementary schools and middle schools may not contain caffeine.

(3) **Standards for beverages.** The standards for beverages sold as competitive food items differ among elementary schools, middle schools, and high schools.

(A) In elementary schools, the following beverages are allowable as competitive items:

- (i) Plain water or plain carbonated water, no limit;
- (ii) Low fat unflavored milk, 8 fl. oz. or less;
- (iii) Non fat flavored or unflavored milk (including nutritionally equivalent milk alternatives), 8 fl. oz. or less;
- (iv) 100% fruit/vegetable juice, 8 fl. oz. or less; and
- (v) 100% fruit/vegetable juice diluted with water, with or without carbonation (no added sweeteners), 8 fl. oz. or less.

(B) In middle schools, the following beverages are allowable as competitive food items:

- (i) Plain water or plain carbonated water, no limit;
- (ii) Low fat unflavored milk, 12 fl. oz. or less;
- (iii) Non fat flavored or unflavored milk (including nutritionally equivalent milk alternatives), 12 fl. oz. or less;
- (iv) 100% fruit/vegetable juice, 12 fl. oz. or less; and
- (v) 100% fruit/vegetable juice diluted with water, with or without carbonation (no added sweeteners), 12 fl. oz. or less.

(C) In high schools, the following beverages are allowable as competitive food items:

- (i) Plain water or plain carbonated water, no limit;
- (ii) Low fat unflavored milk, 12 fl. oz. or less;
- (iii) Non fat flavored or unflavored milk (including nutritionally equivalent milk alternatives), 12 fl. oz. or less;
- (iv) 100% fruit/vegetable juice, 12 fl. oz. or less;
- (v) 100% fruit/vegetable juice diluted with water, with or without carbonation (no added sweeteners), 12 fl. oz. or less;
- (vi) Other flavored and/or carbonated beverages of 20 fl. oz. or less, that are labeled to contain 5 or fewer calories per 8 fl. oz., or 10 or fewer calories per 20 fl. oz.; and
- (vii) Other flavored and/or carbonated beverages of 12 fl. oz. or less, that are labeled to contain 40 or fewer calories per 8 fl. oz., or 60 or fewer calories per 12 fl. oz.

(b) **Exempt fundraisers.** A school district that wishes to conduct fundraisers that are exempt from the rules in subsection (a) must adopt a written policy, which shall provide for the following:

- (1) Each school site shall designate a Smart Snacks in School Exempt Fundraiser contact person, who shall be responsible for maintaining up-to-date documentation regarding each exempt fundraiser held at the school site;
- (2) A limit of thirty (30) exempt fundraisers per semester may be held at each school site;
- (3) Exempt fundraisers are prohibited from taking place while meals are being served to students under the National School Lunch Program or the National School Breakfast Program, and while afterschool snacks are being served to students under the Afterschool Snack Program;
- (4) The maximum duration of any individual exempt fundraiser shall be fourteen (14) days; and
- (5) For each individual exempt fundraiser, documentation must be kept on file at the school site showing:
 - (A) The school organization, activity, class, or other group that benefits from the fundraiser; and
 - (B) The date(s) the fundraiser is conducted, with the duration not to exceed fourteen (14) days.

(c) A school site is not authorized to conduct or allow any exempt fundraisers unless the school district has adopted a written policy that meets the requirements of this subsection. All competitive foods sold in a school district that does not have such a written policy must meet the nutritional guidelines listed in subsection (a).

[Source: Added at 32 Ok Reg 894, eff 8-27-15]

SUBCHAPTER 5. ESEA CHAPTER 1 [REVOKED]

210:10-5-1. General provisions [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-2. LEA allocations, carryover criteria, reallocation of funds, and capital expense [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-3. Application approval requirements [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-4. Attendance area eligibility [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-5. Maintenance of effort determination criteria [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-6. Comparability requirements [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-7. Evaluation requirements [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-8. Program improvement requirements [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-9. Complaint procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-5-10. Fiscal management requirements [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

SUBCHAPTER 7. ESEA CHAPTER 2 [REVOKED]

210:10-7-1. Chapter 2 competitive discretionary grants [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

SUBCHAPTER 9. LIFELONG LEARNING [TRANSFERRED]

Editor's Note: Effective 7-1-14, as set forth in Senate Bill 1661 (2014), "all administrative rules promulgated by the State Board of Education that relate to adult education programs shall be transferred to and become a part of the administrative rules of the State Board of Career and Technology Education" [SB 1661 (2014), § 4(A)]. As such, on 7-1-14, the active rules in this Subchapter 9 of Chapter 10 of the State Department of Education's Title 210 [OAC 210:10-9] were transferred and renumbered to a new Chapter 35 of the Department of Career and Technology Education's Title 780 [OAC 780:35]. [See also Editor's Notice published at 32 Ok Reg 108]

210:10-9-1. General provisions [TRANSFERRED]

[Source: Amended at 26 Ok Reg 398, eff 12-8-08 (emergency); Amended at 26 Ok Reg 1430, eff 6-11-09; Transferred to 780:35-1-1 by SB 1661 (2014), eff 7-1-14 (see Editor's Note at beginning of this Subchapter)]

210:10-9-2. Adult basic education [TRANSFERRED]

[Source: Amended at 9 Ok Reg 2355, eff 6-25-92; Amended at 26 Ok Reg 398, eff 12-8-08 (emergency); Amended at 26 Ok Reg 1430, eff 6-11-09; Transferred to 780:35-1-2 by SB 1661 (2014), eff 7-1-14 (see Editor's Note at beginning of this Subchapter)]

210:10-9-3. English literacy [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-9-4. Adult homeless battered women [REVOKED]

[Source: Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-9-5. Community education [REVOKED]

[Source: Amended at 13 Ok Reg 3547, eff 8-5-96 (emergency); Amended at 14 Ok Reg 1553, eff 5-27-97; Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-9-6. General educational development (GED) testing program [TRANSFERRED]

[Source: Added at 10 Ok Reg 2705, eff 6-25-93; Amended at 11 Ok Reg 625, eff 11-15-93 (emergency); Amended at 11 Ok Reg 1985, eff 5-26-94; Amended at 12 Ok Reg 3610, eff 8-1-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 15 Ok Reg 15, eff 8-1-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98; Amended at 17 Ok Reg 1879, eff 6-12-00; Amended at 19 Ok Reg 293, eff 10-30-01 (emergency); Amended at 19 Ok Reg 1625, eff 6-13-02; Amended at 27 Ok Reg 1665, eff 5-12-10 (emergency); Amended at 28 Ok Reg 1047, eff 6-11-11; Amended at 29 Ok Reg 1594, eff 7-12-12; Transferred to 780:35-1-3 by SB 1661 (2014), eff 7-1-14 (see Editor's Note at beginning of this Subchapter)]

SUBCHAPTER 11. REGIONAL EDUCATION SERVICE CENTERS [REVOKED]

210:10-11-1. Purpose [REVOKED]

[Source: Revoked at 24 Ok Reg 1481, eff 6-11-07]

210:10-11-2. Student appraisal [REVOKED]

[Source: Revoked at 24 Ok Reg 1481, eff 6-11-07]

210:10-11-3. Media [REVOKED]

[Source: Revoked at 24 Ok Reg 1481, eff 6-11-07]

210:10-11-4. Individual learning plans [REVOKED]

[Source: Revoked at 24 Ok Reg 1481, eff 6-11-07]

210:10-11-5. Professional development [REVOKED]

[Source: Amended at 13 Ok Reg 71, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Revoked at 24 Ok Reg 1481, eff 6-11-07]

210:10-11-6. Coordination of Education Services [REVOKED]

[Source: Revoked at 24 Ok Reg 1481, eff 6-11-07]

210:10-11-7. Regional Education Service Center staff [REVOKED]

[Source: Revoked at 24 Ok Reg 1481, eff 6-11-07]

SUBCHAPTER 13. STUDENT ASSESSMENT AND SCHOOL ACCOUNTABILITY

210:10-13-1. Oklahoma school testing program [REVOKED]

[Source: Revoked at 10 Ok Reg 2143, eff 5-4-93 (emergency); Revoked at 11 Ok Reg 1977, eff 5-26-94]

210:10-13-1.1. Assessment system

(a) **Definitions.** The following terms, when used in this Section, shall have the following meaning, unless the context clearly indicates otherwise:

- (1) **"College and career readiness (CCR)"** means that students graduate from high school prepared to enter and succeed in postsecondary opportunities, whether college or career.
- (2) **"Criterion-referenced"** means an assessment that compares a student's performance to a predetermined standard.
- (3) **"Cut score"** means, for each assessment, the score which the Commission for Educational Quality and Accountability has established as the minimum score required to meet the state's performance target for students taking the assessment.
- (4) **"Lexile"** means a score used within the Lexile framework for reading, which represents either the difficulty of a text or a student's reading ability level.
- (5) **"Norm-referenced"** means an assessment that compares a student's performance to the performance of others who take the assessment.
- (6) **"Quantile"** means a score used within the Quantile framework for mathematics that represents a forecast of, or a measure of, a student's ability to successfully work with certain math skills and concepts.
- (7) **"Scale score"** means a raw score that has been adapted through a customized set of mathematical procedures (e.g., scaling and equating) to account for differences in difficulty across multiple forms, and to enable the score to represent the same level of difficulty from one year to the next.
- (8) **"Summative assessment"** means an assessment conducted at the end of a defined period, such as an academic term or school year, which evaluates student performance against a set of learning targets for the instructional period.

(b) **Requirements for a system of assessments.** House Bill 3218 (2016) directed the State Board of Education to study and develop recommendations for a statewide system of student assessments, which were then submitted to the Oklahoma Legislature for review. The full report of recommendations is available on the State Department of Education website. The assessment system recommended by the State Board of Education and subsequently approved by the Legislature was developed subject to the following requirements under 70 O.S. § 1210.508:

- (1) Alignment with the Oklahoma Academic Standards;
- (2) Comparability of Oklahoma student performance with the performance of students in other states;
- (3) Capability of yielding both norm-referenced and criterion-referenced scores;
- (4) A track record of statistical reliability and accuracy; and
- (5) For assessments administered in high school, a measure of future academic performance.

(c) **Goals.** Pursuant to the requirements to study and develop recommendations for a system of assessments, the State Department of Education convened an Assessment and Accountability Task Force that included educators, parents, tribal leaders, lawmakers, and business and community leaders from across the state. In consultation with experts in the fields of educational assessment and accountability, the Task Force identified the following as primary goals for Oklahoma's student assessment system:

- (1) Provide instructionally useful information to teachers and students, with appropriate detail and timely reporting;
- (2) Provide clear and accurate information to parents and students regarding achievement and progress toward college and career readiness (CCR);
- (3) Provide meaningful information to support evaluation and enhancement of curriculum and programs; and
- (4) Provide information to appropriately support federal and state accountability decisions.

(d) **Summative assessments for grades three (3) through eight (8).** The assessment system adopted by the State Board of Education and approved by the Legislature includes the following components for student assessment in grades three (3) through eight (8):

(1) **Content alignment and timing.**

- (A) The Oklahoma Academic Standards will be maintained as the focus of state assessments, and assessments will continue to be administered at the ends of grades three (3) through grade eight (8).
- (B) An adequate assessment of writing will be included to support coverage of the Oklahoma English Language Arts (ELA) standards.

(2) **Intended purpose and use.**

- (A) Assessments will support the calculation of growth for students in at least grades four (4) through eight (8).
- (B) Assessments will demonstrate sufficient technical quality to support the intended purposes and current uses of student accountability, for example grade three (3) promotion based on reading assessment and driver license eligibility based on grade eight (8) English Language Arts (ELA) assessment.

(3) **Score interpretation.**

- (A) Assessments will provide a measure of performance indicative of whether students appear to be on track to college and career readiness (CCR).
- (B) Assessments will support criterion-referenced interpretations which measure student performance against the Oklahoma Academic Standards, and report individual claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance.
- (C) Assessments will support norm-referenced information to help contextualize the performance of students statewide using a feature such as intra-state percentiles.

(4) **Reporting and state comparability.**

- (A) Assessments will support aggregate (group) reporting on claims including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance.
- (B) The assessment system will utilize the existing National Assessment of Educational Progress (NAEP) data to establish

statewide comparisons at grades four (4) and eight (8). NAEP data will also be used during standard-setting activities to ensure the College and Career Readiness (CCR) cut score is set using national and other state data.

(e) **Summative assessments for high school.** The assessment system adopted by the State Board of Education and approved by the Legislature includes the following components for student assessment in high school:

(1) **Content alignment and timing.** A commercial college-readiness assessment (e.g., SAT, ACT) will be used in lieu of state-developed high school assessments in grades nine (9) or ten (10), with alignment to standards and other peer review requirements being a consideration.

(2) **Intended purpose and use.**

(A) The assessment will demonstrate sufficient technical quality to support the need for multiple and differing uses of assessment results.

(B) The possibility of linking college-readiness scores to information of value for students and educators will be explored (e.g., readiness for postsecondary opportunities, remediation risk).

(C) A focus on rigorous expectations of college and career readiness will be maintained.

(D) The assessment will ensure that all students in Oklahoma can be provided with a reliable, valid, and fair score regardless of the accommodations provided or the amount of time needed for a student to take the test, and will further ensure that scores reflecting college and career readiness can be provided to the accepting institution or employer of each student.

(3) **Score interpretation.**

(A) The assessment will support criterion-referenced interpretations of student performance against the Oklahoma Academic Standards, and report individual claims appropriate for high school students.

(B) The assessment will provide evidence to support claims of college and career readiness (CCR). These claims should be supported using theoretically related data in standard-setting activities (e.g., measures of college readiness and other nationally available data), and validated empirically using available postsecondary data linking to performance on the college-readiness assessment.

(C) The assessment will provide norm-referenced information to help contextualize the performance of students statewide using a feature such as intra-state percentiles.

(4) **Reporting and state comparability.**

(A) The assessment system will support aggregate (group) reporting on claims at appropriate levels of categorization for high school assessments (e.g., grade, subgroup, teacher, building/district administrator, state).

(B) The assessment system will support the ability to provide norm-referenced information based on other states that administer the same college-ready assessments, as long as unreasonable administration constraints do not inhibit those comparisons.

210:10-13-2. Oklahoma School Testing Program (OSTP) scope and general administration

(a) **Definitions.** In this Section, the words and terms shall have the following meaning: "**Proficient/Satisfactory**" means achieving at least the minimum score for demonstrating mastery as defined by the State Board of Education on an academic achievement test of the Oklahoma School Testing Program (OSTP).

(b) All public school districts shall administer the state mandated academic achievement tests of the OSTP to all students enrolled in the designated grades. The series of tests shall be field-tested/implemented by the amended schedule in 70 O.S. § 1210.508, or federal law.

(1) Students with Individualized Education Programs (IEPs) shall have an appropriate statement on the IEP with regard to the type of assessment in which the student will participate (e.g., Oklahoma Core Curriculum Test (OCCT) with or without accommodations, or the Oklahoma Alternate Assessment Program (OAAP) Portfolio). The OCCT and OAAP Portfolio are all a part of the Oklahoma School Testing Program (OSTP). Any state approved accommodations must be documented in the student's current IEP. Current documentation for each student shall be on file in the local school prior to test administration.

(2) All students who have been determined to be limited English proficient (LEP) as the term is defined at 20 U.S.C. § 7801, also known as English language learners (ELL), shall be included in all of the state-mandated academic achievement tests of the OSTP. ELL students are those who have been appropriately identified, through English proficiency screening by the local school districts, as requiring specialized instructional services designed to increase their English proficiency and academic performance. For every student identified as ELL, the local district shall have on file verification that the student is receiving special instruction designed for the specific purpose of improving the ELL student's English proficiency. Any State Department of Education approved and adopted English proficiency assessment shall be considered an official assessment of the OSTP, and will be subject to the same security, privacy, and administration measures accorded to all other OSTP assessments.

(A) Students identified as ELL shall be assessed in a valid and reliable manner with the state academic assessments with acceptable accommodations as necessary and, to the extent practicable, with alternate assessments aligned to the state assessment provided by the local school district in the language and form most likely to yield accurate data on what such students know and can do in these content areas; these alternate assessments will continue until such students have achieved English language proficiency with the exception noted in paragraph (2)(B) of this subsection.

(B) If ELL students are administered the state-mandated reading and language arts achievement tests in a language other than English, this will be allowed only during their first three consecutive years of school attendance in the United States (not including Puerto Rico). After these first three years these tests must be administered in English, except that if the local school district determines on a case-by-case basis, that a student has not yet

reached a level of English language proficiency that will allow valid and reliable information to be obtained, even with testing accommodations, in which case individual waivers will be allowed by the local district for up to two additional consecutive years, according to federal law.

(c) On an annual basis, school superintendents or their designees shall provide a copy of the State Board of Education Rules, OAC 210:10-13, for all school personnel responsible for receipt, inventory, distribution, or return of tests documents, and/or for administration of tests within the Oklahoma School Testing Program.

(d) Districts may request special reports beyond those provided by state contract with the testing company at their own cost (i.e., individual student records on CD or disk, District Title I Report, District Alpha Order Report, etc.).

(e) Test results of all students not enrolled in a district for a full academic year shall be disaggregated and shall not be used to determine the progress of the district, according to federal law. Test results of all students not enrolled in a school site for a full academic year shall be disaggregated and shall not be used to determine the progress of the school site, according to federal law. For purposes of the OSTP, a student shall be considered a "Full Academic Year" (FAY) student if the student is enrolled within the first twenty (20) instructional days of the school's instructional year through and including the date of administration of the exam, without an enrollment lapse of ten (10) or more consecutive instructional days.

(f) For purposes of the annual reports of the OSTP, test results of all students who have been placed in a state juvenile facility by state law or court order, or students placed in a full time residential facility providing educational services to students by joint agreement with one or more school districts shall not be used to determine the progress of the site or the district of residence of the students. Instead their scores will be used in accountability calculations in one statewide "quasi-district".

(g) Each public school student who does not score at least at the satisfactory level on state criterion-referenced tests in reading and mathematics by the end of the student's seventh grade year shall be provided remediation for the purpose of assisting the student in performing at least at the satisfactory level on the eighth-grade criterion-referenced tests in reading and mathematics, subject to the availability of funding.

(1) Districts and/or schools may provide remediation through extended instructional time during the school day, a summer academy, tutoring, online coursework, or other supplementary services. Remediation is not limited to these practices.

(2) Remediation provided shall be under the supervision of a teacher certified in the appropriate content area.

(3) The State Department of Education shall provide information about best practices for remediation and interventions on the State Department of Education website.

(4) Each district shall submit an annual remediation plan to its local board of education at a regularly scheduled meeting prior to November 15 of each school year. The remediation plan shall be for those students who do not attain at least a satisfactory or proficient score on the tests listed in this section. The plan should include how remediation funds will be spent, when and where remediation will be provided, what content will be addressed, how instruction will be delivered, and who will provide the instruction, including the highly qualified status of the instructor.

(5) Funds for remediation shall be utilized to provide intervention and remediation for qualifying students as described in this section. Allowable expenditures include salaries and stipends for highly qualified teachers and tutors under the supervision of highly qualified teachers; instructional materials such as textbooks, workbooks, teacher-made materials, computer assisted instructional software, manipulatives, and classroom instructional tools necessary to provide remediation; assessments designed to monitor the progress of students in remediation programs; transportation to and from tutoring sessions held outside of the school day; and training in best practices for providing remediation. Funds for remediation may not be used for salaries, materials, or administrative services not directly related to remediation or for students who do not qualify for remediation as described in this section.

(6) School districts shall report the use of remediation funds and the results of the remediation, as measured by periodic progress assessments and district student performance on state assessments. Districts shall submit an online report annually to the State Department of Education through the Oklahoma School District Reporting Site (SDRS). The district shall also submit the annual report to its local board of education at a regularly scheduled meeting. Remediation results shall be presented by a designated public school principal for each site.

[Source: Added at 11 Ok Reg 1277, eff 2-14-93 (emergency); Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 14 Ok Reg 3312, eff 5-5-97 (emergency); Amended at 14 Ok Reg 3327, eff 5-22-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 18 Ok Reg 753, eff 1-24-01 (emergency); Amended at 18 Ok Reg 3001, eff 7-12-01; Amended at 20 Ok Reg 155, eff 10-10-02 (emergency); Amended at 20 Ok Reg 816, eff 5-15-03; Amended at 21 Ok Reg 184, eff 11-6-03 (emergency); Amended at 21 Ok Reg 1192, eff 5-27-04; Amended at 25 Ok Reg 79, eff 9-4-07 (emergency); Amended at 25 Ok Reg 854, eff 5-12-08; Amended at 26 Ok Reg 1863, eff 6-25-09; Amended at 31 Ok Reg 1144, eff 9-12-14; Amended at 33 Ok Reg 29, eff 7-30-15 (emergency); Amended at 33 Ok Reg 673, eff 8-25-16; Amended at 35 Ok Reg 1094, eff 9-14-18]

210:10-13-3. Distribution of test scores and Parent Reports [REVOKED]

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1997, eff 5-26-94; Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-13-4. Test security and validity

(a) **Test security.** School administrators and their designees shall maintain security on tests administered under the auspices of the Oklahoma School Testing Program through following the procedures listed below:

(1) **Test coordinators.** School superintendents shall designate both district and building test coordinators before October 1 of each school year. Names and telephone numbers of district test coordinators shall be recorded on the OSTP Questionnaire conducted in the fall semester of each school year.

This questionnaire is the order form provided by the testing vendors for all tests in the OSTP including large print and Braille test forms.

(2) **Pretest information.** The State Department of Education shall provide student/parent pretest information materials to schools for designated grade levels before testing.

(3) **Embargo of test materials.** The State Department of Education shall require the contracting test publisher to place an embargo on the sale, sampling, and/or distribution of test materials utilized in the OSTP to any person or organization in Oklahoma (other than the official distribution of such materials purchased for the OSTP by the State Department of

Education). This embargo is to be enforced from the first day of contract with the State Department of Education throughout use of this test for the OSTP and until the Department has given notice that the test series is no longer going to be used in the OSTP.

(A) Violation of this agreement by a contracting test publisher can result in automatic and immediate forfeiture of the contract and reimbursement to the State Department of Education (by the contracting company) of any funds expended in the conduct of the OSTP.

(B) No individual person or public or private entity shall obtain copies of any test materials utilized in the OSTP other than through the official distribution of test materials to public schools immediately prior to administration of the annual OSTP. Any person or organization attempting to order such materials from the contracting test publisher (or from other scoring companies handling OSTP or "off-grade" scoring and reporting) shall be reported by the contractor to the State Superintendent of Public Instruction.

(4) Maintenance of the security of test materials prior to exam

administration. All student test materials (i.e., test booklets, prompts for writing assessment, and answer documents) shall be bound by the test publisher in packages of designated lot sizes. No test booklets shall be viewed by any person other than the student taking the test at the time of testing, except in the case of special education, Section 504, or ELL accommodations which allow a test administrator to assist a student being tested. Test booklets shall be individually sealed, as practicable, to prohibit them from being opened.

(A) When seals are used on test booklets, the following procedures shall be followed:

- (i) Test booklets shall remain intact until tests are distributed to students at the beginning of the test administration session;
- (ii) Each test booklet seal shall be broken only by the student who is administered the test, except where special education or Section 504 accommodations allow the opening of the test; and
- (iii) Unused test booklets shall remain sealed.

(B) When seals are not used on test booklets, the following procedures shall be followed:

- (i) Test booklets shall remain closed until distributed to students at the beginning of the test administration session;
- (ii) Each test booklet shall be opened only by the student who is administered the test, except where special education or Section 504 accommodations allow the opening of the book and turning of pages by someone other than the students.

(5) Inventory and accounting of test materials. All test materials shall be inventoried by the school district upon receipt from the test publisher/contractor. Any discrepancies representing shortages in the quantity of materials supplied and the quantity needed for tests administered shall be reported immediately to the contracting company by

the district test coordinator. Immediately upon receipt and inventory of materials, all tests, and other materials shall be locked in a secure place by the district test coordinator or school administrator.

(A) The site level distribution of test documents and materials may occur beginning one week prior to testing. Exceptions to the test materials distribution time limit needed by the largest districts in the state shall be registered with and approved by the State Department of Education Office of Assessment at least four weeks prior to the first designated testing window of each year.

(B) During the days in which tests are being administered in each school district, all test administrators are responsible for locking all test materials in a secure place when the tests are not being utilized in the official test administration with students. This includes the time period between completion of the test administration and delivery of the answer documents and other test materials to the district test coordinator. Further, the building test coordinator is responsible for ensuring that materials are properly locked in a secure place at the times specified above.

(C) Test booklets are not to leave school buildings at any time (i.e., students' test booklets are not to be taken home by an employee or the community member/test monitor before, during, or after test administration has been completed). Exceptions to test booklets leaving a school site shall be made at the discretion of the State Department of Education Office of Assessment for the purpose of secure transport to a site of instruction for the purpose of test administration, upon a written request from a District Test Coordinator. These requests must be registered with and approved by the Office of Assessment at least four weeks prior to the first designated testing window of each year.

(D) An accounting is to be conducted on all test booklets. Unused test booklets are to remain in "shrink-wrap" (or otherwise packaged) when possible. All unused tests are to be returned to the test publisher. Failure to return test booklets to the appropriate companies will result in:

- (i) A school or district being reported to the State Superintendent; and
- (ii) Possible invalidation of the school's and/or district's scores by the State Department of Education Office of Assessment.

(E) The contracting test publisher shall print electronically read identification codes on all documents containing secured test items prior to distribution of these materials to the public schools. Within all test program components of the OSTP, the contracting test publisher shall record the specific series of numbers (represented by the "bar codes") assigned to each school district and building site within a district. Inventory lists of test document bar codes by school site shall be provided for each district test coordinator.

(F) The district test coordinator shall ship all answer documents and specified identification forms to the designated scoring/reporting company and all other test materials to the contracting test publisher in accordance with the schedule for return of materials provided in

the Test Preparation Manual. If a district fails to return materials and answer documents in a timely fashion, the district may be penalized with additional costs and the test scores for the individual school(s) and/or district in question may be declared invalid. If a district fails to complete or incorrectly completes answer documents and/or demographic pages or other required testing-related materials, the district may be penalized with additional costs and may also receive a deficiency on the district accreditation report.

(G) The contracting test publisher shall submit an inventory of test materials to the State Department of Education each year. This inventory shall document the quantity of materials distributed to each school district and received from each school district--recorded by school site as indicated by the numbers represented by the "bar codes" printed on test materials. Quantities of writing assessment materials distributed to and retrieved from schools will be reported to the State Department of Education by the contracting test publisher.

(H) School superintendents from whom incomplete quantities of materials have been received shall be notified of this discrepancy and shall be provided a date by which the remaining materials must be returned to the test publisher. The test publisher shall notify the Department of Education of all school districts from which test materials have not been received after this date. Names of these school districts shall be reported to the State Superintendent and may also receive a deficiency on the district accreditation report.

(6) Prohibition against reproduction of test materials. Reproduction of any copyrighted test materials--including test documents, teachers' test administration manuals, and student pretest materials--is strictly prohibited. Photocopying or digital copying of these materials constitutes a violation of federal copyright laws. To ensure that all school employees and community members are aware of this regulation and the laws in support of same, the district or building test coordinator shall post a sign to this effect over each copy machine. The Federal Copyright Law--as it applies to the multiple-choice and/or Writing Assessment Component of the OSTP--prohibits the photocopying of any part of the student Test Booklet. This includes the lined writing pages, the writing prompt, and the student's written response. This portion of the set of test documents, as well as the writing prompt, is considered protected under the copyright guidelines. These items shall remain protected, and thus may not be copied, printed, or disseminated in any manner, until they are officially released by the OSDE.

(7) Other test security violations. All of the following actions are prohibited as violations of test security:

(A) Teaching test items to students (except in the case of an alternate special education assessment in which authentic performance tasks may be utilized), changing students' answers, or in any manner providing answers to test questions for students before, during, or after test administration has been completed.

(B) Using secured test items as instructional tools or for student "practice"--either verbatim as written or in reworded form. Note: Secured test items are those provided to measure student knowledge and/or skills on OSTP tests. Said items are to be differentiated from

sample test items that are provided at the beginning of each subtest and used, according to official test administration procedures, solely for the purpose of understanding directions and marking answers.

(C) Reading secured test items orally to students at any time before, after, or during test administration unless it is an IEP, Section 504, or ELL accommodation, in which case an affidavit shall be signed, prior to reading items, by the test administrator/reader stating they shall not reveal any test items, writing prompts, or other secured information to any person.

(D) Allowing students to view and/or read the writing assessment prompts before test administration or discussing or exposing the theme or topic of the prompt.

(E) Providing answers to secured test items. This includes provision of cues, clues, hints, and/or actual answers in any form--written, printed, verbal (oral), or nonverbal. In regard to the writing assessment component of the OSTP, prohibited actions include the provision of "hints" or any form of clues in regard to the manner in which students respond to the prompt (e.g., "brainstorming" about the topic of the prompt; offering suggestions regarding how to respond; assisting the student or class in organizing the response; and all other such deviations from the printed instructions for administering the test).

(F) Changing students' responses to secured test items and/or influencing or encouraging students to change their answers to test items at any time.

(G) Deviating from any instruction provided in the official test administration manual or disclosure of any test information that materially inhibits the State Board of Education from exercising its duties set forth in 70 O.S. §1210.508 to develop, field-test, administer, and validate criterion-referenced tests and end-of-instruction assessments.

(8) Test security forms. Test Security Forms provided by the State Department of Education's test contractor(s) shall be distributed by the district test coordinator with test materials to the persons designated on each form.

(A) OSTP Test Security Forms shall be provided for the following:

(i) Form 1: Superintendent and District Test Coordinator

(ii) Form 2: Building Principal and Building Test Coordinator

(iii) Form 3: Test Administrators and Test Monitors.

(B) After completing the test administration, these forms shall be signed by the designated persons and returned to the district test coordinator. The district test coordinator shall return all signed forms to the respective scoring company. Failure to sign and return the appropriate forms may result in:

(i) A school or district being reported to the State Superintendent; and

(ii) Invalidation of a school's and/or district's test scores.

(C) The contracting test companies shall provide the State Department of Education the signed OSTP Test Security Forms or a report of names of educators who signed SDE/OSTP Test Security

Forms and an accounting of the number of tests and manuals:

- (i) Distributed to, and
- (ii) Returned from each school district.

(b) Test administration. All test administration sessions shall be conducted according to the standardized procedures described in the test administrators' manuals

- (1) The standardized procedures include, but are not limited to:
 - (A) Reading the directions to students verbatim;
 - (B) Refraining from allowing students to read test items before test timing begins and/or beyond the completion specified for each section of each test; and
 - (C) Ensuring that only the materials designated for student test use are on the student's desk during test sessions.
- (2) Every test administered within the OSTP shall be administered by an education-certified professional person employed by the school district.
- (3) All test administration sessions shall be monitored by an adult other than the test administrator. All test monitors shall be approved by the superintendent or school principal. Superintendents and principals may designate school employees or noncertified members of the community to serve as test monitors.
- (4) All test administration procedures including time specifications, State Board of Education Rules 210:10-13, and the Instructions for Test Monitors shall be distributed to test monitor(s) before test administration.
- (5) School administrators or their designee(s) shall assure that all test administration procedures replicate standardized testing conditions to preserve test validity. Such procedures are stated in the manuals for administering the test.

(c) Test security violations. Any violation of security provisions in this Section may constitute a basis for invalidation of the test and test results. Such violations shall be reported to the State Superintendent and the school district board of education, and may result in a school's and/or school district's test scores being declared as invalid.

(d) Penalties for test security violations. In addition to any other penalties set forth in this Section, the State Board of Education may revoke the teaching, counseling, administrative, and/or other certificate(s) issued by the State Board of Education to one or more individuals upon a finding of willful violation of any of the provisions set forth in (a)(7)(A) through (a)(7)(G) of this Section.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 14 Ok Reg 3312, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2227, eff 6-11-98; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 18 Ok Reg 753, eff 1-24-01 (emergency); Amended at 18 Ok Reg 3001, eff 7-12-01; Amended at 20 Ok Reg 155, eff 10-10-02 (emergency); Amended at 20 Ok Reg 816, eff 5-15-03; Amended at 21 Ok Reg 184, eff 11-6-03 (emergency); Amended at 21 Ok Reg 1192, eff 5-27-04; Amended at 26 Ok Reg 91, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1433, eff 6-11-09; Amended at 31 Ok Reg 1147, eff 9-12-14; Amended at 36 Ok Reg 752, eff 7-25-19]

210:10-13-5. Incorporation into Comprehensive Local Education Plan [REVOKED]

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-13-6. Test inservice

Each district shall send a District Test Coordinator (DTC) and all building coordinators to the Oklahoma School Testing Program Test Preparation Inservice sessions. In addition, the District Test Coordinator should attend the Test Interpretation Inservice sessions provided by the State Department of Education. School representatives attending such Test Preparation and/or Test Interpretation sessions shall report to the school administration after the inservice sessions, providing all inservice materials and information gained. School principals shall assure that every OSTP test administrator is provided a copy of the State Board of Education Rules OAC 210:10-13.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 20 Ok Reg 155, eff 10-10-02 (emergency); Amended at 20 Ok Reg 816, eff 5-15-03]

210:10-13-7. Return of documentation to testing company; completion of Test Preparation Enrollment Survey

(a) Answer/demographic documents from ALL students enrolled shall be returned to the respective scoring services after completion of the test administration.

(b) School administrators or their designee(s) shall complete and return the Oklahoma School Testing Program Test Preparation Enrollment Survey as designated in the survey instructions on or before the deadline for return.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 20 Ok Reg 155, eff 10-10-02 (emergency); Amended at 20 Ok Reg 816, eff 5-15-03]

210:10-13-8. Providing information to students, parents, and public [REVOKED]

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-13-9. Violations

(a) All known violators of the State Department of Education's Rules for the OSTP shall be reported in writing to the State Superintendent of Public Instruction. The State Department shall investigate all such infractions and report the findings to the State Superintendent. (Responsibility for conducting such investigations shall be delegated to the State Agency personnel by the State Superintendent of Public Instruction.) The State Board of Education shall determine the consequences of such OSTP Test Security rule infractions and take action to apply punitive measures as the Board sees fit.

(b) All reported allegations of Oklahoma School Testing Program Rules infractions will be documented and kept on record in the State Department of Education. In addition, action taken by the Department to investigate and, if necessary, impose consequences of rule infractions will be documented and filed.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 17 Ok Reg 2886, eff 7-13-00]

210:10-13-10. Requests to view or take possession of documents

Responses to requests to view or take possession of test documents shall be executed as specified herein. Documents shall include student test books containing secured test items; student answer sheets; and test administrator manuals. In order to maintain the security and validity of the testing materials, individuals making requests to view test documents must comply with the following procedural requirements:

- (1) Test viewing will NOT be allowed beginning one month before and extending throughout the testing window.
- (2) The person will submit a request to the State Department of Education's Office of Accountability and Assessment.
- (3) Viewing shall take place at the State Department of Education.
- (4) The viewing of test documents will be limited to no more than two viewers during a single time period.
- (5) The Assistant Superintendent of the Office of Accountability and Assessment or his/her designee will remain in the room during the viewing.
- (6) Students will not be allowed to view tests.
- (7) The viewing of assessment materials will not be allowed for professional development purposes.
- (8) Viewers of tests shall be prohibited from duplicating, paraphrasing, or summarizing test items in any form--by hand-written means or through use of any mechanical tool (i.e., audio or video tape recorder; copy machine; still picture camera; cell phones camera; or any other electronic or mechanical means.)
- (9) Tests and test materials shall be considered secured documents. No viewer shall be allowed to remove secured documents from the viewing room.
- (10) No unauthorized person shall be allowed to view an OSTP writing assessment prompt until after that prompt has been administered in Oklahoma as a test item. Viewing of writing test prompts shall be subject to the same procedures and conditions as viewing of other test materials.
- (11) Prior to the viewing of any test materials, all viewers shall sign an affidavit stating that
 - (A) they shall not reveal any test items, writing prompts, or other secured information to any person; and
 - (B) they shall not serve as a test administrator nor test monitor.
- (12) A student's answer sheet may be viewed only by the student's parent, legal guardian or by a student of legal age. Any person requesting to view student test documents shall provide proof of his or her status as the parent or legal guardian of the student whose documents are required for viewing. Proof of identification shall be provided in one of the following forms:
 - (A) the student's birth certificate; and
 - (B) a driver's license containing a picture of the requesting person; or
 - (C) other recognized official form of identification. In addition, the person shall provide proof of his or her status as parent or legal guardian of the student whose documents are requested for viewing.
- (13) When sufficient writing prompts are available, once writing assessments have been scored and reported, the SDE will provide the student essay responses to the individual student's home school district by electronic means. The information will be provided as a service to Oklahoma public schools for purposes related to instructional improvement only. Schools and districts receiving such data will make every reasonable effort to insure that these individual student testing results are secure and remain confidential. The SDE reserves the right to use these data for research and assessment improvement purposes.

210:10-13-11. Testing students with disabilities

(a) Acceptable accommodations of the general assessments of the OSTP for students with disabilities shall be:

- (1) Specified in the student's individualized education plan (IEP) under the Individuals with Disabilities Education Act (IDEA); or
- (2) Specified for the student served under the Americans With Disabilities Act and Section 504 of the Rehabilitation Act of 1973.

(b) Any use of test accommodations which deviate from established standardized test procedures for the general assessments of the OSTP shall be reported to the State Department of Education's Student Assessment Section. Accommodations available during testing for a student with a disability shall be only those accommodations normally employed as part of the student's classroom instruction on a regular basis. The accommodation(s) must be specified in either an IEP or a Section 504 plan.

(c) Large print and Braille versions of the tests may be utilized with students whose visual disabilities necessitate such accommodations. The Student must be utilizing large print or Braille in daily classwork as indicated on the student's IEP on file at the school district. To order large print or Braille tests, the district test coordinator shall indicate the quantities required at each grade level tested on the annual questionnaire.

(d) The score of a student who receives a read-aloud accommodation on an OSTP ELA/Reading assessment will include a notation that the ELA/Reading test read-aloud accommodation was used. The availability to a particular student of text-to-speech, human reader, or interpreter accommodations for the English Language Arts (ELA)/Reading assessments shall be determined by the following three-prong approach:

- (1) The student has a specific disability that severely limits or prevents her or him from decoding text at any level of difficulty, even after varied and repeated attempts to teach the student to do so. The student is not simply reading below grade level, but is a non-reader; and
- (2) The student has access to printed materials only through a reader and/or is provided with spoken text on audiotape, CD, video, or other electronic format during routine instruction, except while the student is actually being taught to decode; and
- (3) The IEP team or Section 504 team will utilize the ELA/Reading Test Read-Aloud Protocol. This includes the use of the Protocol for Accommodations in Reading (PAR) or the AIM Navigator for deaf or blind students, and must be uploaded into the Nonstandard Accommodation application available on the SDE Single Sign-on for approval by the State Department of Education.

(e) The availability of a unique accommodation that requires changes or alterations to the test materials/booklets or media presentation for a student with a disability must meet the following requirements:

- (1) The accommodation is required for the student to access the OSTP and is not part of the standard accommodations or provided as an accessibility feature in a computer based test.
- (2) The accommodation must:
 - (A) Be regularly used by the student for classroom instruction;
 - (B) Be listed in the student's IEP; and
 - (C) Not alter the underlying content or construct of the assessment.

- (3) The accommodation must not impact the reliability or validity of the test.
- (4) The request for a nonstandard accommodation may not exempt a student from taking any portion of the OSTP tests.
- (5) The request for a nonstandard accommodation must be submitted utilizing Form U and uploaded through the Nonstandard Accommodation application available on the SDE Single Sign-on for approval by the State Department of Education.
- (f) Students with severe or profound cognitive disabilities who cannot be assessed in a valid and reliable manner with the general state assessment even with accommodations, as specified in the student's IEP, shall be assessed with an appropriate alternate assessment provided by the State Department of Education. Eligibility for an alternate assessment shall be determined annually by the student's IEP team. The scores from alternate assessments shall be included in accountability calculations for the school, district, and state according to the standard procedures for calculation of academic performance targets, as specified in federal law.
- (g) Students with the most significant cognitive disabilities who are unable to participate in the regular state assessment, even with accommodations, shall participate in an Alternate Assessment Program (OAAP) and should not exceed a small percentage of the special education population.
- (h) The OAAP shall consist of an alternate assessment system, which may include authentic performance tasks. Alternate assessments are designed to measure academic skills within the same domains required by the regular state assessment. The content of the alternate assessment must be academic and include the major domains/strands of the content area as reflected in state standards. The expected achievement for students is to show learning of grade referenced academic content. Alternate assessments which are portfolio based shall be scored by teams of assessors who hold at least a bachelor's degree from an accredited institution of higher education. Teams of assessors shall be supervised by an individual who has received training from the State Department of Education Office of Special Education in providing access to students with severe or profound cognitive disabilities.

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 13 Ok Reg 265, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1321, eff 5-13-96; Amended at 17 Ok Reg 2886, eff 7-13-00; Amended at 18 Ok Reg 753, eff 1-24-01 (emergency); Amended at 18 Ok Reg 3001, eff 7-12-01; Amended at 21 Ok Reg 184, eff 11-6-03 (emergency); Amended at 21 Ok Reg 1192, eff 5-27-04; Amended at 24 Ok Reg 1835, eff 6-25-07; Amended at 26 Ok Reg 91, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1433, eff 6-11-09; Amended at 30 Ok Reg 1046, eff 6-27-13; Amended at 31 Ok Reg 1144, eff 9-12-14; Amended at 32 Ok Reg 895, eff 8-27-15]

210:10-13-12. Use of indicators to identify high-challenge and low-performing schools [REVOKED]

[Source: Added at 10 Ok Reg 2143, eff 5-4-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Revoked at 14 Ok Reg 3375, eff 7-30-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-13-13. Policy for working with schools identified as "low-performing" [REVOKED]

[Source: Amended and renumbered from 210:10-1-14 at 15 Ok Reg 10, eff 10-7-97 (emergency); Amended and renumbered from 252:10-1-14 at 15 Ok Reg 2227, eff 6-11-98; Revoked at 21 Ok Reg 184, eff 11-6-03 (emergency); Revoked at 21 Ok Reg 1192, eff 5-27-04]

210:10-13-14. Policy for working with schools identified as "high challenge" [REVOKED]

[Source: Amended and renumbered from 210:10-1-15 at 15 Ok Reg 10, eff 10-7-97 (emergency); Amended and renumbered from 210:10-1-15 at 15 Ok Reg 2227, eff 6-11-98; Amended at 20 Ok Reg 155, eff 10-10-02 (emergency); Amended at 20 Ok Reg 816, eff 5-15-03; Revoked at 21 Ok Reg 184, eff 11-6-03 (emergency); Revoked at 21 Ok Reg 1192, eff 5-27-04]

210:10-13-15. Reading Proficiency Act

- (a) Public schools must offer a State Department of Education approved 8th Grade alternative reading test four times per year to students who attend the public schools in the respective districts as well as nonpublic school students who reside in the district attendance area. The first administration is free to all students.
- (b) Contingent on the availability of appropriated funds, the State Department of Education will reimburse schools up to \$25 for each student who is given the first alternative reading test to meet the requirements of the Reading Proficiency Act. The reimbursements will occur after school districts submit the Reimbursement for District Cost of Alternative Reading Proficiency Test Administration Forms. These forms are due by January 15 and again by May 15.
- (c) Districts will report receipt and expenditure of funds per Oklahoma Cost Accounting System requirements. The State Department of Education will periodically review expenditure reports.

[Source: Added at 16 Ok Reg 44, eff 10-9-98 (emergency); Added at 16 Ok Reg 1173, eff 5-13-99]

210:10-13-16. Student exceptions and exemptions related to graduation requirements for end-of-instruction exams [REVOKED]

[Source: Reserved at 19 Ok Reg 1626, eff 6-13-02; Added at 26 Ok Reg 1866, eff 6-25-09; Amended at 27 Ok Reg 2487, eff 7-25-10; Amended at 29 Ok Reg 1683, eff 6-1-12 (emergency); Amended at 30 Ok Reg 1907, eff 6-13-13 (emergency); Amended at 30 Ok Reg 2132, eff 8-31-13 (emergency); Amended at 30 Ok Reg 2132, eff 8-31-13; Amended at 31 Ok Reg 1153, eff 9-12-14; Revoked at 34 Ok Reg 1062, eff 9-11-17]

210:10-13-17. [RESERVED]

[Source: Reserved at 19 Ok Reg 1626, eff 6-13-02]

210:10-13-18. Oklahoma School Accountability System

- (a) **Academic performance targets.** The Oklahoma School Accountability System shall be based on a multimeasures approach to accountability in accordance with the *Elementary and Secondary Education Act of 1965* (ESEA) as reauthorized by P.L. No. 114-95, also known as the *Every Student Succeeds Act* (ESSA), and shall include the indicators set forth in 70 O.S. § 1210.545. All public elementary and secondary schools and local educational agencies (LEAs) shall be accountable for student achievement and for reaching academic performance targets in accordance with the Oklahoma School Accountability System required by 70 O.S. § 1210.541.
- (b) **Consequences of testing irregularities or misconduct on test scores and academic performance targets.**

(1) If the State Department of Education (OSDE) Office of Assessments receives documentation of a student cheating on a test, the student's score shall be "invalidated." The student's score report for that content area shall read "Invalidated." The "invalidated" score shall have the effect of nonparticipation when aggregated with scores of other students at the school, district, and state levels, unless the student is administered a breach test form.

(2) If a student does not attempt the test (such as refusal to read items or mark answers, finishing in 5 minutes, or randomly marking answers), no special action shall be taken. The student's test shall be scored and the score

aggregated with the rest of the scores at the school, district, and state levels according to standard procedure.

(3) If a student becomes ill during testing and is not able to complete the test, the test shall not be scored and not counted in the summary scores. The student shall be counted as absent. If a breach form of the test is available through the Oklahoma School Testing Program (OSTP), the student may be given an opportunity to retake the same form within the same testing window.

(4) If any violation of security provisions occurs, such violations shall be reported in writing to the State Department of Education Office of Assessments and may result in a student's, a school site's, and/or a school district's test scores being declared as invalid in accordance with the provisions of 210:10-13-4.

(A) In the case of invalidation resulting from a violation of the provisions of 210:10-13-4, each invalidated score shall be equivalent to non-participation in the assessment and shall be aggregated with the remaining student scores at the school, district, and state levels in determining participation rates.

(B) If the violation is not the fault of the students involved, and if a breach form of the test is available through the OSTP, students may be given the breach form within the same testing window. In the case that a breach equivalent form is administered, the individual student score report shall reflect the scores from the equivalent test (in place of the previous invalidated scores) and shall be aggregated at the school, district, and state levels.

(C) Breach test forms of the OSTP shall only be made available through the OSDE Office of Assessments if determined practicable by the State Department of Education.

(5) If extreme changes in test scores or in academic performance data occur for a school or district from year to year, an investigation shall be conducted, which may include, but not be limited to, data forensics analysis, and results of any apparent testing irregularity or misconduct reported to the State Board of Education for possible further action, which may include but not be limited to, score invalidation.

(6) Statewide student response patterns shall be analyzed for aberrant responses for each school and district through data forensics methodologies. The results shall be triangulated with observational and other accountability data to be included in the Academic Assessment Monitoring Program (AAMP).

(7) Steps for Dealing with Reported Testing Irregularities or Misconduct

(A) **Step One.** When the State Department of Education receives credible evidence of a testing irregularity or misconduct, the State Department of Education Office of Assessments shall promptly notify the school site and/or school district involved.

(i) The school district shall have at least thirty (30) calendar days to conduct an investigation of the alleged testing irregularity and provide the State Department of Education with a written response.

(ii) In the event that the testing irregularity occurred as a result of testing misconduct or test security violations, the school site and/or school district shall be required to include

an explanation in its written response of how the testing misconduct/irregularity occurred and a description of the measures taken to prevent the misconduct from occurring again.

(B) Step Two. The testing irregularity or misconduct shall be categorized into one of three violation categories (minor, major, and critical) according to the severity of the violation and its possible consequences. Possible consequences may include, but not be limited to, invalidation of scores, accreditation with deficiency, accreditation with warning, accreditation with probation.

(C) Step Three. At the end of each testing period, a testing irregularity report shall be prepared by the State Department of Education Office of Assessments for review by the State Superintendent and possible further action.

(c) Procedures for Schools to Review Data Reports and Appeal Accountability Decisions.

(1) To assure the validity of accountability decisions prior to the release of the list of schools identified for school support and improvement as required by federal law, the State Department of Education will forward to schools the preliminary data reports containing component pieces from the school district, testing vendor, and the State Department of Education. Each school district must review these component pieces for accuracy and report any inaccuracies to the entity supplying the information within the applicable timelines. If the school district does not report inaccuracies within the timeline the State Department of Education will rely on the data in the preliminary data report.

(2) Upon receiving their preliminary data reports from the State Department of Education for use in creating School and District Report Cards, districts shall review the data in the preliminary data reports and report any discrepancies with the data components previously reviewed by the district to the State Department of Education within the specified timeline.

(3) Subsequent to the review of the preliminary data report, if a principal of a school believes that the accountability designation contained in the data report is in error the principal shall provide supporting evidence to the district. The district must consider the evidence and if warranted, request an appeal in writing to the State Department of Education. The State Department of Education must receive the appeal request within ten working days of the electronic release of the data reports.

(4) When a school district or charter school appeals an accountability designation, the appeal request will be sent to the State Department of Education on the appeal form or other electronic submission method provided by the State Department of Education. The school district or charter school must specify on the form if a hearing pursuant to 75 O.S. § 309 is requested. If such a hearing is requested, the district must provide a written waiver of the right of the district to receive a final determination from the State Department of Education within the period required by federal law. In that event, all parties will cooperate to expedite the hearing process. If a hearing pursuant to 75 O.S. § 309 is not requested, the school district must submit written evidence supporting its appeal with the appeal request. The district may also request to address the School Status Designation Appeals Committee in person or by telephone. All appeal

requests will initially be reviewed by the Office of Accountability to determine whether the appeal request remains with the School Status Designation Appeals Committee or is forwarded to the State Superintendent for a hearing pursuant to 75 O.S. § 309. The School Status Designation Appeals Committee may consist of members of the State Department of Education's cabinet membership and may also include additional members appointed by the State Superintendent. The Appeals Committee will review the district's evidence submitted with the appeal and if requested, hear comments from the school district, before providing a final determination in writing within forty-five (45) days from release of the data reports.

(5) At the end of the State Department of Education Appeals process, the State Department of Education shall report to the State Board of Education the statewide list of schools identified for comprehensive and targeted support and improvement.

(6) School sites shall be provided an opportunity to review all data used to calculate the school performance grade and the calculation of the school performance grade.

(A) Initial data verification of the data used to calculate school performance grades shall occur throughout the school year as data becomes available to the State Department of Education. School district accountability staff shall have the opportunity to perform data verification and confirm that data being used to calculate school performance grades are accurate prior to the review period required by (c)(6)(B) of this section. The school district shall have at least fifteen (15) calendar days to review and request corrections to each new data component as it becomes available. No requests for changes to data shall be made after the expiration of the review period. For purposes of this paragraph only, a "new data component" means a data component that has not been previously submitted to the State Department of Education in accordance with other state or federal reporting requirements.

(B) Prior to the final release of school performance grades, a school district shall have at least ten (10) calendar days to certify the calculation of the performance grade. If the school district determines that a different performance grade should be assigned because of the omission of certified student data, a data miscalculation, or special circumstances that might have affected the grade assigned, school districts may submit a request for a review of the data calculation to the State Department of Education. All evidence supporting the district's claim of a calculation error and documentation of all elements to be reviewed by the Department must be submitted within the time limits specified in this subsection. No request for review of the calculation shall be accepted after the expiration of the review period. Changes to the criteria, data, or process shall not be considered as part of this review.

(C) To ensure timely issuance of the school report cards in accordance with the requirements of 70 O.S. § 1210.545, any data component verification or calculation verification for which a district fails to timely review and certify as accurate in accordance with the provisions of (A) or (B) of this subsection shall be deemed

certified as accurate by the school district and districts shall not be permitted to request further corrections to the data.

(d) **Schools identified for support and improvement.** Schools that earn an F on the Oklahoma School Report Card and any high school with a graduation rate of 67% or lower will be identified for comprehensive support and improvement. Those identified for comprehensive support and improvement must include the lowest-performing 5% of Title I schools as required under federal law. Schools that do not meet exit criteria as defined in Oklahoma's ESSA State Plan within three (3) years will be required to implement more rigorous interventions.

(e) **Rewards for public elementary and secondary schools that reach academic performance targets.** Subject to the availability of funds, public elementary and secondary schools that reach academic performance targets shall be eligible for recognition by the State Board of Education.

[Source: Reserved at 19 Ok Reg 1626, eff 6-13-02; Added at 21 Ok Reg 184, eff 11-6-03 (emergency); Added at 21 Ok Reg 1192, eff 5-27-04; Amended at 22 Ok Reg 1391, eff 4-15-05 (emergency); Amended at 23 Ok Reg 1230, eff 5-25-06; Amended at 24 Ok Reg 1836, eff 6-25-07; Amended at 26 Ok Reg 91, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1433, eff 6-11-09; Amended at 30 Ok Reg 1597, eff 7-11-13; Amended at 31 Ok Reg 1147, eff 9-12-14; Amended at 35 Ok Reg 1096, eff 9-14-18]

210:10-13-19. [RESERVED]

[Source: Reserved at 19 Ok Reg 1626, eff 6-13-02]

210:10-13-20. Academic Performance Index [REVOKED]

[Source: Added at 19 Ok Reg 1626, eff 6-13-02; Revoked at 37 Ok Reg 1190, eff 9-11-20]

210:10-13-21. Academic Assessment Monitoring Program (AAMP)

(a) **Purpose.** The Oklahoma State Department of Education (OSDE) shall establish and implement the Academic Assessment Monitoring Program (AAMP) to evaluate school district implementation and compliance with both Federal and State law and regulations related to academic assessments. The rules will bring the state into compliance with the following state and federal statutes and regulations:

- (1) Student Achievement and School Accountability Programs (SASA) for Formula Grant Programs,
- (2) The Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), requires under 20 U.S.C. § 7844 (a)(1) that a State Education Agency (SEA) ensure that programs authorized under the ESEA are administered in accordance with all applicable statutes, regulations, program plans, and applications,
- (3) 20 U.S.C. § 7844(a)(3) requires that an SEA adopt and use proper methods of administering each ESEA program, including the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation,
- (4) 34 C.F.R. § 200.328 of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards requires an SEA to monitor grant and sub-grant activities to ensure compliance with applicable Federal requirements, the Oklahoma School Testing Program (OSTP) Act at Title 70 O.S. § 1210.505 et seq., and Oklahoma Administrative Code (OAC) sections 210:10-13-2, 4, 6, 7, 9, 10, 11, 18, and 20.
- (5) This monitoring program is intended to:
 - (A) Ensure the testing of all eligible students, proper training of school district staff is conducted, test security is maintained,

assessments are administered consistently and in a uniform manner as mandated in the Oklahoma Administrative Code (OAC) sections 210:10-13-2, 4, 6, 7, 9, 10, and 11;

(B) Ensure that the OSDE receives from districts data of the highest quality, as mandated in the Oklahoma Administrative Code (OAC) 210:10-13-4, 18, and 20, and;

(C) Assist the staff of the OSDE to better advise and partner with districts regarding accountability and assessments.

(b) **Applicable entities.** These rules are applicable to all public schools, school districts, charter schools, and other educational entities within the state that participate in the OSTP.

(c) **Schedule of district monitoring.** All public school districts will be monitored at least once during the five (5) year cycle.

(1) School districts shall be scheduled for monitoring using a random selection process. Of the districts to be monitored within a particular year, five (5) percent will be randomly selected for site monitoring. The remaining ninety-five (95) percent will be monitored using a desk monitoring procedure.

(2) Additional school districts may receive a special desk or on-site monitoring and compliance review based on any of the following criteria:

(A) Observed statistical irregularities or discrepancies with student assessment data Oklahoma Administrative Code (OAC) 210:10-13-18, and 20 (e.g., statistical improbable growth in the percentage of student scoring proficient, questionable erasure analysis, and/or unusual change in student demographics);

(B) An established pattern of testing violations identified in the Oklahoma Administrative Code (OAC) at 210:10-13-2, 4, 6, 7, 9, 10, 11, 18, and 20 or irregularities as reported to the OSDE (e.g., vendor reports, invalidations, improper test administration, failure to attend or conduct yearly training);

(C) Documented concerns (e.g., parent and community, noncompliance issues from prior years, other technical assistance requests), and/or;

(D) Testing irregularities discovered through previous annual random monitoring.

(d) **Notification of monitoring schedule.** The monitoring schedule will be updated on an annual basis and posted to the OSDE Web site. Any new school site and/or district will be added to the cycle when the yearly update occurs. School sites and or districts that cease operation within the state shall be removed from the list. The Office of Accountability and Assessments will notify the superintendent of the school district in writing at least ten (10) working days prior to the opening of the testing window that the school district will be monitored during the upcoming testing window and will identify whether the monitoring will be on-site or desk monitoring. Additional schools monitored under (c) (2) of these rules, will be notified in writing at least twenty (20) working days before the opening of the testing window.

(e) **Monitoring procedures.**

(1) **On-site monitoring.**

(A) OSDE will send the district an On-site Monitoring Checklist ten (10) working days before the opening of the testing window to the District Superintendent and District Test Coordinator of the school

district to be monitored.

(B) The superintendents of districts receiving an on-site monitoring notification letter will submit the district and site testing schedules to the OSDE, Office of Accountability and Assessments five (5) working days prior to the opening of the testing window. If a change in the testing schedule occurs by the district, prior to on-site monitoring, the district must notify the OSDE, Office of Accountability and Assessments immediately.

(C) The OSDE, Office of Accountability and Assessments notification letter of monitoring will indicate which site(s) within the district have been selected for monitoring.

(D) At a minimum, one elementary school, one middle school, and one high school site within the district will be monitored as applicable.

(E) Charter schools may also be monitored.

(2) Desk monitoring.

(A) The staff of the Office of Accountability and Assessments will analyze across a five (5) year period all pertinent testing and educational data for the school district being monitored (e.g., percent of students tested across cohort).

(B) The Desk Monitoring notification letter will indicate which site(s) within the district have been selected for monitoring.

(C) At a minimum, one elementary school, one middle school and one high school site within the same district will be monitored as applicable.

(D) District Superintendents and District Test Coordinators of the school district to be monitored will receive a Desk Monitoring Checklist, ten (10) working days before the opening of the testing window. The section of the checklist titled, "District Provided Documentation" must be completed and documents returned to the Office of Accountability and Assessments of the Oklahoma State Department of Education within twenty (20) working days from the last testing day of the assessment window.

(E) Charter schools may also be monitored.

(f) Failure to comply with state and federal regulations related to Academic Assessment.

(1) The Office of Accountability and Assessments will provide monitoring results to the district superintendent. The monitoring results will inform a district that they have met or not met requirements of Subsection (a) of these rules related to student academic testing. Districts will be designated as in compliance if all requirements have been met, or if any monitored area is found deficient then the district and the school will be designated as noncompliant. If a district is designated as noncompliant, the Office of Accountability and Assessment staff will annually conduct monitoring activities until the district is in compliant status.

(2) Districts that remain in noncompliance for two consecutive years will receive a deficiency on their accreditation report.

210:10-13-22. Implementation of a system of school improvement and accountability [REVOKED]

[Source: Added at 29 Ok Reg 1586, eff 7-12-12; Amended at 30 Ok Reg 1599, eff 7-11-13; Amended at 31 Ok Reg 19, eff 8-28-13 (emergency); Amended at 31 Ok Reg 1158, eff 9-12-14; Amended at 33 Ok Reg 31, eff 7-30-15 (emergency); Amended at 33 Ok Reg 676, eff 8-25-16; Amended at 34 Ok Reg 1070, eff 9-11-17; Revoked at 35 Ok Reg 1099, eff 9-14-18]

210:10-13-23. Emergency exemptions from assessments required by the Oklahoma School Testing Program

(a) **Purpose.** Any public school district or public charter school may request an exemption from the administration of one or more statewide criterion-referenced tests and/or end-of-instruction exams administered pursuant to the provisions of the Oklahoma School Testing Program Act at 70 O.S. § 1210.508 et seq., for any of its enrolled students who are unable to participate in the assessment or a make-up assessment at any time during the testing window due to a documented significant medical emergency. The procedures set forth in (d) of this Section shall govern submission, processing, and evaluation of all requests for emergency exemptions submitted to the State Department of Education.

(b) **Application.** The provisions of this Section are not applicable to assessment determinations made by local school district staff, school administrators, or teachers pursuant to federal guidelines and state administrative rules. The requirements of this Section shall not interfere with the processes and procedures utilized by local school districts and charter schools to refrain from testing up to five percent (5%) of enrolled students. Such decisions shall continue to be made in accordance with local district policies and without review or approval of the State Department of Education.

(c) **Definitions.** The following words and terms, when used in this Section, shall have the following meanings:

- (1) **"Immediate family member"** shall mean a parent, legal guardian, sibling, or child of the student for whom the exemption is requested.
- (2) **"Significant medical emergency"** shall mean the debilitating onset of a severe or life-threatening physical or mental illness, infection, injury, disease and/or emotional trauma that meets all of the following criteria:
 - (A) The condition arises from an accident, disaster, crisis, or other exigent circumstances beyond the control of the student, the parents/legal guardians of the student, and the student's school or school district;
 - (B) The condition affects the student so severely as to incapacitate the student from participation in the assessment and corresponding make-up assessment at any time during the testing window;
 - (C) The condition affects the student so severely as to prevent the enrolled student from receiving instruction at school, at home, or through internet or online instruction;
 - (D) The student's incapacity to participate cannot be remedied with state-approved accommodations provided to the student by the school district as necessary to ensure equitable access to the assessment during the testing window; and
 - (E) The school or school district has been provided with written documentation of the condition that is verified in writing by a physician licensed to practice in the State of Oklahoma, or licensed in another jurisdiction and certified by an American Board of

Medical Specialties (ABMS) Member Board or an American Board of Physician Specialties (ABPS) Member Board. A copy of the documentation verifying the student's condition shall be filed in the student's educational record.

(F) The term "significant medical emergency" shall not include:

- (i) Short term, or minor illnesses or injuries;
- (ii) Pregnancy (unless complications of a pregnancy otherwise meet the definition of a "significant medical emergency" herein);
- (iii) Placement of the student in a juvenile detention or correctional facility; or
- (iv) Refusal of a student or parent to participate in the assessment.
- (v) The occurrence of one of the conditions listed in (F) shall not disqualify a student who is eligible for an emergency medical exemption on a different basis.

(G) Examples of situations that could be considered a "significant medical emergency" may include, but shall not be limited to conditions in which:

- (i) The student is in the final stages of a terminal disease or degenerative illness, or the student has been placed in hospice care;
- (ii) The student has been admitted to a hospital, infirmary, or other health care or treatment facility for the duration of the testing window that prohibits the student's secure access to the examination;
- (iii) The student is comatose for the duration of the testing window;
- (iv) The student has a serious chronic medical condition that will be worsened or intensified by external circumstances, and the student's physician determines that participation in the assessment could result in a significant medical emergency;
- (v) The student has sustained serious mental or physical injury as a result of an accident, unintentional injury, or other catastrophic event such as:
 - (I) A transportation accident;
 - (II) A natural disaster or other event resulting in a declared state of emergency;
 - (III) An act of violence, including but not limited to: acts of physical assault, rape, kidnapping, homicide, torture, or terrorism;
 - (IV) Drowning;
 - (V) Poisoning, fall, or traumatic brain injury;
 - (VI) Fire or explosion in the student's home when the student was present;
 - (VII) Death or life-threatening injuries to, or significant medical emergency of, an immediate family member resulting from one of the examples in subparagraph (G).

(d) **Procedure.** Requests for emergency exemptions shall be submitted and evaluated in accordance with the following provisions:

(1) All requests for emergency exemptions shall be electronically submitted by the school district or charter school through the State Department of Education testing application no later than 5:00 p.m. of the last day of the testing window.

(2) The request for emergency exemption shall include all of the following information:

(A) A brief description of the significant medical emergency for which the exemption is requested;

(B) A brief explanation of why the emergency prevents the student's participation in the assessment;

(C) The date of the onset of the emergency;

(D) The expected or estimated duration/recovery period of the significant medical emergency;

(E) The number of days of instruction the student has missed as a result of the emergency and the number of any additional days of instruction the student is estimated or anticipated to miss after the date of submission of the exemption; and

(F) A copy of the written documentation provided by the student's physician pursuant to (c)(2)(E) of this Section.

(3) The request shall be supplemented by copies of any documentation subsequently requested by the State Department of Education necessary to document the information required by this paragraph and the definitions of "significant medical emergency" and "immediate family member" set forth in (c) of this Section.

(4) If a complete request for an emergency exemption is received during the applicable testing window, the State Department of Education will issue an approval or denial of the request and notify the school district or charter school of the determination within five (5) business days. The school district or charter school will receive notification through the Department's electronic testing application system. Incomplete requests will not be processed until all documentation required by (c)(2) of this Section has been submitted to the State Department of Education.

(5) Requests for emergency exemptions submitted to the State Department of Education that fall outside of the provisions of 70 O.S. § 1210.508-2 and this Section may be referred to the appropriate agency and/or division within the Department and administratively closed. If the request for an emergency exemption is received during the applicable testing window, the Department will notify the school district or charter school through the electronic testing application system within five (5) business days that the request falls outside of the provisions of this Section.

(e) **Exemptions for students with disabilities.** All students receiving special education services and/or state-approved assessment accommodations must have a written IEP and/or Section 504 plan that documents how the student will participate in assessments administered pursuant to the OSTP. The existence of an IEP and/or a Section 504 plan, or the homebound status of the student, shall not be a basis for granting an exemption pursuant to this section. To qualify for an exemption, a homebound student or a student on an IEP or Section 504 plan must experience a significant medical emergency as defined in (c)(2)(A) through (c)(2)(E).

(f) **Federal and state reporting.** Any student who has received an exemption from one or more examinations in accordance with the provisions of this Section shall not be included in the calculation of the participation rate of the school and/or school district in the assessments mandated by federal and state law.

(g) **Duration.** Any request for an exemption from the administration of one or more statewide criterion-referenced tests and/or end-of-instruction tests granted pursuant to the procedures set forth in this Section shall be valid only for the current testing window in which the request was submitted.

(h) **Appeal of a denial of a medical exemption.** A request for a medical exemption that has been denied by the State Department of Education for failure to meet the criteria for "significant medical emergency" outlined in (c)(2) of this Section may be appealed to the State Board of Education in accordance with the following procedures:

(1) **Petition for appeal.** The school district or charter school in which the student is enrolled may appeal the Department's denial of a medical exemption to the State Board of Education. The parent or legal guardian of a student, an individual who has been issued letters of guardianship of the person of a student pursuant to the Oklahoma Guardianship and Conservatorship Act, or an adult who has assumed permanent care and custody of a student in accordance with local district policies and applicable state law must grant permission to the school district or charter school to file a petition for appeal to the State Board of Education. Parental consent shall be provided in writing and shall be documented by the requesting school district or charter school.

(2) **Filing requirements.** A petition for appeal must comply with the following requirements:

(A) **Time of filing.** The petition for appeal must be submitted in writing to the Secretary of the State Board of Education within ten (10) business days after the date the school district receives notice of the Department's denial of the medical exemption.

(B) **Method of filing.** Petitions for appeal may be submitted to the Secretary of the State Board of Education in person or by mail. A petition submitted by mail will be accepted as timely if the mailing envelope contains a postmark dated on or before the date of the filing deadline.

(C) **Verification of a petition for appeal.** The petition for appeal must be signed by the school Superintendent or the school Superintendent's designee, or charter school administrator or designee, for the purpose of verifying that, to the best of the individual's knowledge, the information submitted in the appeal is accurate and correct.

(D) **Acceptance of a petition for filing.** Upon receipt of the petition for appeal, the Secretary of the Board of Education shall file the petition and obtain copies of all records and information submitted by the school district or charter school to the State Department of Education pursuant to (c) of this Section. Copies of agency records and additional documentation submitted in the petition for appeal shall be provided to members of the State Board of Education for consideration. Only timely filed petitions for appeal shall be brought to the State Board of Education for consideration. The Board shall take action on the petition no later

than twenty (20) calendar days after the date of the receipt of a timely filed petition.

(3) **Review of petitions.** Because the privacy of individual student data is protected by the Family Educational Rights and Privacy Act (FERPA) and Oklahoma's Student Data Accessibility, Transparency, and Accountability Act, the State Board of Education shall review petitions for appeal in executive session as authorized by 25 O.S. § 307 (A)(7). The State Board of Education shall evaluate each petition for appeal based on the following criteria to determine whether a "significant medical emergency" exists as contended by the appealing school district or charter school:

- (A) The applicability of the criteria outlined in (c)(2) of this section related to the determination of a "significant medical emergency";
- (B) The severity of the exigent circumstances giving rise to the student's condition;
- (C) The extent of the student's incapacitation;
- (D) The projected efficacy of allowable testing accommodations; or
- (E) The existence of newly discovered documentation or newly available information that significantly and substantively reflects on the student's mental and/or physical state of being.

(4) **Actions on a petition for appeal.** After review of the petition for appeal in accordance with (h)(3) of this section, the State Board of Education shall take action on a petition for appeal based on the merits of the information provided in the written appeal.

- (A) The Board shall consider each petition for appeal on an individual basis and shall issue an approval or denial of the request for an emergency exemption.
- (B) The Secretary of the Board shall notify the school district or charter school and the State Department of Education in writing of the Board's determination.
- (C) The State Department of Education shall document each determination in the testing application to maintain an accurate agency record of each request for an emergency exemption.
- (D) Requests for student medical exemptions granted by the State Board of Education will be processed pursuant to (f) and (g) of this Section. Students denied medical exemptions by the State Board of Education will be included in the calculation of the participation rate of the school and/or school district in the assessments mandated by federal and state law.

(i) **Effect of public health emergencies or other declared emergencies.** In the event of an emergency declared by a federal or state government entity that impacts the operation of public schools in Oklahoma, or upon an action taken by the State Board of Education declaring such an emergency, the State Department of Education shall be authorized to approve emergency medical exemptions from OSTP assessment requirements for all students whose ability to test is compromised by the emergency conditions. If a state of emergency suspends, interrupts, or otherwise substantially affects public school operations during the state testing window, the State Department of Education shall be authorized to approve general medical exemptions from OSTP assessment requirements for all affected students.

210:10-13-24. Medical exemptions from chronic absenteeism [REVOKED]

[Source: Added at 35 Ok Reg 603, eff 3-28-18 (emergency); Added at 35 Ok Reg 1106, eff 9-14-18; Revoked at 37 Ok Reg 1192, eff 9-11-20]

210:10-13-25. Determination of the chronic absenteeism indicator

(a) **Purpose of the chronic absenteeism indicator.** Because chronic absenteeism has been linked to lower academic performance, higher dropout rates, and diminished success after high school, Oklahoma has included chronic absenteeism as an indicator in the school accountability system adopted under the requirements of the *Every Student Succeeds Act* (ESSA). By highlighting the importance of regular school attendance to student success in school and beyond, the State of Oklahoma encourages schools to actively engage with students and their families in eliminating barriers to regular attendance, and to ensure students receive the supports needed to attend school every day.

(b) **Authorization of policy establishing a medical exemption from chronic absenteeism.** A public school district or charter school may establish a policy providing that student absences which are due to a significant medical condition (a severe, chronic, or life-threatening physical or mental illness, injury, or trauma) may be exempted from inclusion in the calculation of the chronic absenteeism indicator of the applicable student's school site upon determination of eligibility by a medical exemption review committee formed by the district or charter school. A chronic absenteeism medical exemption policy adopted by a public school district or charter school shall be developed in accordance with the guidelines in this Section.

(c) **Definitions.** The following words and terms, when used in this Section, shall have the following meaning, unless the context clearly indicates otherwise:

(1) **"Chronic absenteeism"** means absence from school at least ten percent (10%) of the time that school is in session and the student is included in membership, eighteen (18) or more days on a 180 day school calendar or ten percent (10%) or more of school days on a 1,080 hours school calendar.

(2) **"Significant medical condition"** means, for the purposes of this Section, a severe, chronic, or life-threatening physical or mental illness, infection, injury, disease, or emotional trauma.

(d) **Not all excused absences qualify for medical exemption.** Certain student absences are classified as "excused" under state law and/or school policies, meaning that a student is considered absent for a valid reason under law or policy and the absence may not be associated with any penalties to the student. Examples include medically documented absences, which are considered excused under 70 O.S. § 10-105(B), and absences related to the military deployment activities of a student's parent or guardian, which are excused under 70 O.S. § 510.1(V)(E). If a student is absent in relation to their own or their household's homeless status, such related absences should be excused pursuant to the federal McKinney-Vento Act so the related absences do not serve as a barrier to enrollment or retention. These and other types of absences considered under law or policy as a valid basis to be absent from school should be indicated as "excused" in a school's student information system. However, the classification of an absence as "excused" such that no penalties accrue to a student in relation to the absence does not automatically qualify the absence for a medical exemption for purposes of the chronic absenteeism indicator. In order to be eligible for consideration under a chronic absenteeism medical exemption policy, an absence must fall under the definition of

"significant medical condition" given in this Section.

(e) **Absences from school that do not accrue toward chronic absentee status.** A student with disabilities who is on an Individualized Education Program (IEP), or a student with a physical or mental impairment who is on a Section 504 Plan, is considered in attendance and does not accrue absences while receiving offsite services outlined in the IEP or Section 504 plan. A student on an IEP or Section 504 Plan whose condition worsens or who requires more frequent treatments should have their IEP or Section 504 Plan updated accordingly. A student who is receiving homebound education services from their school district is considered in attendance and does not accrue absences while in homebound status.

(f) **Effect of exempt absence.** If a student has been determined to have a significant medical condition under the district or charter school's medical exemption policy, only absences that are related to the student's identified condition(s) or qualifying circumstances may be exempted from inclusion in the calculation of the chronic absenteeism indicator. Absences that are not related to the student's qualifying condition(s) or circumstances, such as routine illnesses or medical appointments, are not eligible for exemption under a school district's medical exemption policy. The exempt absence(s) of a student who has been granted an exemption of one or more absences from school in accordance with the provisions of this Section shall not be included in the calculation of the chronic absenteeism indicator on the school site report card.

(g) **Reporting absences determined medically exempt to the State Department of Education.** A school district or charter school that has adopted a chronic absenteeism medical exemption policy in accordance with this Section, and has determined under the policy that one or more student absences are medically exempt from inclusion in the chronic absenteeism indicator, shall report such absences determined medically exempt to the Oklahoma State Department of Education (OSDE) Office of Accountability. To ensure that an absence which has been determined eligible for a medical exemption by a school district's medical exemption review committee is identified as exempt in sufficient time for the absence to be excluded from the chronic absenteeism calculation, the Office of Accountability may set an annual deadline for the reporting of such medically exempt absences. The reporting of absences identified under a district's policy as medically exempt may require the submission of the district's chronic absenteeism medical exemption policy and documentation of the medical exemption review committee's approval of the exempted absences. All documentation considered during the medical exemption review committee's consideration of potentially eligible absences shall be maintained by the school district or charter school and shall be available to regional accreditation officers for auditing purposes.

(h) **Effect of public health emergencies or other declared emergencies.** In the event of an emergency declared by a federal or state government entity that impacts the operation of public schools in Oklahoma, or upon an action taken by the State Board of Education declaring such an emergency, the Oklahoma school accountability system shall make any appropriate accommodations authorized under federal law to mitigate the effects of the emergency on school accountability determinations for the affected school year(s). Student absences related to a state of emergency shall not be included in the calculation of the chronic absenteeism indicator. If there is any period of time during a state of emergency when public school operations are suspended, interrupted, or otherwise affected by the emergency conditions, the affected dates shall be excluded from the calculation of the chronic absenteeism indicator.

[Source: Added at 38 Ok Reg 928, eff 8-26-21]

SUBCHAPTER 15. TEXTBOOKS

210:10-15-1. Purpose

Rules in this Subchapter lay out provisions that apply to the selection of textbooks for Oklahoma public schools.

[Source: Amended at 10 Ok Reg 4279, eff 7-28-93 (emergency); Amended at 11 Ok Reg 1977, eff 5-26-94; Amended at 38 Ok Reg 930, eff 8-26-21]

210:10-15-2. Definitions [REVOKED]

[Source: Added at 10 Ok Reg 4279, eff 7-28-93 (emergency); Amended at 11 Ok Reg 1977, eff 5-26-94; Revoked at 14 Ok Reg 3312, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2227, eff 6-11-98]

210:10-15-3. Provisions for textbook selection and alternate textbook selection

(a) **Subject area textbook review teams.** Pursuant to 70 O.S. § 16-102, each year the State Department of Education (OSDE) shall assemble one or more teams of subject matter experts to assist the State Textbook Committee in reviewing textbooks and instructional materials for the subject areas under review. The subject area review team(s) assembled for each year will correspond with the subject area(s) under review that year in the state Textbook Adoption Cycle, with the number of review teams formed each year contingent on the number of subjects under review. Composition of the subject area review teams shall be consistent with the requirements of 70 O.S. § 16-102(E), and each team shall be selected according to the application process and criteria for the relevant subject area established by the OSDE in coordination with the State Textbook Committee. Subject to the availability of funds appropriated to the OSDE, members of subject area review teams shall be eligible for necessary travel expenses while in the performance of their duties, pursuant to the State Travel Reimbursement Act.

(b) **Rubric for the review of instructional materials.** In reviewing proposed textbooks and other instructional materials, subject area review teams shall apply the appropriate three-tiered rubric developed by the State Textbook Committee in consultation with the OSDE pursuant to 70 O.S. § 16-102(F).

(c) **Recommendations and records.** After completing its review of a textbook or other instructional material under the applicable rubric, and individually scoring each criterion including justification for the rating assigned, each subject area review team shall submit the team's review documentation and recommended rating to the State Textbook Committee. The Committee shall consider, but is not required to accept, the recommended rating of the subject area review team, and may request that the review team provides additional information to support its recommendations. After the Committee has verified that the review process has been conducted in a fair and scrupulous manner, the Committee shall adopt a final rating for each textbook prior to including it on the list of approved textbooks. The completed rubric for each evaluated textbook, including the subject area review team's recommendations, shall be publicly posted on the State Textbook Committee web page housed on the OSDE website.

(d) **State Board of Education alternate textbook petition.** *Five or more district boards of education may petition the State Board of Education to add a book or series of textbooks to the approved list selected by the State Textbook Committee.* Guidance for school districts to petition the State Board for approval of alternate instructional materials may be obtained from the OSDE Office of Accreditation or

the agency website.

(1) **Adding petitioned materials to the list of approved textbooks.** Upon receipt of textbook petition forms for a book, or a series of textbooks, or other applicable instructional materials from five or more district boards of education and upon approval of said petitions by the State Board of Education, the materials approved shall be added to the list selected by the State Textbook Committee and maintained pursuant to 70 O.S. § 16-110. The publisher of materials added to the list through this petition process shall enter into a contract in accordance with 70 O.S. § 16-106 and with the same provisions agreed upon by all other publishers.

(2) **Use of state textbook funds for petitioned textbooks.** Upon approval of petitioned materials by the State Board of Education and addition of such materials to the list of approved textbooks, any Oklahoma school district may purchase the materials approved by petition with state textbook funds.

(3) **Conditions for alternate textbook petitions.** The following conditions apply to petitions for alternate instructional material selections.

(A) The State Board of Education will not consider petitions during the process of deliberation by the State Textbook Committee from the time bids are submitted in the given subject area up for state adoption until the time the final selections for adoption by the State Textbook Committee are announced.

(B) Any publisher whose textbooks are added to the approved list selected by the State Textbook Committee through petitioning the State Board of Education shall establish and maintain a suitable and convenient depository or depositories in the state of Oklahoma where a stock of their books, or other approved instructional media, to supply all immediate demands shall be kept. For any instructional materials that do not exist in a hard copy form, such as materials accessed solely by means of the internet or through digital storage, the publisher shall provide the State Textbook Committee with copies of the approved materials in one or more appropriate digital storage formats.

[Source: Added at 10 Ok Reg 4279, eff 7-28-93 (emergency); Added at 11 Ok Reg 1977, eff 5-26-94; Amended at 11 Ok Reg 4763, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1353, eff 5-25-95; Amended at 38 Ok Reg 930, eff 8-26-21]

SUBCHAPTER 17. FEDERAL PROGRAMS COMPLAINT PROCEDURES

210:10-17-1. Complaint procedures

(a) **Purpose.** Federal programs regulations (34CFR Part 299, Subpart F S299.10-12) pertaining to programs under the reauthorized Elementary-Secondary Education Act require the State Education Agency (SEA) to adopt written procedures, consistent with state law, for:

(1) Receiving and resolving any complaint from an organization or individual that the SEA or an agency or consortium of agencies is violating a Federal statute or regulations that apply to a covered program listed in subsection (b) of this section.

(2) Reviewing an appeal from a decision of an agency or consortium of agencies with respect to a complaint; and

(3) Conducting an independent on-site investigation of a complaint if the SEA determines that an on-site investigation is necessary.

(b) **Covered programs.** Programs covered by this section are the following:

- (1) Part A of Title I (Improving Basic Programs Operated by Local Education Agencies).
- (2) Subpart I of Part B of Title I (Reading First)
- (3) Subpart 3 of Part B of Title I (Even Start Family Literacy Programs).
- (4) Part C of Title I (Migrant Education).
- (5) Part D of Title I (Neglected and Delinquent).
- (6) Part F of Title I (Comprehensive School Reform)
- (7) Part A of Title II (Teacher and Principal Training and Recruiting fund).
- (8) Part B of Title II (Math and Science Partnerships).
- (9) Part D of Title II (Enhancing Education Through Technology).
- (10) Part A of Title III (English Language Acquisition, Language Enhancement and Academic Achievement).
- (11) Part A of Title IV (Safe and Drug-Free Schools and Communities).
- (12) Part B of Title IV (21st Century Community Learning Centers).
- (13) Part A of Title V (Innovative Programs).
- (14) Subpart I of Part B of Title VI (Small, Rural School Achievement Program).
- (15) Subpart 2 of Part B of title VI (Rural and Low-Income School Program).

(c) Complaint procedures at the local education agency (LEA) level.

- (1) All complaints concerning an LEA should be filed with the appropriate LEA or with the General Counsel of the State Department of Education. Within thirty (30) days of receipt of a complaint, the applicant agency shall conduct an investigation of the allegation and resolve the complaint. Subsequent to the investigation and resolution, a written decision shall be filed with the General Counsel of the State Department of Education and the complainant.
- (2) A complaint may be filed by parents, teachers, or other concerned individuals or by an organization in relationship to the program. An LEA is required to review all complaints made concerning a covered program if:
 - (A) the complaint is in written form and alleges that federal program requirements have been violated;
 - (B) the complaint is signed;
 - (C) the complaint includes the facts on which the statement is based and the specific program requirement alleged to have been violated; and
 - (D) the complaint includes information supporting the allegation along with the allegation.

(d) Complaint procedures at the SEA level.

- (1) Within thirty (30) days of receipt of a decision, the SEA shall review the investigation and decision and make the LEA aware if further steps are to be taken by the LEA or the SEA. A complainant who is dissatisfied with the decision of the LEA may file an appeal with the SEA. A request for an appeal must be submitted in writing to the General Counsel of the State Department of Education within thirty (30) days of resolution of the complaint by the LEA.
- (2) Upon receipt of an appeal, the SEA will request from the LEA a copy of the original complaint and evidence found during the investigation by the LEA. Upon receipt of evidence supplied by the complainant and the LEA, the SEA will either make a disposition from submitted documentation or conduct an independent, on-site investigation of the complaint if deemed

warranted.

(3) Resolution of the complaint shall be made by the SEA within forty-five (45) days of receipt of an appeal. A request for an extension of this time limit may be submitted by either the LEA or complainant. An extension of this time limit will be made only if exceptional circumstances exist with respect to a particular complaint.

(4) Within ten (10) days of completion of the appeal review process by the SEA, a written decision will be provided to the person, persons, or organization making the complaint and to the LEA to which the complaint was filed.

(5) A complaint against an LEA made directly to the SEA without previously being filed with the appropriate LEA will be reviewed by the SEA to determine if an investigation is warranted by the SEA because of the seriousness of the complaint or if the complaint shall be returned to the complainant to be filed with the appropriate LEA. The forwarding of a complaint filed with the SEA requires the LEA to conduct an investigation and produce a decision within thirty (30) days of receipt of the complaint by the LEA.

(6) A direct complaint which the SEA determines must be investigated by the SEA will be resolved within forty-five (45) days of the receipt of the complaint by the SEA. A written decision will be provided to the person, persons, or organization making the complaint and to the LEA upon which the complaint was filed.

(7) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

(8) Complaints against the SEA must be filed with the General Counsel of the State Department of Education. Complaints must:

(A) be submitted in written form and specify the federal program requirements alleged to have been violated;

(B) be signed;

(C) include the facts on which the statement is based and the specific program requirement alleged to have been violated; and

(D) include information supporting the allegation along with the allegation.

(9) The SEA will investigate and resolve the complaint and issue a written decision to the LEA and to the complainant within forty-five (45) days of receipt of the complaint.

(10) The complainant has the right to request the Secretary of the United States Department of Education to review, at the Secretary's discretion, the final decision made by the SEA.

[Source: Added at 15 Ok Reg 500, eff 10-31-97 (emergency); Added at 15 Ok Reg 2532, eff 6-25-98; Amended at 25 Ok Reg 8, eff 8-3-07 (emergency); Amended at 25 Ok Reg 854, eff 5-12-08]

CHAPTER 15. CURRICULUM AND INSTRUCTION

[Authority: 47 O.S., § 6-105; 70 O.S., §§ 1-114, 3-104, 3-104.5, 5-117.4, 6-189, 10-105.4, 11-103 et seq., 11-103.3, 11-103.5, 11-103.6(a), 11-103.6(h), 11-103.7, 13-101 through 13-114.4 and 13-121 through 13-129, 19-113 through 19-121, 24-152, 1210.301 through 1210.308, 1210.508C, 1210.508D, 1210.508E, 1210.528 et seq., 1210.558; Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 through 1420); Part H of the Individuals with Disabilities Education Act (20 U.S.C. 1401 through 1418, 1420, and 1483); Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988, Title II, Critical Skills Improvement, Part A Dwight D. Eisenhower Mathematics and Science Education Act, §§ 2001, 2002, 2005, 2006, 2008, 2009, and 2010; Individuals with Disabilities

SUBCHAPTER 1. GENERAL PROVISIONS

210:15-1-1. Purpose

This chapter contains both rules and regulations which pertain to curriculum and instruction in a broad, general sense and to specific curricular and instructional areas. Generally, rules and regulations are set forth in individual subchapters in order to relate them to the more specific areas to which they pertain. Where appropriate, additional purpose sections are included within individual subchapters which pertain to more specific curricular or instructional content area.

210:15-1-2. Definitions

Definitions, where appropriate, are included in individual subchapters to which they pertain.

SUBCHAPTER 3. OKLAHOMA ACADEMIC STANDARDS

PART 1. GENERAL

210:15-3-1. Purpose

The rules of the Subchapter have been adopted for the purpose of establishing PRIORITY ACADEMIC STUDENT SKILLS (PASS) to meet desired levels of competencies for students in public schools according to 70 O.S. § 11.103.5 and 103.6 and review and revise core curriculum requirements according to provisions of 70 O.S. § 11-103.6(a).

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

PART 3. PRE-KINDERGARTEN AND KINDERGARTEN

210:15-3-5. Overview

(a) Kindergarten programs should be appropriate for the age and developmental level of each child. Teaching is based on the knowledge of how young children develop and learn. The learning environment fosters all areas of development: intellectual, language, physical and social; and provides the challenge for children to learn according to their individual growth patterns. Kindergarten programs should:

- (1) Provide an environment designed for the age group served and implemented with attention to the needs and differences of the individual children.
- (2) Provide units or themes of interest to children which integrate and teach all areas of the core curriculum (e.g., language arts, mathematics, science, social studies, the arts).
- (3) Provide an environment arranged in learning centers or learning areas (e.g., art center, science center, reading center, dramatic play center, block center). Each center will have a variety of activities for the children. This arrangement allows for a wide range of developmental interests and abilities within the same classroom.

- (4) Provide a balance of classroom activities that are teacher-directed and child-initiated. These activities may be active or quiet, performed individually or in large and small groups.
 - (5) Provide a learning process which is active; one in which children interact with each other and materials while engaging in cooperative hands-on learning with day-to-day life experiences.
 - (6) Provide curriculum which builds upon what children already know and are able to do to enable them to connect new concepts and skills.
 - (7) Provide opportunities for exposure to a wide variety of information and literacy experiences and the use of technology through daily activities in the classroom and/or media center.
- (b) These PRIORITY ACADEMIC STUDENT SKILLS (PASS) are intended to be a minimum curriculum for children attending kindergarten in Oklahoma. Teachers trained in early childhood curriculum theories will provide an enriched curriculum including the following skills and many others.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

210:15-3-5.1. Definitions

The following words and terms, when used in this Part, shall have the following meaning unless the context clearly indicates otherwise:

"Beat" means the consistent pulse that occurs throughout a rhyme, song, or recorded musical selection;

"Biographical data" means information pertaining to an individual (e.g., name, age, birthdate, address, telephone number).

"Body percussion" means sounds produced by the use of the body (i.e., clap, snap, slap, tap, stamp, stomp, whistle).

"Color" means hue (name of the color), value (how light a color is), and intensity (amount of brightness) produced through the reflection of light to the eye. Primary colors are the three colors from which all other colors may be made: red, yellow, and blue. Secondary colors are the result of mixing any two primary colors: orange, green, and purple.

"Consonants" means the letters of the alphabet (excluding a, e, i, o, u, usually including y and w) and a single sound made by a parted or complete obstruction of air.

"Dynamics" means varying degrees of loud and soft.

"Folk music" means music of a particular people, nation, or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

"Form" means a three-dimensional object with the qualities of length, width and depth. Examples of geometric forms include a cone, cube, sphere, or cylinder.

"Harmony" means two or more tones sounding together.

"Inquiry" means processes of science (observe, sort, classify, describe, communicate).

"Language experience" means an approach to the teaching of reading in which students read about their own experiences recorded in their own words. Experience stories are dictated by the student to a teacher who writes them down. Dictated accounts are reread in unison, in echo-fashion, and independently.

"Learning centers" means areas within the classroom arranged so that children are able to participate in a variety of activities relating to art, science, reading, dramatic play, blocks, etc.

"Line" means the path of a moving point. A line may define the edge of a shape; repeated, it can create texture or value. It may be thick or thin, smooth or rough, short or long, light or dark.

"Literature" means text created for a specific purpose (e.g., poem, story, novel, etc.).

"Locomotor" means movement from one place to another.

"Melody" means a succession or pattern of musical tones or pitches.

"Nonlocomotor" means movement in place.

"Nonstandard measurement" means a measurement determined by the use of nonstandard units (e.g., hands, paper clips, beans, cotton balls, etc.).

"Note" means a musical symbol that denotes both pitch and duration.

"Number sense" means the understanding of numbers and their quantities.

"One-to-one correspondence" means pairing or matching objects in a one-to-one relationship.

"Onset" means the sound(s) in a word that come(s) before the first vowel.

"Ordinal" means a number that is used to tell order (e.g., first, fifth).

"Phonemes" means a minimal sound unit of speech that distinguishes one word from another (lace, lake).

"Phonological/phonemic awareness" means the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, rimes) and the auditory ability to divide speech into smaller units of sound (phonemes).

"Phonics" means a way of teaching reading and spelling that stresses symbol sound relationships; the ability to associate letters and letter combinations with sound and blend them into syllables and words.

"Pitch" means the highness or lowness of a particular note.

"Primary colors" means the basic colors of red, yellow, and blue from which it is possible to mix all other colors on the color wheel.

"Print awareness" means the ability to understand how print works. This includes knowing that the print on the page represents the words that can be read aloud and distinguishing between various forms and purposes of print, from personal letters and signs to storybooks and essays.

"Prior knowledge" means knowing that stems from previous experience.

"Rhythm" means beats per measure.

"Rime" means the first vowel in a syllable and all the sounds that follow (e.g., /ook/ in book or brook, /ik/ in strike or bike, /a/ in play or day).

"Set" means a group of objects.

"Shape" means a two-dimensional area defined by an outline or change in color. Examples of types of geometric shapes include circle, square, rectangle, triangle, or oval. Other shapes may be free-form such as natural objects (i.e., leaves, flowers, clouds) or invented free-form shapes that might be created by doodling.

"Shared reading" means a term used to describe the process in which the teacher and the children read a book together. The book is read and reread many times. On the first several readings the teacher does most of the reading. As children become more familiar, they join in and "share" the reading.

"Shared writing" means teacher and children work together to compose messages and stories; teacher supports process as a scribe.

"Space" means area within, around, between, above or below objects and shapes. Space or distance may be suggested in visual art by using perspective or other strategies such as placement of objects on the picture plane, overlapping of

shapes, or objects closer to the viewer are made to appear to have more vibrant color and detail than objects further away. Variation of size or value and the use of converging lines are also used to suggest space.

"Spatial sense" means involves building and manipulating mental representations of two- and three-dimensional objects and ideas.

"Standard measurement" means a measure determined by the use of standard units (e.g., inches, feet, pounds, cups, pints, gallons).

"Tempo" means the speed or pace of music.

"Transitional spelling" means the result of an attempt to spell a word whose spelling is not already known, based on a writer's knowledge of the spelling system and how it works.

"Text" means any printed material.

"Texture" means the surface quality or feel of an object. Texture may be actual (rough or smooth) or implied visually.

"Value" means the degree of dark or light tones or colors. A value scale shows the gradual changing of a tone from the darkest to the lightest or white. Value may be created by simple shading, hatch marks (small repeated lines in the same direction), or crosshatching.

"Vowels" means a, e, i, o, u and sometimes y and w.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07]

210:15-3-5.2. Creative skills

Creative skills are developed by engaging children in activities with play dough, sand, water, dramatic play, blocks, creative stories, art, music, movement, and a variety of other materials. The student will be encouraged to participate in activities that foster individual creativity.

- (1) Express thoughts and ideas about work and play.
- (2) Develop and verbalize solutions to simple problems.
- (3) Think of new uses for familiar materials.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

210:15-3-5.3. Language arts for pre-kindergarten and kindergarten

(a) **Pre-Kindergarten.** Young children begin to develop language arts skills through the context of shared reading with quality children's literature, shared writing, language experience, reading and writing centers. For English Language Learners (ELL), educators should gather information and appropriate procedures should be followed to determine which language should be used to understand the impact of second language acquisition on the child's development and performance in the early childhood setting. Teachers need to assist ELL by building upon what children may already know in their native language. Emphasis should be placed on commonalities that exist between English and the native language. Extra time should be allowed for ELL to process information and formulate thoughts. It is important to use concrete objects and pictures to teach ELL children.

- (1) **Oral Language/Literacy.** The student will apply a wide range of strategies to listen, speak, comprehend, interpret, evaluate, appreciate, and respond to a wide variety of text and literature for information and pleasure.

(A) **Standard - listening.** The student will listen for information and for pleasure.

- (i) Listens with interest to stories read aloud.
- (ii) Understands and follows oral directions.

(B) Standard - speaking. The child will express ideas or opinions in group or individual settings.

- (i) Uses language for a variety of purposes (e.g., expressing needs and interests).
- (ii) Recalls and repeats simple poems, rhymes, and songs.
- (iii) Uses sentences of increasing length (three or more words) and grammatical complexity in everyday speech.
- (iv) Shares simple personal narrative.
- (v) Participates actively in conversations.

(C) Standard - print awareness. The student will understand the characteristics of written language.

- (i) Demonstrates increasing awareness of concepts of print.
- (ii) Identifies the front cover and back cover of a book.
- (iii) Follows book from left to right and from top to bottom on the printed page.
- (iv) Shows increasing awareness of print in classroom, home and community settings.
- (v) Begins to recognize the relationship or connection between spoken and written words by following the print as it is read aloud.
- (vi) Understands that print carries a message by recognizing labels, signs, and other print forms in the environment.
- (vii) Develops growing understanding of the different functions of forms of print (e.g., signs, letters, newspapers, lists, messages, and menus).
- (viii) Begins to understand some basic print conventions (e.g., the concept that letters are grouped to form words and that words are separated by spaces).
- (ix) Role plays reading.

(D) Standard - phonological awareness. The student will demonstrate the ability to work with rhymes, words, syllables, onsets and rimes.

- (i) Begins to hear, identify, and make oral rhymes (e.g., "The pig has a wig").
- (ii) Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., "I can clap the parts in my name: An-drew").

(E) Standard - phonemic awareness. The student will demonstrate the ability to hear, identify, and manipulate individual sounds in spoken words.

- (i) Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words (e.g., "The first sound in sun is /s/").
- (ii) Recognizes which words in a set of words begin with the same sound (e.g., "Bell, bike, and boy all have /b/ at the beginning").

(F) Standard - phonics (letter knowledge and early word recognition). The student will demonstrate the ability to apply sound- symbol relationships.

- (i) Recognizes own name in print.

(ii) Demonstrates awareness or knowledge of letters of the English language, especially letters from own name.

(iii) Begins to recognize the sound association for some letters.

(iv) Knows that letters of the alphabet are a special category of visual graphics that can be individually named.

(G) Standard - vocabulary. The student will develop and expand knowledge of words and word meanings to increase vocabulary.

(i) Shows a steady increase in listening and speaking vocabulary.

(ii) Understands and follows oral directions (e.g., use of position words: under, above, through).

(iii) Links new learning experiences and vocabulary to what is already known about a topic.

(H) Standard - comprehension. The student will associate meaning and understanding with reading.

(i) Begin to use prereading skills and strategies (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).

(ii) Demonstrates progress in abilities to retell and dictate stories from books and experiences.

(iii) Remembers and articulates some sequences of events.

(iv) Connects information and events to real-life experiences when being read a story.

(v) Demonstrates understanding of literal meaning of story being told through questions and comments.

(vi) Tells what is happening in a picture.

(2) Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences. The child will use the "writing process" to express thoughts and feelings.

(A) Develops understanding that writing is a way of communicating for a variety of purposes.

(B) Progresses from using scribbles, shapes, or pictures to represent ideas to using letter-like symbols, or writing familiar words such as their own name.

(C) Participates in writing opportunities.

(D) Begins to remember and repeat stories and experiences through drawing and dictation to the teacher.

(b) Kindergarten. Young children begin to develop language arts skills through the context of shared reading with quality children literature, shared writing, language experience, reading and writing centers.

(1) Reading/literature. The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of text and literature.

(A) Standard - print awareness. The student will understand the characteristics of written language.

(i) Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right).

(ii) Identify the front cover, back cover, title page of a book and title and author.

- (iii) Follow words from left to right and from top to bottom on the printed page.
- (iv) Understand that printed materials provide information.
- (v) Recognize that sentences in print are made up of separate words.
- (vi) Distinguish letters from words.
- (vii) Recognize and name all capital and lowercase letters of the alphabet.

(B) Standard - phonological/phonemic awareness. The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.

- (i) Identify and produce simple rhyming pairs. Example: bat/cat
- (ii) Identify and count syllables in spoken words.
- (iii) Distinguish onset (beginning sound[s]) and rimes in one-syllable words. Example: Onset - /b/ in bat. Example: Rime - at in ba
- (iv) Recognize ending sounds in spoken words. Example: /t/ in bat
- (v) Recognize the same sounds in different words.
Examples: /b/ in ball, big, and bun; /p/ in tap, rip, and mop
- (vi) Begin to blend phonemes to form a word. Example: /b/ /a/ /t/ = bat
- (vii) Begin to segment phonemes of one syllable words.
Example: bat = /b/ /a/ /t/

(C) Standard - phonics/decoding. The student will demonstrate the ability to apply sound-symbol relationships. Identify the alphabet by name and sound.

(D) Standard - vocabulary. The student will develop and expand their knowledge of words and word meanings to increase their vocabulary.

- (i) Increase personal vocabulary by listening to a variety of literature and text.
- (ii) Use new vocabulary and language in own speech and writing.

(E) Standard - fluency. The student will demonstrate the ability to identify words in text.

- (i) "Reads" familiar texts emergently, not necessarily verbatim from the print alone.
- (ii) Recognizes some common words by sight; including but not limited to: a, the, I, my, you, is, are.

(F) Standard - comprehension. The student will associate meaning and understanding with reading.

- (i) Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues).
- (ii) Retell, reenact or dramatize a story read to the student or by the student.
- (ii) Make predictions and confirm after reading or listening to text.

(iv) Tell what is happening in a picture.

(G) Standard - literature. The student will read to construct meaning and respond to a wide variety of literary forms.

(i) Literary Genre to distinguish between fiction and nonfiction. Example: Listen to Tops and Bottoms. This is a fiction book about a hare and a bear's adventure to determine who gets the tops and who gets the bottoms of their vegetables. Read Eating the Alphabet by Lois Ehlert which is a nonfiction book and discuss the differences in books.

(ii) Literary Elements

(I) Place events in sequential order by telling the beginning, middle and ending. Example: Read and retell a story orally or by illustrating the beginning, middle and ending.

(II) Summarize main points and events of a simple story.

(III) Recognize cause and effect relationships.

Example: Read The Mitten by Jan Brett and tell what happened to the mitten because of the animals.

(H) Standard - research and information. The student will conduct research and organize information. The student will select the best source for a given purpose and begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person)

(2) Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

(A) Standard - writing process. The student will use the writing process to write coherently.

(i) Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing.

(ii) Dictate a story about an exciting event or experience.

(iii) Presents his or her own writing which may include pictures, attempts at letters, initial consonants, words, or phrases to the group, teacher and/or parent.

(B) Standard - modes and forms of writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.

(i) Introduce modes and forms of stories with a consistent focus of a beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences.

(ii) Construct journal entries using illustrations and beginning writing skills.

(C) Standard - grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions.

(i) Grammar/Usage: Begin to recognize appropriate use of nouns, verbs, and adjectives.

- (ii) **Mechanics:** Demonstrate appropriate language mechanics in writing.
 - (I) Capitalize the first word of a sentence.
 - (II) Capitalize all proper nouns.
- (iii) **Punctuation:** Begin to use correct terminal (ending) punctuation.
- (iv) **Sentence Structure:** Demonstrate, with teacher assistance, appropriate sentence structure in writing a complete sentence.
- (v) **Spelling:** Demonstrate the process of representing language by means of a writing system.
 - (I) Understand that letters have different sounds.
 - (II) Understand and record some beginning and ending sounds in words.
 - (II) Generates inventive spelling representing initial and ending sounds.
- (vi) **Handwriting:** Demonstrate appropriate handwriting in the writing process.
 - (I) Print using left to right progression moving from the top to the bottom of the page.
 - (II) Begin using upper and lower case letters.
 - (III) Begin printing legibly using correct spacing between letters and words.
 - (IV) Trace, copy and generate letters although children may still be reversing some letters.
 - (V) Print his/her first and last name.

(3) **Oral language/listening and speaking.** The student will demonstrate thinking skills in listening and speaking.

(A) **Standard - listening.** The student will listen for information and for pleasure.

- (i) Hear and repeat sounds in a sequence. Example: Hand rhythms, vocal sounds, numbers in a sequence, letters in a sequence, five sounds in a sequence
- (ii) Listen with interest to stories read aloud. Example: Trade books and shared reading.
- (iii) Follow one and two step directions.

(B) **Standard - speaking.** The student will express ideas or opinions in group or individual settings.

- (i) Share information and ideas speaking in clear, complete, coherent sentences.
- (ii) Recite short poems, rhymes and songs.

(C) **Standard - group interaction.** The student will use effective communication strategies in pair and small group context and show respect and consideration for others in verbal and physical communications.

(4) **Visual literacy.** The student will interpret, evaluate, and compose visual messages.

(A) **Standard - interpret meaning.** The student will interpret and evaluate various ways visual image-makers including graphic artists, illustrators, and news photographers represent meaning.

(B) Respond to visual messages by distinguishing between reality and fantasy in stories, videos and television programs.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07]

210:15-3-5.4. Mathematics for Pre-Kindergarten and Kindergarten

(a) **Pre-Kindergarten.** Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).

(1) Algebraic Reasoning: Patterns and Relationships - The student will sort and classify objects and analyze simple patterns.

(A) Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).

(B) Recognize patterns, repeat them, and explain them verbally.

(2) Number Sense - The child will understand the relationship between numbers and quantities.

(A) Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.

(B) Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.

(C) Develops increasing ability to count in sequence to ten.

(D) Counts objects in a set one-by-one from one through ten.

(E) Identifies and creates sets of objects one through ten.

(F) Identifies numerals one through ten.

(G) Recognizes the numerical value of sets of objects through ten.

(3) Geometry - The child will identify common geometric shapes and explore the relationship of objects in the environment.

(A) Recognize, describe, compare, and name common shapes (e.g., circle, square, rectangle).

(B) Demonstrate an understanding of directionality, order and position of objects, and words (e.g., on, under, above).

(4) Measurement - The child will explore the concepts of measurement.

(A) Linear Measurement.

(i) Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block).

(ii) Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).

(iii) Compares and orders objects in graduated order (e.g., shortest to tallest, thinnest to thickest).

(B) Time. Develop an awareness of simple time concepts within his/her daily life (e.g., yesterday, today, tomorrow; morning, afternoon, night).

(5) Data Analysis - The child will collect, organize, and display data in a group setting.

(A) Begins to use numbers and counting as a means for solving problems and measuring quantity.

(B) Develops growing abilities to collect, describe, and record information through a variety of means, including discussion, drawings, maps, charts, and graphs.

(C) Describes similarities and differences between objects.

(b) **Kindergarten.** Young children begin to develop mathematical understanding through experiences with a wide variety of real objects provided in learning centers and practical situations (e.g., blocks, pegs, buttons, cooking).

(1) The **Major Concepts** should be taught in depth, using a variety of methods to help young children begin developing mathematical understanding through experiences with real objects in learning centers and practical situations. The major concepts are

- (A) Patterns - Repeating, Sorting
- (B) Number Sense - Counting to 10
- (C) Geometry and Spatial Sense - Shapes
- (D) Measurement - Comparisons
- (E) Data Analysis - Concrete Graphs

(2) **Kindergarten suggested materials kit:** snap cubes, keys, fabric, macaroni, buttons, pattern blocks, children's books, counters, beans, bean sticks, dominoes, straws, containers, balance scales, rulers, coins, clocks, graph mats, painted beans or two-color counters

(A) **Standard - algebraic reasoning: patterns and relationships.**

The student will sort and classify objects and analyze simple patterns.

- (i) Sort and group objects into a set and explain verbally what the objects have in common (e.g., color, size, shape).
- (ii) Explain verbally and extend simple patterns (e.g., square, circle, square, circle).
- (iii) Use objects to demonstrate "related facts" such as $3+4=7$: $7-3=4$: $7-4=3$.

(B) **Standard - number sense.** The student will understand the relationship between numbers and quantities.

- (i) Compare a group or set to another group, set, or numerical quantity and verbally explain which has more, less, or equivalent quantities.
- (ii) Pair and count objects using one-to-one correspondence (e.g., one napkin for each child at snack time).
- (iii) Count forward to twenty and backward from ten.
- (iv) Count objects in a set one-by-one from one through twenty.
- (v) Identify and create sets of objects zero through twenty.
- (vi) Identify and write numerals zero through twenty, in and out of sequence. Children may still be reversing some numerals.
- (vii) Identify and use ordinal numbers to order objects first through tenth.
- (viii) Combine and remove objects from sets and verbally describe the result (e.g., adding objects to a set makes the set larger, subtracting objects from a set makes the set smaller).

(C) **Standard - geometry.** The student will identify common geometric shapes and explore the relationship of objects in their environment.

- (i) Identify, name, and describe a variety of basic two-dimensional geometric shapes such as squares, triangles,

circles, rectangles, (regular) hexagons, and (isosceles) trapezoids, presented in a variety of ways (e.g., with different sizes or orientation).

(ii) Identify, name, and describe a variety of three-dimensional geometric shapes such as spheres, cubes, and cylinders.

(iii) Model and use words indicating relative position or direction (e.g., students describe the relationships between self and objects in space using on, above, below, beside, under, on top of, behind, and over).

(D) Standard - measurement. The student will explore the concepts of nonstandard and standard measurement.

(i) Linear measurement.

(I) Measure objects using nonstandard units of measurement (e.g., pencil, paper clip, block, etc.).

(II) Compare objects according to observable attributes (e.g., long, longer, longest; short, shorter, shortest; big, bigger, biggest; small, smaller, smallest; small, medium, large).

(III) Compare and order objects in graduated order (e.g., shortest to tallest, thinnest to thickest).

(IV) Identify the appropriate instrument used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, year, season), and temperature (thermometer).

(ii) Time.

(I) Tell time on digital and analog clocks to the hour.

(II) Identify the days of the week and months of the year.

(iii) Money. Identify penny, nickel, dime and quarter.

(E) Standard - data analysis. The student will collect and display data in a group setting.

(i) Data analysis.

(I) Use numbers and counting as a means for solving problems and measuring quantity.

(II) Develops abilities to collect, describe, and record information through a variety of means including discussion, drawings, maps, charts, and graphs.

(III) Describes similarities and differences between objects.

(IV) Collect and analyze information about objects and events in the environment.

(ii) Create and verbally explain a data display or graph (e.g., real object graph, pictorial graphs).

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 27 Ok Reg 1377, eff 6-11-10]

210:15-3-5.5. Motor skill and lifetime activity development

Young children need the opportunity to develop large and small motor skills through indoor and outdoor activities and games for the benefit of personal fitness

and well-being.

(1) **Standard.** The student will participate in activities that involve large motor skills.

- (A) Demonstrate basic locomotor movements (e.g., galloping, hopping, jumping, running, skipping, sliding).
- (B) Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, swaying, swinging, turning, twisting).
- (C) Combine various movement patterns to music, but not necessarily in time.
- (D) Kick a slowly rolling ball.
- (E) Balance on one foot for approximately five seconds.
- (F) Walk and balance on a four-inch line or balance beam.
- (G) Coordinate large arm movements (e.g., easel painting, woodworking, climbing, throwing, playing rhythm band instruments, writing on chalkboard, playing with blocks, catching, and tossing).

(2) **Standard.** The student will participate in activities that involve small motor skills.

- (A) Demonstrate increased control of hand and eye coordination while using pegs, beads, pattern blocks, crayons, pencils, paint brushes, fingerpaint, scissors, glue, and a variety of puzzles.
- (B) Hold and use pencils, crayons, and markers using thumb and two fingers.

(3) **Standard.** The student will participate in health-enhancing activities for the development of lifetime health and fitness.

- (A) Associate physical activity with the benefit of maintaining fitness and personal well-being.
- (B) Experience sustained moderate physical activity for short periods of time.
- (C) Discuss basic health needs of human beings (e.g., dental, hearing and vision care, exercise, nutrition).

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

210:15-3-5.6. Science

(a) **Pre-Kindergarten.** Science knowledge is developed through experiences with real animals, plants and objects in the classroom and the environment.

(1) **Science Processes and Inquiry.** The child will investigate and experiment with objects to discover information.

- (A) Develops increasing abilities to classify, compare, and contrast objects, events and experiences.
- (B) Explores and becomes familiar with simple scientific tools (e.g., magnifying glass, magnet).
- (C) Participate in simple experiments to discover information (e.g., bottles of water or homemade telephone to explore vibration and sound, simple scale to determine heavy and light).
- (D) Ask questions, make predictions, and communicates observations orally and/or in drawings.
- (E) Explores cause and effect (e.g., temperature determines clothing choices).

(2) **Physical Science performance expectation.** The child will investigate and describe objects that can be sorted in terms of their physical properties.

- (A) Develops an awareness of the sensory attributes of objects according to taste, smell, hearing, touch, and sight.
- (B) Develops an awareness of the properties of some objects (e.g., float-sink, heavy-light, rough-smooth, hard-soft, magnetic-nonmagnetic, solid-liquid, wet-dry).
- (C) Observes and describes how objects move (e.g., slide, turn, swirl, roll).

(3) Life Science performance expectation. The child will observe and investigate plants and animals.

- (A) Develops an awareness of what various plants and animals need for growth.
- (B) Demonstrates a beginning awareness of the changes that plants and animals go through during their life (e.g., seed/plant, egg/chicken).
- (C) Demonstrates a beginning awareness for the care of the plant and animal life around them.

(4) Earth Science performance expectation. The child will investigate and observe the basic concepts of the Earth.

- (A) Develops an awareness of the properties of common earth materials (e.g., soil, rocks, water).
- (B) Develops an awareness of daily weather (e.g., sunny, cloudy, rainy, snowy, windy, hot, warm, cold).
- (C) Develops an awareness of the four seasons (e.g., temperature, weather, appropriate clothing, changing leaves).
- (D) Observes and participates in a variety of activities related to preserving the environment.

(b) Kindergarten. The Kindergarten Oklahoma Academic Standards for Science include the following domains:

(1) Physical Science. Standards for Kindergarten students from the domain of Physical Science include all of the following topics:

- (A) Motion and stability: Forces and interactions.** Standards for students include all of the following performance expectations:
 - (i) Performance expectation one (1).** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
 - (ii) Performance expectation one (1) - Clarification statement.** Examples of pushes or pulls may include pulling a string attached to an object being pulled; a person pushing an object; a person stopping a rolling ball; and two objects colliding and pushing on each other (e.g. ramps such as blocks or wooden moldings with cars and balls; paper towel threaded on rope or string across the classroom).
 - (iii) Performance expectation Two (2).** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.
 - (iv) Performance expectation Two (2) - Clarification statement.** Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools

such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn and using a rope or string to pull an object.

(B) Energy. Standards for students include all of the following performance expectations:

(i) **Performance expectation one (1).** Make observations to determine the effect of sunlight on Earth's surface.

(ii) **Performance expectation one (1) - Clarification statement.** Examples of Earth's surface could include sand, soil, rocks, and water. Examples can extend beyond natural objects on Earth's surface to include man-made objects such as plastics, asphalt, or concrete.

(iii) **Performance expectation two (2).** Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

(iv) **Performance expectation two (2) - Clarification statement.** Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.

(2) Life Science. Standards for Kindergarten students from the domain of Life Science shall be in the topic of "From molecules to organisms: Structures and processes." Standards for students include all of the following performance expectations:

(A) **Performance expectation one (1).** Use observations to describe patterns of what plants and animals (including humans) need to survive.

(B) **Performance expectation one (1) - Clarification statement.** Examples of patterns could include observations that plants make their own food while animals do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.

(3) Earth and Space Science. Standards for Kindergarten students from the domain of Earth and Space Science include all of the following topics:

(A) **Earth's systems.** Standards for students include all of the following performance expectations:

(i) **Performance expectation one (1).** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

(ii) **Performance expectation one (1) - Clarification statement.** Examples of plants and animals changing their environment could include a squirrel digs a hole in the ground to hide its food and tree roots can break concrete, or a dandelion spreading seeds to generate more dandelions.

(B) **Earth and human activity.** Standards for students include all of the following performance expectations:

(i) **Performance expectation one (1).** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

- (ii) **Performance expectation one (1) - Clarification statement.** Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.
- (iii) **Performance expectation two (2).** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.
- (iv) **Performance expectation two (2) - Clarification statement.** Emphasis is on local forms of severe weather and safety precautions associated with that severe weather.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14]

210:15-3-5.7. Social and personal skills

Social skills include interacting with others, work habits and self-help skills. To develop these skills, children need daily opportunities to choose activities and materials.

- (1) **Standard.** The student will participate in activities to develop the skills necessary for work and interacting with others.
 - (A) Work independently and/or cooperatively to solve problems.
 - (B) Choose a variety of materials and activities from learning centers.
 - (C) Select and complete a task while working at a learning center.
 - (D) Stay involved in a self-selected activity for approximately 15 to 20 minutes.
- (2) **Standard.** The student will participate in activities to develop the skills necessary for caring for oneself.
 - (A) Recognize potential safety hazards and take action to protect self (e.g., bicycle, water, fire, vehicle, firearm, bus, playground, pedestrian).
 - (B) Attend to personal tasks (e.g., dressing self, washing hands, etc.).
 - (C) State his/her full name, age, birthdate, address, telephone number, and name of parent or guardian.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

210:15-3-5.8. Social studies [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-5.9. The arts

The Arts provide children with many opportunities for self-expression. Art, music, and dramatic play centers expose children to dance, music (singing, use of instruments), visual art (drawing, sculpting, painting), and drama and help them develop an appreciation of both individual and group expression.

- (1) **Standard - language of visual art.** The student will identify visual art terms.
 - (A) Name and describe elements of art: line, color, form, shape, texture, value and space.

- (B) Explore different art methods such as drawing, painting, weaving, and sculpting.
- (2) **Standard - visual art history and culture.** The student will recognize the development of visual art from a historical and cultural perspective.
 - (A) Identify other art forms such as music, dance, and drama.
 - (B) Discuss and identify art used everyday in the home, community or school (e.g. signs, posters, cartoons, labels, menus, etc.)
- (3) **Standard - visual art expression.** The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.
 - (A) Manipulate a variety of materials (media).
 - (i) Drawing Media: markers, chalks, crayons
 - (ii) Painting Media: finger paint
 - (iii) Sculpture Media: clay, string, paper, foil, cardboard, found objects
 - (iv) Mixed Media: tissue, photos, found objects, foil, fiber, paint, paper
 - (B) Use objects to express creative ideas.
 - (C) Use art media and tools in a safe and responsible manner.
- (4) **Standard - visual art appreciation.** The student will appreciate visual art as a vehicle of human expression.
 - (A) Demonstrate appropriate behavior while viewing art.
 - (B) Demonstrate respect for student work and the work of others.
 - (C) Demonstrate thoughtfulness and care in completion of artworks.
- (5) **Standard - language of music.** The student will read, notate and interpret music.
 - (A) Identify the elements of music:
 - (i) Melody (up and down)
 - (ii) Harmony (sing with instruments, without instruments)
 - (iii) Tone Color (classroom percussion instruments, sounds from nature, machines, or the environment)
 - (iv) Rhythm (strong and weak beats, steady beat, long and short sounds)
 - (v) Form (same or different and solo/chorus)
 - (vi) Pitch (high or low)
 - (vii) Tempo (fast or slow)
 - (viii) Dynamics (loud or soft)
 - (B) Recognize basic features of familiar and unfamiliar songs:
 - (i) Dynamic - loud and soft
 - (ii) Tempo - fast and slow
 - (iii) Styles - action songs, chants, rhymes, finger plays
- (6) **Standard - music history and culture.** The student will recognize the development of music from an historical and cultural perspective.
 - (A) Recognize music from our country, work songs, holiday songs and music from different countries.
 - (B) Sing and perform music from a variety of folk, ethnic, patriotic and contemporary songs.
- (7) **Standard - music expression.** The student will perform, imitate, compose a variety of music within specific guidelines.
 - (A) Participate in music through singing and/or playing instruments.

- (B) Match pitches, sing in tune and use appropriate tone and expression.
- (C) Respond to the beat or rhythm in music by clapping, walking, running, skipping, playing classroom instruments, or chanting.
- (D) Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.

(8) **Standard - music appreciation.** The student will learn to appreciate music and expand their listening beyond music currently familiar to the student.

- (A) Recognize and practice audience or performer behavior appropriate for the context and style of music performed.
- (B) Demonstrate respect for music performed by the student and by other students and professional performers.
- (C) Discuss likes and dislikes of music of different styles.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

PART 5. LANGUAGE ARTS

210:15-3-11. Overview [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-11.1. Reading/literature [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-11.2. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-12. Language arts for grade 1 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-13. Language arts for grade 2 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-14. Language arts for grade 3 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-15. Language arts for grade 4 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-16. Language arts for grade 5 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-17. Language arts for grade 6 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-18. Language arts for grade 7 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-19. Language arts for grade 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-20. Language arts for grade 9 [REVOKED]

[Source: Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-21. Language arts for grade 10 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-22. Language arts for grade 11 [REVOKED]

[Source: Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-23. Language arts for grade 12 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 23 Ok Reg 61, eff 8-24-05 (emergency); Amended at 23 Ok Reg 1682, eff 6-11-06; Amended at 24 Ok Reg 1839, eff 6-25-07; Amended at 27 Ok Reg 1382, eff 6-11-10; Revoked at 33 Ok Reg 1284, eff 9-11-16]

210:15-3-24. English Language Arts education

(a) **Goal of English language arts education.** The overarching goal of English language arts education in Oklahoma is to develop curriculum and instruction that is appropriately engaging, challenging, and sequenced for the students. The students are supported to possess the skills required to analyze, evaluate, act upon, and compose a wide range of communications with the goal of becoming independent, critical readers and writers. The ultimate goal of language arts education is for students to grow increasingly independent for college and career readiness and to be informed citizens who can contribute to the common good.

(b) **Format of the standards.** The Oklahoma College- and Career- Ready English Language Arts Standards consist of eight overarching English Language Arts standards for pre-kindergarten through high school students. All eight of the standards for each grade level are to be examined as a whole to have a coherent understanding of what is required. Each of the eight standards establishes objective performance criteria for reading and writing. The content to be emphasized and assessed at specific grade levels are clearly identified with the knowledge and skills delineated at the appropriate level. The eight standards are to be used to develop curriculum and instruction that is appropriately engaging, challenging, and sequenced for students. The eight standards are intertwined to develop the total literacy of a student and overlaps grades to interconnect the progression of language arts for the recursive integration of concepts and skills. The progression

should reflect a grade-level appropriate relationship between the level of critical thinking students use and the actual listening, speaking, reading, and writing experiences students have, and allows for the development of the total literacy of a student.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16]

210:15-3-25. Definitions

The following words and terms, when used in this Part, shall have the following meaning, unless the context clearly indicates otherwise:

"Abbreviation" means a shortened or contracted form of a word or phrase, used to represent the whole, as Dr. for Doctor, U.S. for United States, and lb. for pound.

"Academic vocabulary" means to refer to words associated with content knowledge. Within every discipline there is a specific set of words to represent its concepts and processes.

"Active listening" means the active pursuit of what another person is saying and feeling, as a way to improve mutual understanding. Active listening involves hearing content, listening for tone, observing body language, paraphrasing, summarizing, questioning, clarifying, and reflecting.

"Affix" means a morpheme or meaningful part of a word attached before or after a root to modify its meaning. Principal kinds of affixes are prefixes and suffixes. The prefix un- is an affix, which added to balanced, makes unbalanced. The suffix -ed is an affix which, added to wish, makes wished.

"Alliteration" means the repetition of the same initial consonant sound of each word in connected text (e.g. Harry the happy hippo hula-hoops with Henrietta).

"Allusion" means a brief and indirect reference to a person, place, thing, or idea of historical, cultural, literary, or political significance.

"Analogy" means a comparison of the similar aspects of two different things.

"Annotation" means a critical or explanatory note or body of notes added to a text.

"Antagonist" means the adversary of the hero or protagonist of a drama or other literary work.

"Antonyms" means words which have opposite meanings (e.g. hot and cold).

"Appropriate technology" means technology that students can use independently or with minimal scaffolding.

"Archetype" means a symbol, plot pattern, character type, or theme that recurs in many different cultures.

"Argument essay" means a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish and defend a position on the topic in a concise manner.

"Argumentation" means writing that seeks to influence through appeals that direct readers to specific goals or try to win them to specific beliefs.

"Audience" means writer's targeted reader or readers.

"Author's craft" means specific techniques that an author chooses to relay an intended message.

"Automaticity" means reading without conscious effort or attention to decoding.

"Base" means a free morpheme to which affixes can be added, usually of Anglo-Saxon origin.

"Blending" means the task of combining sounds rapidly to accurately represent the word.

"Cause and effect" means text structure that notes a relationship in which an event or events (the cause) makes(s) another event or action happen (effect).

"Citing sources" means a quotation of or explicit reference to a source indicating where the paraphrased or quoted materials came. Examples of citation style include MLA (Modern Language Association) and APA (American Psychological Association).

"Claim" means an assertion of the truth of something.

"Close reading" means a strategy that requires a student to focus on and arrive at a deep understanding of individual texts by reading and re-reading. Fisher, Frey, and Lapp (2012) describe four reader roles that help the reader uncover meaning in a text:

(A) **Code Breaker** understanding the text at the surface level (i.e. alphabetic, structural).

(B) **Meaning maker** comprehending the text at the level intended by the author.

(C) **Text user** analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written.

(D) **Text critic** understanding that the text is not neutral and that existing biases inform calls to action.

"Closed syllable" means a written syllable containing a single vowel and ending in one or more consonants; the vowel sound is short.

"Coherence" means continuity of meaning that enables others to make sense of a text.

"Collaborative discussions" means discussions that provide opportunities for speakers and listeners to use dialogue and interaction to raise issues, explore ideas, make claims, discover differences, and find ways to explore all aspects of ELA. These take many forms like a Socratic seminar, debate, or blog and combine students in small or large discourse communities.

"Compare" means find similarities between two or more texts or text elements.

"Comparison" means text structure in which ideas are related to one another on the basis of similarities and differences. The text presents ideas organized to compare, to contrast, or to provide an alternative perspective.

"Compound word" means a word made by putting two or more words together (e.g. cowboy).

"Comprehension" means understanding what one is reading, the ultimate goal of all reading activity.

"Conflict" means struggle or clash between opposing characters, forces, or emotions.

"Connotation" means a meaning that is implied by a word apart from the thing it describes explicitly. Words carry cultural and emotional associations or meanings in addition to their literal meanings or denotations.

"Consonant blend" means two or more consecutive consonants that retain their individual sounds (e.g. /bl/ in block; /str/ in string).

"Consonant trigraph" means a combination of three letters used to represent a single speech sound or phoneme (e.g. /tch/).

"Content-specific" means vocabulary that includes technical words related to specific academic disciplines. (See also academic and domain-specific vocabulary)

"Context" means the parts of a written or spoken statement/text that precede or follow a specific word or passage, usually influencing its meaning or effect.

"Context clue" means the information from the textual setting that helps identify a word or word group.

"Contraction" means a short way to write two words as one by writing the two words together, leaving out one or more letters and replacing the missing letters with an apostrophe (e.g. cannot = can't).

"Conventional writing" means expressing thought and ideas with agreed upon symbols, like the alphabet.

"Counterclaim" means a claim made to rebut a previous claim.

"Declarative sentence" means the kind of sentence that makes a statement or "declares" something.

"Decode" means translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

"Denotation" means the literal or dictionary meaning of a word.

"Description" means text structure that presents a topic, along with the attributes, specifics, or setting information that describe that topic.

"Detail" means piece of information revealed by the author or speaker that supports the attitude or tone in a piece of poetry or prose. In informational text, details provide information to support the author's main point.

"Diction" means the choice and use of words by a speaker or a writer.

"Digital media" means media created, viewed, distributed, modified, and preserved on digital devices (e.g. computers, tablets, phones). Digital media include computer programs, digital videos, video games, web pages and websites, social media, databases, audio, and e-books. Digital media are contrasted with print media such as books, newspapers, magazines, pictures, film, and audiotape.

"Domain-specific vocabulary" means "relatively low-frequency, content-specific words that appear in textbooks and other instructional materials; for example, apex in math, escarpment in geography, and isobar in science" (Blachowicz, C. & Fisher, P., p.1). (See also academic and content-specific vocabulary)

"Edit" means to review writing to make sure it is free of any grammatical errors or strange phrases that make it difficult for readers to understand the meaning.

"Emergent writing" "means that children begin to understand that writing is a form of communication and their marks on paper convey a message" (Mayer, 2007, p. 35). Emergent writing progresses along a developmental continuum.

"Ethical and legal guidelines for research" means guidelines for correctly citing print and digital text when using primary and secondary sources for research. In addition, copying and pasting texts, purchasing essays online, using another author's work, or violating copyright laws are unethical and could result in legal action.

"Exclamatory sentence" means a type of sentence that expresses strong feelings by making an exclamation.

"Fiction" means imaginative literary works representing invented rather than actual persons, places, or events.

"Figurative language" means writing or speech not meant to be taken literally but used to express ideas in vivid or imaginative ways. Figurative language includes simile, metaphor, personification, analogy, hyperbole, and idiom.

"Flashback" means scene that interrupts the action of a work to show a previous event.

"Fluency" means ability to read grade-level text accurately, with expression, and with automaticity. The combination of accuracy, automaticity, and prosody allow the reader to build comprehension.

"Foreshadowing" means use of hints or clues in a Narrative to suggest future action.

"Generalize" means to make general or broad statements by inferring from text details.

"Genre" means a category used to classify literary and other words, usually by form, technique, or content. The novel, the short story, and the lyric poems are all examples of literary genres.

"Grammar" means rules of language.

"Grapheme" means a letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g. e, ei, igh, eigh).

"Graphic features" means pictorial representation of data or ideas using columns, matrices, or other formats. Graphics can be simple or complex, present information in a straightforward way as in a list or pie graph, or embed or nest information within the document's structure. Graphics may be included in texts or be stand-alone documents.

"High frequency Irregular words" means words in print containing letters that stray from the most common sound pronunciation because they do not follow common phonic patterns (e.g. were, was, laugh, been).

"High frequency words" means a small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words. Often, they are referred to as "sight words" since automatic recognition of these words is required for fluent reading.

"Homographs" means words that are spelled alike but have different sounds and meanings (e.g. bow used with an arrow vs. bow of a ship).

"Homonyms" means words that sound the same but have different spellings and meanings (e.g. bear, bare).

"Hyperbole" means obvious and deliberate exaggeration; an extravagant statement.

"Idiom" means an expression that does not mean what it literally says (e.g. to have the upper hand has nothing to do with the hands).

"Imagery" means multiple words or a continuous phrase that a writer uses to represent persons, objects, actions, feelings, or ideas descriptively by appealing to the senses.

"Imperative sentence" means a sentence that gives a command, makes a request, or expresses a wish.

"Indent" means to set in or back from the margin, as the first line of a paragraph.

"Independent reading levels" means the level at which a reader can read text with 95% accuracy (i.e. no more than one error per 20 words read). Independent reading level is relatively easy text for the reader.

"Inference" means act or process of deriving logical conclusions from premises known or assumed to be true; the conclusions drawn from this process.

"Inferring" means making a reasonable assumption about meaning that is not explicitly stated in the text.

"Inflectional endings" means in English, a suffix that expresses plurality or possession when added to a noun, tense when added to a verb, and comparison when added to an adjective and some adverbs; Added to verbs, nouns, or adjectives do not change the grammatical role or part of speech of the base words (-s, -es, -ing, -ed).

"Informational" means non-fiction books; also referred to as expository text, that contain facts and information.

"Interactive texts" means multimodal texts in which readers may determine the order and duration of reading. For example, interactive texts, may include hyperlinks to other pages containing embedded images, videos and audio.

"Interrogative sentence" means the kind of sentence that asks a question and uses a question mark.

"Irony" means the use of words to express something other than and especially the opposite of the literal meaning.

"Legend" means inscription or title on an object (e.g. a key to symbols used on a map).

"Letter-sound correspondences" means the matching of an oral sound to its corresponding letter or group of letters.

"Lexile" means a quantitative measure of text complexity and individual reading level that can be used to predict how well a reader will likely comprehend a text.

"Literal" means information directly from the text (e.g. on the line).

"Literary nonfiction" means text that conveys factual information. The text may or may not employ a Narrative structure and characteristics such as dialogue.

"Main idea" means the central thought or premise of a reading passage.

"Meaning vocabulary" means application of one's understanding of word meanings to passage comprehension.

"Memoir" means type of autobiography that usually focuses on a single time period or historical event.

"Metaphor" means a direct comparison of two unlike things.

"Modified citation style" means using author, title, and publication date of sources to document research. This special style is used only at the fifth grade level to ease students into more stringent citation styles which are used in later grades.

"Mood" means atmosphere or predominant emotion in a literary work.

"Morpheme" means the smallest meaningful unit of the language.

"Morphology" means the study and description of how words are formed from prefixes, roots, and suffixes (e.g. mis-spell-ing), and how words are related to each other.

"Multimodal" means multiple + mode. A mode refers to a way of meaning-making or communicating. The New London Group (1996) outlines five modes through which meaning is made: Linguistic, Aural, Visual, Gestural, and Spatial. Any combination of modes makes a multimodal text, and all texts - every piece of communication that a human composes - use more than one mode. Thus, all writing is multimodal. "All Writing is Multimodal," Cheryl Ball and Colin Charlton, in Naming What We Know: Threshold Concepts of Writing Studies, Linda Adler-Kassner & Elizabeth Wardle (Eds.), forthcoming from Utah State University Press.

"Multimodal content" means content utilizing more than one mode (e.g. still images + words, words + video) to convey a meaning.

"Multimodal literacy" means "the interplay of meaning-making systems (alphabetic, oral, visual, etc.) that teachers and students should strive to study and produce." NCTE Position Statement on Multimodal Literacies.

"Multisyllabic" means these are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.

"Narrative writing" means writing that tells a story. This writing is often anecdotal, experiential, and personal - allowing students to express themselves in creative and, quite often, moving ways.

"Nonfiction" means text that is factual and may be presented by detailed descriptions or examples; organization follows a logical pattern and may include textual aids.

"Nonverbal cues" means nonverbal messages that are a key aspect of speaking, for example, intonation, pauses, facial expressions, eye contact, gestures, and body language. Listeners should study these cues to determine a speaker's message, argument, and credibility.

"Nonverbal texts" means in place of words, nonverbal texts may include images, gestures, and movement.

"Onomatopoeia" means use of words that mimic the sounds they describe; imitative harmony.

"Onset" means all of the sounds in a syllable that come before the first vowel.

"Opinion writing" means writing that clearly states a view or judgment about a topic, supported by examples, and offering reasons for assertions and/or explaining cause and effect.

"Parallel structure" means repetition of words, phrases, or sentences that have the same grammatical structure or that restate a similar idea.

"Paraphrase" means to sum something up or clarify a statement by rephrasing it; to say something in other simpler words.

"Personification" means the bestowing of human qualities on animals, ideas, or things.

"Persuasion" means form of discourse whose function is to convince an audience or to prove or refute a point of view or an issue.

"Phoneme" means a speech sound that combines with others in a language system to make words.

"Phonemic awareness" means the ability to notice, think about, or manipulate the individual phonemes (sounds) in words. It is the ability to understand that sounds in spoken language work together to make words. This term is used to refer to the highest level of phonological awareness: awareness of individual phonemes in words.

"Phonics" means the study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences. Sound-symbol correspondence are the rules and patterns by which letters and letter combinations represent speech sounds.

"Phonological awareness" means one's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words

in sentences, syllables, an onset-rime segments as well as awareness of individual phonemes.

"Picture walk" means a strategy for previewing a book prior to reading by looking at the cover and illustrations and asking questions that require students to make predictions about the text.

"Plagiarism" means using another person or source's words or ideas without giving credit or obtaining permission.

"Plot" means the sequence of events or actions in a short story, novel, drama, or narrative poem.

"Point of view" means the way in which an author reveals a viewpoint or perspective. This can be done through characters, ideas, events, and narration.

"Prefix" means a morpheme that precedes a root and that contributes to or modifies the meaning of a word, as "re" in reprint.

"Pre-reading strategies" means strategies for preparing students to read a text prior to reading. Examples include: picture walk, brainstorming about the topic/text, advance organizers, activating prior knowledge, vocabulary previews, structural organizers, establishing a purpose for reading, etc.

"Primary source" means firsthand account of an event or a time period written or created during that time period (examples: Diary of Anne Frank, Dorothea Lange's photographs, newspaper article about Hurricane Katrina).

"Print concepts" means the ability of a child to know and recognize the ways in which print "works" for the purposes of reading, particularly with regard to books.

"Prior knowledge" means refers to schema, the knowledge and experience that readers bring to the text.

"Problem/solution" means text structure in which the main ideas are organized into two parts: a problem and a subsequent solution that responds to the problem, or a question and an answer that responds to the question.

"Protagonist" means central character of a short story, novel, or Narrative poem. The antagonist is the character who stands directly opposed to the protagonist.

"Purpose" means the specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish.

"Quote" means, in research, to directly copy down the words from a source, set off in quotation marks.

"R-controlled vowels" means the modified sound of a vowel immediately preceding /r/ in the same syllable (e.g. care, never, sir, or).

"Rate" means the speed at which a person reads.

"Recursive" means moving back and forth through a text in either reading or writing, as new ideas are developed or problems encountered. In reading a text, recursive processes might include rereading earlier portions in light of later ones, looking ahead to see what topics are addressed or how a Narrative ends, and skimming through text to search for particular ideas or events before continuing a linear reading. In creating a written composition, recursive processes include moving back and forth among the planning, drafting, and revising phases of writing.

"Reenact" means to act out the events of a text.

"Retell" means recall the content of what was read or heard.

"Revise" means the process of rereading a text and making changes (in content, organization, sentence structures, and word choice) to improve it; not to be

confused with edit.

"Rhetorical device" means technique used by writers to persuade an audience (e.g. alliteration, hyperbole, metaphor, etc.).

"Rhyme" means words that have the same ending sound.

"Rime" means a vowel plus the consonants that follow in a syllable (e.g. -ame, -ick, - out).

"Root" means a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings.

"Schema" means to refer to prior knowledge, the knowledge and experience that readers bring to the text.

"Secondary source" means an interpretation or analysis of a primary source (examples: book about diaries kept during the Holocaust, book about Great Depression photography, an op-ed about how New Orleans handled the Hurricane Katrina aftermath from a later date).

"Segmenting" means separating the individual phonemes, or sounds, or a word into discrete units.

"Semantic relationships" means associations that exist between the meanings of words.

"Semantics" means the study of meaning in language.

"Sequential structure" means text structure in which ideas are grouped on the basis of order of time.

"Setting" means time and place in which events in a short story, novel, drama, or Narrative poem take place.

"Shared reading" means an interactive reading experience that occurs when students join in or share the reading of a big book or other enlarged text while guided and supported by a teacher or other experienced reader.

"Simile" means a combination of two things that are unlike, usually using the words like or as.

"Stem" means the base form of a word; also called the root word.

"Structural analysis" means a procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.

"Style" means writer's characteristic manner of employing language.

"Suffix" means a derivational morpheme added to the end of root or base that often changes the word's part of speech and that modifies its meaning.

"Summarize" means reducing large selections of text to their base essentials: the gist, the key ideas, the main points that are worth noting and remembering.

"Supporting details" means reasons, examples, facts, steps, or other kinds of evidence that back up and explain a main idea. Details make up most of the information in what a person reads, but some details are more important than others.

"Syllable" means a unit of pronunciation that is organized around a vowel sound; it may or may not have consonants before or after the vowel.

"Symbol" means object, person, place, or action that has both a meaning in itself and that stands for something larger than itself, such as a quality, attitude, belief, or value.

"Synonyms" means words which have the same meaning (e.g. example, instance, occurrence).

"Syntax" means arrangement of words and order of grammatical elements in a sentence.

"Synthesize" means creating original insights, perspectives, and understanding by reflecting on text(s) and merging elements from text and existing schema.

"Text complexity" means, based on Fisher and Frey (2013), three inter-related aspects determine text complexity:

(A) **Quantitative evaluation** readability measures and other scores of text complexity.

(B) **Qualitative evaluation** levels of meaning, structure, language features, and knowledge demands.

(C) **Matching readers with texts and tasks** reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed).

"Theme" means central meaning of a literary work. A literary work can have more than one theme. Most themes are not directly stated but rather are implied. A literary theme is not the same as a topic or main idea.

"Thesis statement" means the guiding, arguable statement or claim an essay attempts to prove through evidence and reasoning.

"Tone" means writer or speaker's attitude toward a subject, character, or audience conveyed through the author's choice of words and detail. Tone can be serious, humorous, sarcastic, objective, etc.

"Topic" means the subject of the entire paragraph/text selection; tells what the passage is mainly about.

"Track print" means look and process all the letters in order from left-to-right.

"Trait" means distinguishing feature, as of a person's character.

"Verbal cues" means words and phrases that speakers use to add emphasis, clarify organization, make connections, and create ethos. Listeners should be focusing on these cues as it helps listeners determine a speaker's message, argument, and credibility.

"Vocabulary notebook" means a teaching strategy used to help students learn new vocabulary.

"Voice" means distinctive style or manner of expression of an author or of a character.

"Vowel digraph" means two vowels together that represent one phoneme, or sound (e.g. ea, ai, oa).

"Vowel diphthong" means a sound made by combining two vowels, specifically when it starts as one vowel sound and proceeds to another, like oy sound in oil.

"Word family" means group of words that share a rime (a vowel plus the consonants that follow; e.g. -ame, -ick, -out).

"Word study" means the integration of phonics, spelling, and vocabulary instruction. This approach teaches students how to look closely at words to discover the regularities and conventions of English orthography, or spelling. The purpose is twofold: (1) develop a general knowledge of English spelling and discover generalizations about spelling, and (2) increase students' specific knowledge of words and their meanings.

"Word wall" means a literacy tool used for displaying commonly used vocabulary and/or sight words in large print so that all students can read the words from their desks. The purpose of a word wall is to help students naturally gain familiarity with high frequency words, as well as to gain reinforcement of

vocabulary.

"Writing modes" means major types of writing (Narrative, Opinion, Informational, Argumentation).

"Writing process" means steps contained in the writing process prewriting, drafting, revising, editing, and publishing. This process is often recursive.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16]

210:15-3-26. Standard One: Listening and Speaking

(a) **Statement of the standard.** Students will listen and speak effectively in a variety of situations.

(b) **Standard One objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon rules with prompting.

(B) **Objective 2.** Students will follow simple one-step oral directions.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work respectfully with peers with prompting.

(B) **Objective 2.** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.

(C) **Objective 3.** Students will ask and answer questions with prompting.

(D) **Objective 4.** Students will orally describe personal interests or tell stories to peers and adults with prompting.

(c) **Standard One objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon rules for discussion with guidance and support.

(B) **Objective 2.** Students will follow simple one- and two-step oral directions.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.**

(B) **Objective 2.** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and adults in small and large groups with prompting.

(C) **Objective 3.** Students will ask and answer relevant questions with prompting.

(D) **Objective 4.** Students will work respectfully with others with guidance and support.

(d) **Standard One objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules.

(B) **Objective 2.** Students will follow simple two- and three-step directions.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work respectfully with peers.

(B) **Objective 2.** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers and in small and large groups.

(C) **Objective 3.** Students will ask and answer relevant questions to seek help or get information to confirm understanding.

(D) **Objective 4.** Students will orally describe people, places, things, and events with relevant details expressing their ideas.

(e) **Standard One objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules.

(B) **Objective 2.** Students will follow multi-step oral directions.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work respectfully in groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

(B) **Objective 2.** Students will engage in collaborative discussions about various topics and texts, including their own writing, with peers in small and large groups.

(C) **Objective 3.** Students will ask and answer relevant questions to seek help, get information, or clarify information to confirm understanding.

(D) **Objective 4.** Students will report on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking audibly in coherent sentences.

(f) **Standard One objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules.

(B) **Objective 2.** Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

(B) **Objective 2.** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will report in a group or individually on a topic or text, tell a story, or recount an experience with relevant facts and descriptive details, speaking audibly and in coherent sentences.

(g) **Standard One objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules.

(B) **Objective 2.** Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.

(B) **Objective 2.** Students will work effectively and respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

(C) **Objective 3.** Students will give informal presentations in a group or individually, organizing information and determining content for the audience, speaking audibly and clearly in coherent sentences.

(h) **Standard One objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules with awareness of verbal and nonverbal cues.

(B) **Objective 2.** Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions made by each group member.

(B) **Objective 2.** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will give formal and informal presentations in a group or individually, organizing information and determining appropriate content for the audience, speaking audibly and clearly in coherent sentences.

(i) **Standard One objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading. Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.

(B) **Objective 2.** Students will actively listen and interpret a speaker's verbal messages and ask questions to clarify the speaker's purpose.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by sharing responsibility for collaborative work and recognizing individual contributions.

(B) **Objective 2.** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will give formal and informal presentations in a group or individually, organizing information and determining the purpose, content, and form to suit the audience.

(j) **Standard One objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.

(B) **Objective 2.** Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

(B) **Objective 2.** Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole class settings.

(C) **Objective 3.** Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience.

(k) **Standard One objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.

(B) **Objective 2.** Students will actively listen and interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

(B) **Objective 2.** Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will give formal and informal presentations in a group or individually, providing textual and visual evidence to support a main idea while determining the purpose, content, and form to suit the audience.

(l) **Standard One objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

(B) **Objective 2.** Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

(B) **Objective 2.** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will conduct formal and informal presentations in a variety of contexts, supporting their message with evidence and using verbal and nonverbal cues.

(m) **Standard One objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

(B) **Objective 2.** Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking

questions to clarify purpose and perspective.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

(B) **Objective 2.** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will conduct formal and informal presentations in a variety of contexts, supporting their message with evidence and using verbal and nonverbal cues.

(n) **Standard One objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

(B) **Objective 2.** Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

(B) **Objective 2.** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will conduct formal and informal presentations in a variety of contexts, supporting their message with evidence and using verbal and nonverbal cues.

(o) **Standard One objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Listening.** Students will develop and apply effective communication skills through active listening.

(A) **Objective 1.** Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.

(B) **Objective 2.** Students will actively listen in order to analyze and evaluate speakers' verbal and nonverbal messages by asking questions to clarify purpose and perspective.

(2) **Speaking.** Students will develop and apply effective communication skills to share ideas through speaking.

(A) **Objective 1.** Students will work effectively and respectfully in diverse groups by showing willingness to make necessary

compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.

(B) **Objective 2.** Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.

(C) **Objective 3.** Students will conduct formal and informal presentations in a variety of contexts, supporting their message with evidence and using verbal and nonverbal cues.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-27. Standard Two: Reading and Writing Process

(a) **Statement of the standard.** Students will use a variety of recursive reading and writing processes.

(b) **Standard Two objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A)

(B) **Phonological Awareness.** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

(i) **Objective 1.** Students will count spoken words in a three- to four-word sentence with one-syllable words.

(ii) **Objective 2.** Students will recognize spoken words that rhyme (e.g., wall and fall).

(iii) **Objective 3.** Students will recognize syllables in spoken words (e.g., pony = po + ny).

(iv) **Objective 4.** Students will isolate the common initial sound when given a set of alliterative spoken words (e.g., the puppy pounces).

(C) **Print Concepts.** Students will demonstrate their understanding of the organization and basic features of print.

(i) **Objective 1.** Students will begin to understand that print carries a message by recognizing labels, signs, and other print in the environment.

(ii) **Objective 2.** Students will demonstrate correct book orientation and identify the front and back covers of a book.

(iii) **Objective 3.** Students will begin to recognize that print moves from top to bottom, left to right, and front to back.

(iv) **Objective 4.** Students will begin to recognize that written words are made up of letters and are separated by spaces.

(v) **Objective 5.** Students will begin to recognize ending punctuation marks in print during shared reading or other text experiences with guidance and support.

(vi) **Objective 6.** Students will begin to write some uppercase and lowercase letters including the majority of the letters in their first name with prompting.

(D) **Phonics and Word Study.** Students will decode words by applying phonics and word analysis skills in context and isolation.

(i) **Objective 1.** Students will name the letters in their first name.

(ii) **Objective 2.** Students will name a majority of uppercase and lowercase letters.

(iii) **Objective 3.** Students will produce some sounds represented by letters.

(E) **Fluency.** Students will recognize high-frequency words and read grade-level text smoothly and accurately, with expression that connotes comprehension.

(i) **Objective 1.** Students will read their first name in print.

(ii) **Objective 2.** Students will chorally recite familiar texts (e.g., rhymes, songs, poetry, etc.).

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will begin to retell or reenact major events or details from a read-aloud.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will begin to express themselves through drawing and emergent writing.

(c) **Standard Two objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A) **Phonological Awareness.** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

(i) **Objective 1.** Students will count one-syllable and multisyllabic spoken words in a sentence (e.g., I see an elephant.).

(ii) **Objective 2.** Students will distinguish rhyming and nonrhyming pairs and produce a rhyme when given a word.

(iii) **Objective 3.** Students will isolate and pronounce initial and final sounds in spoken words.

(iv) **Objective 4.** Students will count, segment, and blend syllables in spoken words.

(v) **Objective 5.** Students will blend and segment onset and rime in one-syllable spoken words (e.g., blending: /j/ + og = jog; segmenting: cat = /c/ + at).

(vi) **Objective 6.** Students will blend phonemes to form one-syllable spoken words with two (2) to four (4) phonemes (e.g., /f/ /l/ /a/ /t/ = flat).

(vii) **Objective 7.** Students will segment phonemes in one syllable spoken words with 3 to 5 phonemes (e.g., /f/ /l/ /a/ /t/ = flat).

(B) Print Concepts. Students will demonstrate their understanding of the organization and basic features of print.

- (i) **Objective 1.** Students will demonstrate their understanding that print carries a message by recognizing labels, signs, and other print in the environment.
- (ii) **Objective 2.** Students will demonstrate correct book orientation and identify the title, title page, and the front and back covers of a book.
- (iii) **Objective 3.** Students will recognize that print moves from top to bottom, left to right, and front to back.
- (iv) **Objective 4.** Students will recognize that written words are made up of letters and are separated by spaces.
- (v) **Objective 5.** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation mark, question mark) with prompting.
- (vi) **Objective 6.** Students will correctly form letters to write their first and last name and most uppercase and lowercase letters correctly.

(C) Phonics and Word Study. Students will decode words by applying phonics and word analysis skills in context and isolation.

- (i) **Objective 1.** Students will name all uppercase and lowercase letters.
- (ii) **Objective 2.** Students will sequence the letters of the alphabet.
- (iii) **Objective 3.** Students will produce the sounds for short and long vowels and the most common sound for consonants (e.g., a = /ă/ and /â/, f = /f/, s = /s/, x = /ks/).
- (iv) **Objective 4.** Students will blend letter sounds to decode simple Vowel / Consonant (VC) and Consonant / Vowel / Consonant (CVC) words (e.g., VC words = at, in, up; CVC words = pat, hen, lot).

(D) Spelling/Encoding. Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

- (i) **Objective 1.** Students will represent major consonants logically in phonetic spelling (e.g., "lefnt" for elephant or "apl" for apple).
- (ii) **Objective 2.** Students will represent all of the sounds in a Consonant/Vowel/Consonant (CVC) word logically in phonetic spelling (e.g., "kat" for cat or "fer" for fur).

(E) Fluency. Students will read grade-level text smoothly and accurately, with appropriate expression.

- (i) **Objective 1.** Students will read their first and last name in print.
- (ii) **Objective 2.** Students will recite familiar texts (e.g., rhymes, songs, poetry, etc.).
- (iii) **Objective 3.** Students will begin to develop a sight word vocabulary by decoding and reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will identify the topic or main idea with a supporting detail of a text with a prompting.

(ii) **Objective 2.** Students will discriminate between fiction and nonfiction text with prompting.

(iii) **Objective 3.** Students will sequence the plot (i.e., beginning, middle, and end) of a story with prompting.

(iv) **Objective 4.** Students will begin to retell facts and details from an informational text.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will express themselves through drawing and emergent writing.

(ii) **Objective 2.** Students will sequence the action or details of stories/texts with prompting.

(iii) **Objective 3.** Students will use appropriate spacing between letters and words in emergent writing.

(iv) **Objective 4.** Students will add to their drawing and emergent writing.

(v) **Objective 5.** Students will share their stories/texts with authentic audiences.

(d) **Standard Two objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A) **Phonological Awareness.** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

(i) **Objective 1.** Students will count, segment, blend, and delete syllables in spoken words.

(ii) **Objective 2.** Students will blend and segment onset and rime in spoken words (e.g., /ch/ + /at/ = chat).

(iii) **Objective 3.** Students will isolate and pronounce medial sounds in spoken words.

(iv) **Objective 4.** Students will blend phonemes to form spoken words with four (4) to six (6) phonemes, including consonant blends (e.g., /s/ /t/ /r/ /i/ /ng/ = string).

(v) **Objective 5.** Students will segment phonemes in spoken words with four (4) to six (6) phonemes (e.g., string = /s/ /t/ /r/ /i/ /ng/).

(vi) **Objective 6.** Students will add, delete, and substitute phonemes in one-syllable spoken words with three (3) to five (5) phonemes (e.g., add /c/ to the beginning of at to say cat; delete the /p/ from pin to say in; substitute the /o/ in stop with /e/ to say step).

(B) **Print Concepts.** Students will demonstrate their understanding of the organization and basic features of print.

(i) **Objective 1.** Students will recognize the distinguishing features of a sentence (e.g., capitalization of the first word, ending punctuation: period, exclamation point, question mark).

(ii) **Objective 2.** Students will correctly form letters and use appropriate spacing for letters, words, and sentences using left-to-right and top-to-bottom progression.

(C) Phonics and Word Study. Students will decode words by applying phonics and word analysis skills in context and isolation.

(i) **Objective 1.** Students will decode one-syllable phonetically-regular words by using their knowledge of the following phonics skills:

(I) Single consonants (e.g., b = /b/, f = /f/, t = /t/).

(II) Short vowel sounds (i.e., a, e, i, o, u).

(III) Consonant blends (e.g. bl, br, cr).

(IV) Consonant digraphs and trigraphs (e.g., sh, tch).

(V) Vowel-consonant-silent e (e.g., lake).

(VI) r-controlled vowels (i.e., ar, er, ir, or, ur).

(VII) Vowel digraphs (e.g., ea, oa, ee).

(ii) **Objective 2.** Students will decode words by applying knowledge of syllable types in one-syllable words:

(I) Closed.

(II) Open.

(iii) **Objective 3.** Students will decode words by applying knowledge of structural analysis:

(I) Compound words.

(II) Inflectional endings (e.g., -s, -ed, -ing).

(D) Spelling/Encoding. Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

(i) **Objective 1.** Students will use correct spelling when writing the following sounds in words:

(I) Consonants.

(II) Short vowels.

(III) Digraphs.

(IV) Consonant blends.

(V) Vowel-consonant-silent e.

(ii) **Objective 2.** Students will correctly spell high-frequency and irregularly-spelled words by using common letter/sound correspondences and recalling the irregular parts of words (e.g., the: th- is a common letter/sound correspondence, -e is irregular).

(E) Fluency. Students will read grade-level text smoothly and accurately, with appropriate expression.

(i) **Objective 1.** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

(ii) **Objective 2.** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will identify the topic or main idea with some supporting details of a text.

(ii) **Objective 2.** Students will discriminate between fiction and nonfiction genres.

(iii) **Objective 3.** Students will sequence the plot (i.e., beginning, middle, and end) of a story.

(iv) **Objective 4.** Students will retell facts and details from an informational text.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will develop and edit drafts using appropriate spacing between letters, words, and sentences using left-to-right and top-to-bottom progression.

(ii) **Objective 2.** Students will develop drafts by sequencing the action in a story or details about a topic through writing sentences.

(iii) **Objective 3.** Students will revise drafts by adding and/or deleting text.

(iv) **Objective 4.** Students will correctly spell grade-level, highly decodable words (e.g., cup, like, cart) and common, irregularly spelled sight words (e.g., the) while editing using resources as needed.

(v) **Objective 5.** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).

(e) **Standard Two objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A) **Phonological Awareness.** Students will recognize, count, and manipulate parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

(i) **Objective 1.** Students will add, delete, and substitute phonemes in spoken words with five (5) to six (6) phonemes (e.g., add /th/ to the beginning of rowing to say throwing; delete the /r/ in trips to say tips; substitute the /l/ in clank with /r/ to say crank).

(B) **Print Concepts.** Students will demonstrate their understanding of the organization and basic features of print.

(i) **Objective 1.** Students will correctly form letters in print and use appropriate spacing for letters, words, and sentences.

(C) **Phonics and Word Study.** Students will decode words by applying phonics and word analysis skills in context and isolation.

(i) **Objective 1.** Students will decode one- and two- syllable words by using their knowledge of the following phonics

skills:

(I) single consonants, including those with two different sounds (e.g., soft and hard c [cent, cat] and g [gem, goat]).

(II) consonant blends (e.g., bl, br, cr, spr, spl).

(III) consonant digraphs and trigraphs (e.g., sh, tch).

(IV) vowel-consonant-silent e (e.g., lake).

(V) "r" controlled vowels (e.g. ar, er, ir, or, ur).

(VI) vowel digraphs (e.g., ea, oa, ee).

(VII) vowel diphthongs (i.e., vowel combinations having two vowel sounds [e.g. oi as in boil, oy as in boy]).

(VIII) schwa (e.g., banana).

(IX) silent letter combinations (knew, could, ghost).

(ii) **Objective 2.** Students will decode words by applying knowledge of all major syllable types:

(I) closed.

(II) open.

(III) vowel digraphs.

(IV) vowel-consonant-silent e.

(V) r-controlled.

(VI) consonant + le.

(iii) **Objective 3.** Students will decode words by applying knowledge of structural analysis:

(I) compound words.

(II) inflectional endings (e.g., -s, -ed, -ing).

(III) contractions.

(IV) abbreviations.

(V) common roots and related prefixes and suffixes.

(D) **Spelling/Encoding.** Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

(i) **Objective 1.** Students will use correct spelling when writing the following sounds in words:

(I) digraphs.

(II) trigraphs.

(III) vowel digraphs.

(IV) r-controlled.

(ii) **Objective 2.** Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:

(I) closed.

(II) open.

(III) vowel-consonant-silent e.

(IV) r-controlled.

(iii) **Objective 3.** Students will use structural analysis to correctly spell the following parts of words:

(I) common prefixes.

(II) common suffixes.

(III) common spelling rules related to adding prefixes and suffixes (e.g., dropping the final -e,

doubling a consonant).

(E) **Fluency.** Students will read grade-level text smoothly and accurately, with appropriate expression.

(A) **Objective 1.** Students will expand their sight word vocabulary by reading regularly- and irregularly- spelled words in isolation and context with increasing automaticity.

(B) **Objective 2.** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will identify the main idea and supporting details of a text.

(ii) **Objective 2.** Students will identify elements of various genres in fiction and nonfiction texts.

(iii) **Objective 3.** Students will begin to summarize the plot of a story to include the beginning, middle, and end.

(iv) **Objective 4.** Students will begin to summarize facts and details from an informational text.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will prewrite and develop drafts by sequencing the action in a story or details about a topic through writing sentences.

(ii) **Objective 2.** Students will edit drafts by using appropriate spacing between letters, words, and sentences.

(iii) **Objective 3.** Students will revise drafts by adding, deleting, and/or moving text.

(iv) **Objective 4.** Students will correctly spell grade-level words while editing using resources as needed.

(v) **Objective 5.** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, author's chair).

(f) **Standard Two objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A) **Phonological Awareness.** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text.

(i) **Objective 1.** Students will add, delete, substitute, and reverse phonemes in spoken words (e.g., add /g/ to the beginning of listen to say glisten; delete the /b/ in bridges to say ridges; substitute the /f/ in frighten with /b/ to say brighten; reverse the initial and final sounds in safe to say face).

(B) **Print Concepts.** Students will demonstrate their understanding of the organization and basic features of print.

(i) **Objective 1.** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

(C) **Phonics and Word Study.** Students will decode words by applying phonics and word analysis skills in context and isolation.

(i) **Objective 1.** Students will decode multisyllabic words using their knowledge of the following phonics skills:

(I) vowel diphthongs.

(II) all major syllable types (i.e., closed, consonant, +ie, open, vowel silent e, r-controlled).

(ii) **Objective 2.** Students will decode words by applying knowledge of structural analysis:

(I) contractions.

(II) abbreviations.

(III) common roots and related prefixes and suffixes.

(IV) morphology.

(iii) **Objective 3.** Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.

(D) **Spelling/Encoding.** Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

(i) **Objective 1.** Students will use correct spelling when writing the following sounds in words:

(I) diphthongs.

(II) schwa (i.e., /ə/).

(III) silent letter combinations (e.g., knew, could, ghost).

(IV) hard/soft (e.g., cover, celebrate, gorilla, general).

(ii) **Objective 2.** Students will use correct spelling when writing the following syllable types in single-syllable and multisyllabic words:

(I) vowel digraphs.

(II) consonant + le.

(iii) **Objective 3.** Students will use structural analysis to correctly spell the following parts of words:

(I) common prefixes.

(II) common suffixes.

(III) common spelling rules related to adding prefixes and suffixes (e.g., changing y to i, doubling a consonant).

(E) **Fluency.** Students will read grade-level text smoothly and accurately, with appropriate expression.

(vi) **Objective 1.** Students will expand their vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

(vii) **Objective 2.** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will identify the main idea and supporting details of a text.

(ii) **Objective 2.** Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

(iii) **Objective 3.** Students will summarize and sequence the important events of a story.

(iv) **Objective 4.** Students will summarize facts and details from an informational text.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

(ii) **Objective 2.** Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

(iii) **Objective 3.** Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

(iv) **Objective 4.** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

(g) **Standard Two objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A) **Phonological Awareness.** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text. Students will continue to review and apply earlier grade level expectations for this standard. If phonological awareness skills are not mastered, students will address skills from previous grades.

(B) **Print Concepts.** Students will demonstrate their understanding of the organization and basic features of print.

(i) **Objective 1.** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

(C) **Phonics and Word Study.** Students will decode words by applying phonics and word analysis skills in context and isolation.

(i) **Objective 1.** Students will decode unfamiliar and multisyllabic words using their combined knowledge of the following phonics skills:

(I) letter-sound correspondences.

(II) all major syllable types (i.e., closed, consonant + ie, open, vowel digraphs, vowel silent e, r-controlled).

(ii) **Objective 2.** Students will decode words by applying knowledge of structural analysis:

(I) contractions.

(II) abbreviations.

(III) common roots and related affixes.

(IV) morphology.

(V) semantics.

(D) **Spelling/Encoding.** Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

(i) **Objective 1.** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

(I) letter-sound correspondences.

(II) all major syllable types (i.e., closed, consonant + ie, open, vowel digraphs, vowel silent e, r-controlled).

(ii) **Objective 2.** Students will use structural analysis to correctly spell the following parts of words:

(I) contractions.

(II) abbreviations.

(III) common spelling rules related to adding prefixes and suffixes.

(E) **Fluency.** Students will recognize and read grade-level text smoothly and accurately, with appropriate expression.

(i) **Objective 1.** Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity.

(ii) **Objective 2.** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will determine the key details that support the main idea of a text.

(ii) **Objective 2.** Students will compare fiction, poetry, and nonfiction to distinguish various genres.

(iii) **Objective 3.** Students will summarize and sequence the important events of a story.

(iv) **Objective 4.** Students will summarize facts and details from an informational text.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of

paragraphing.

(ii) **Objective 2.** Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

(iii) **Objective 3.** Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

(iv) **Objective 4.** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

(h) **Standard Two objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading and Writing Foundations.** Students will develop foundational skills for reading and writing proficiency by working with sounds, letters, and text.

(A) **Phonological Awareness.** Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes without using text. Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.

(B) **Print Concepts.** Students will demonstrate their understanding of the organization and basic features of print.

(i) **Objective 1.** Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.

(C) **Phonics and Word Study.** Students will decode and encode words by applying phonics and word analysis skills in context and isolation. Students will continue to review and apply earlier grade-level expectations for this standard. If phonological skills are not mastered, students will address skills from previous grades.

(D) **Spelling/Encoding.** Students will encode and write words in context and isolation by applying phonics, spelling patterns, and structural analysis skills.

(i) **Objective 1.** Students will use correct spelling when writing unfamiliar and multisyllabic words, using their combined knowledge of the following skills:

(I) letter-sound correspondences.

(II) all major syllable types (i.e., closed, consonant + le, open, vowel digraphs, vowel silent e, r-controlled).

(ii) **Objective 2.** Students will use structural analysis to correctly spell the following parts of words:

(I) contractions.

(II) abbreviations.

(III) common spelling rules related to adding prefixes and suffixes.

(E) **Fluency.** Students will read grade-level text smoothly and accurately, with appropriate expression.

- (i) **Objective 1.** Students will expand their sight word vocabulary by reading regularly-and irregularly-spelled words in isolation and context with increasing automaticity.
- (ii) **Objective 2.** Students will orally and accurately read grade-level text at a smooth rate with expression that connotes comprehension.

(2) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

- (i) **Objective 1.** Students will explain how key supporting details support the main idea of a text.
- (ii) **Objective 2.** Students will identify details in fiction, poetry, and nonfiction to distinguish various genres.
- (iii) **Objective 3.** Students will summarize and sequence the important events of a story.
- (iv) **Objective 4.** Students will summarize facts and details from an informational text.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

- (i) **Objective 1.** Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.
- (ii) **Objective 2.** Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).
- (iii) **Objective 3.** Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.
- (iv) **Objective 4.** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).

(i) **Standard Two objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

- (i) **Objective 1.** Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.
- (ii) **Objective 2.** Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.
- (iii) **Objective 3.** Students will paraphrase a paragraph in their own words to demonstrate comprehension.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

- (i) **Objective 1.** Students will routinely and recursively prewrite.

- (ii) **Objective 2.** Students will routinely and recursively organize and develop ideas to compose a first draft.
- (iii) **Objective 3.** Students will routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions).
- (iv) **Objective 4.** Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.
- (v) **Objective 5.** Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

(j) **Standard Two objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.

(ii) **Objective 2.** Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

(iii) **Objective 3.** Students will paraphrase a short passage in their own words to demonstrate comprehension.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will routinely and recursively prewrite (e.g., develop ideas and plan).

(ii) **Objective 2.** Students will routinely and recursively organize and develop ideas for a first draft.

(iii) **Objective 3.** Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).

(iv) **Objective 4.** Students will edit and revise multiple drafts for organization, transitions, to improve coherence and meaning, using a consistent point of view.

(v) **Objective 5.** Students will use resources to find correct spellings of words (e.g. word wall, vocabulary notebook, print and electronic dictionaries, and spell-check).

(k) **Standard Two objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Reading and Writing Process.** Students will use a variety of recursive reading and writing processes.

(A) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(i) **Objective 1.** Students will summarize alphabetic and/or multimodal texts about similar topics to demonstrate comprehension within and between texts.

(ii) **Objective 2.** Students will analyze details in fiction, poetry, and nonfiction texts to identify characteristics of genres.

(iii) **Objective 3.** Students will paraphrase a passage in their own words to demonstrate comprehension.

(B) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(i) **Objective 1.** Students will routinely and recursively prewrite (e.g., develop ideas and plan).

(ii) **Objective 2.** Students will routinely and recursively organize and develop ideas to compose a first draft.

(iii) **Objective 3.** Students will routinely and recursively revise drafts for intended purpose, audience, organization, coherence, and style (e.g., word choice and sentence variety).

(iv) **Objective 4.** Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.

(v) **Objective 5.** Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

(l) **Standard Two objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(A) **Objective 1.** Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.

(B) **Objective 2.** Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

(2) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(A) **Objective 1.** Students will routinely and recursively prewrite (e.g., develop and organize ideas).

(B) **Objective 2.** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).

(C) **Objective 3.** Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.

(D) **Objective 4.** Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.

(E) **Objective 5.** Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

(m) **Standard Two objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(A) **Objective 1.** Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.

(B) **Objective 2.** Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

(2) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(A) **Objective 1.** Students will routinely and recursively prewrite (e.g., develop and organize ideas).

(B) **Objective 2.** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).

(C) **Objective 3.** Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.

(D) **Objective 4.** Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.

(E) **Objective 5.** Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

(n) **Standard Two objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

(A) **Objective 1.** Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.

(B) **Objective 2.** Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.

(2) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

(A) **Objective 1.** Students will routinely and recursively prewrite (e.g., develop and organize ideas).

(B) **Objective 2.** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).

(C) **Objective 3.** Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.

(D) **Objective 4.** Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.

(E) **Objective 5.** Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

(o) **Standard Two objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

- (A) **Objective 1.** Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.
- (B) **Objective 2.** Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.
- (2) **Writing.** Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
 - (A) **Objective 1.** Students will routinely and recursively prewrite (e.g., develop and organize ideas).
 - (B) **Objective 2.** Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).
 - (C) **Objective 3.** Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning..
 - (D) **Objective 4.** Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.
 - (E) **Objective 5.** Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-28. Standard Three: Critical Reading and Writing

- (a) **Statement of the standard.** Students will apply critical thinking skills to reading and writing.
- (b) **Standard Three objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:
 - (1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.
 - (A) **Objective 1.** Students will describe the roles of an author and illustrator with prompting.
 - (B) **Objective 2.** Students will ask and answer basic questions (e.g. who, what, where, and when) about texts, photographs, or illustrations during shared reading or other text experiences with prompting.
 - (C) **Objective 3.** Students will identify characters in a story with prompting.
 - (2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
 - (A) **Objective 1.** Students will use drawing and labeling to tell a story or share information with prompting.
- (c) **Standard Three objectives for Kindergarten.** The following objectives apply for students in Kindergarten:
 - (1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.
 - (A) **Objective 1.** Students will describe the roles of an author and illustrator in various texts.

(B) **Objective 2.** Students will ask and answer basic questions (e.g. who, what, where, and when) about texts during shared reading or other text experiences with prompting.

(C) **Objective 3.** Students will describe characters and setting in a story with prompting.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will use drawing, labeling, and writing to tell a story, share information, or express an opinion with prompting.

(d) **Standard Three objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will identify the author's purpose (i.e. tell a story, provide information) with prompting.

(B) **Objective 2.** Students will describe who is telling a story with prompting.

(C) **Objective 3.** Students will find textual evidence when provided with examples of literary elements:

(i) setting (i.e., time and place).

(ii) main characters and their traits.

(D) **Objective 4.** Students will ask and answer basic questions (e.g., who, what, where, why, and when) about texts.

(E) **Objective 5.** Students will begin to use details from a text to draw conclusions and make predictions.

(F) **Objective 6.** Students will begin to locate facts that are clearly stated in a text.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place) with with prompting.

(B) **Objective 2.** Students will begin to write facts about a topic in response to a text read aloud to demonstrate understanding with prompting.

(C) **Objective 3.** Students will write an opinion about a topic and provide a reason to support the opinion with prompting.

(e) **Standard Three objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will determine the author's purpose (i.e., tell a story, provide information).

(B) **Objective 2.** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view with prompting.

(C) **Objective 3.** Students will find examples of literary elements:

(i) setting (i.e., time and place).

- (ii) plot (i.e., beginning, middle, end).
- (iii) characters and their traits.

(D) **Objective 4.** Students will find examples of literary devices:

- (i) simile.
- (ii) alliteration.
- (iii) onomatopoeia.

(E) **Objective 5.** Students will use details from the literary or informational text to draw conclusions and make predictions.

(F) **Objective 6.** Students will locate facts that are clearly stated in an informational text.

(G) **Objective 7.** Students will describe the structure of an informational text with prompting:

- (i) description.
- (ii) sequential.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will write narratives incorporating characters, plot (i.e., beginning, middle, end), and a basic setting (i.e., time, place).

(B) **Objective 2.** Students will write facts about a topic and include a main idea with supporting details in a paragraph.

(C) **Objective 3.** Students will write an opinion about a topic and provide reasons as support in a paragraph.

(f) **Standard Three objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will determine if the author's purpose is to entertain, inform, or persuade.

(B) **Objective 2.** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

(C) **Objective 3.** Students will find examples of literary elements:

- (i) setting.
- (ii) plot.
- (iii) characters.
- (iv) characterization.

(D) **Objective 4.** Students will find examples of literary devices:

- (i) simile.
- (ii) alliteration.
- (iii) personification.
- (iv) onomatopoeia.
- (v) hyperbole.

(E) **Objective 5.** Students will answer inferential questions, using a text to support answers.

(F) **Objective 6.** Students will distinguish fact from opinion in an informational text. **Objective 7.** Students will describe the structure of an informational text:

- (i) problem/solution.
- (ii) description.
- (iii) sequential.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will write narratives incorporating:

- (i) setting.
- (ii) plot.
- (iii) characters.
- (iv) characterization.

(B) **Objective 2.** Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.

(C) **Objective 3.** Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.

(g) **Standard Three objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will determine the author's purpose (i.e., entertain, inform, persuade) by identifying key details.

(B) **Objective 2.** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

(C) **Objective 3.** Students will find textual evidence of literary elements:

- (i) setting.
- (ii) plot.
- (iii) characters (i.e., protagonist, antagonist).
- (iv) characterization.
- (v) conflict.

(D) **Objective 4.** Students will find textual evidence of literary devices:

- (i) simile.
- (ii) metaphor.
- (iii) personification.
- (iv) onomatopoeia.
- (v) hyperbole.
- (vi) alliteration.
- (vii) idiom.

(E) **Objective 5.** Students will answer inferential questions using evidence from one or more texts to support answers.

(F) **Objective 6.** Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points. **Objective 7.** Students will distinguish the structures of an informational text:

- (i) cause/effect.
- (ii) problem/solution.
- (iii) description.
- (iv) sequential.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include plots with a climax and resolution.
- (ii) include developed characters who overcome conflicts and use dialogue.
- (iii) use a consistent point of view.
- (iv) unfold in a chronological sequence.
- (v) use sensory variety, sensory details, and vivid language to create interest.
- (vi) model literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays that:

- (i) introduce and develop a topic.
- (ii) incorporate evidence (e.g., specific facts, examples)
- (iii) maintain an organized structure with transitional words and phrases.
- (iv) use sentence variety and word choice to create interest.
- (v) model literary devices from mentor texts.

(C) **Objective 3.** Students will write opinion essays that:

- (i) introduce a topic and state an opinion.
- (ii) incorporate relevant, text-based evidence to support the opinion.
- (iii) use sentence variety and word choice to create interest.
- (iv) maintain an organized structure with transitional words and phrases.

(h) **Standard Three objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will determine the author's purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author's purpose was achieved.

(B) **Objective 2.** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.

(C) **Objective 3.** Students will determine how literary elements contribute to the meaning of a literary text:

- (i) setting.
- (ii) plot.
- (iii) characters (i.e. protagonist, antagonist).
- (iv) characterization.
- (v) conflict.
- (vi) theme.

(D) **Objective 4.** Students will determine how literary devices contribute to the meaning of a text:

- (i) simile.
- (ii) metaphor.
- (iii) personification.
- (iv) onomatopoeia.
- (v) hyperbole.

- (vi) imagery.
- (vii) idiom.
- (viii) alliteration.

(E) **Objective 5.** Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.

(F) **Objective 6.** Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

(F) **Objective 7.** Students will distinguish the structures of informational texts:

- (i) compare/contrast.
- (ii) cause/effect.
- (iii) problem/solution.
- (iv) description.
- (v) sequential.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include plots with a climax and resolution.
- (ii) include developed characters who overcome conflicts and use dialogue.
- (iii) use a consistent point of view.
- (iv) unfold in chronological sequence.
- (v) use sentence variety, sensory details, and vivid language to create interest.
- (vi) model literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays that:

- (i) introduce and develop a topic.
- (ii) incorporate evidence (e.g., specific facts, examples, charts, and graphs).
- (iii) maintain an organized structure with transitional words and phrases.
- (iv) use sentence variety and word choice to create interest.
- (v) model literary devices from mentor texts.

(C) **Objective 3.** Students will write opinion essays that:

- (i) introduce a topic and state a clear opinion.
- (ii) incorporate relevant, text-based evidence to support the opinion.
- (iii) use sentence variety and word choice to create interest.
- (iv) organize writing in a logical sequence with transitional words and phrases.

(i) **Standard Three objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.

(B) **Objective 2.** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.

(C) **Objective 3.** Students will analyze how literary elements contribute to the meaning of a literary text:

- (i) setting.
- (ii) plot.
- (iii) characters (i.e. protagonist, antagonist).
- (iv) characterization.
- (v) point of view (i.e., third person limited and omniscient).
- (vi) conflict (i.e. internal and external).

(D) **Objective 4.** Students will analyze how literary devices contribute to the meaning of a text:

- (i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom).
- (ii) sound devices (i.e., onomatopoeia, alliteration).

(E) **Objective 5.** Students will identify literary elements and devices that impact a text's theme.

(F) **Objective 6.** Students will categorize facts included in an argument as for or against an issue.

(G) **Objective 7.** Students will analyze how informational text structures support the author's purpose:

- (i) compare/contrast.
- (ii) cause/effect.
- (iii) problem/solution.
- (iv) description.
- (v) sequential.

(H) **Objective 8.** Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include plots involving characters resolving conflicts.
- (ii) unfold in a chronological sequence.
- (iii) include a narrator, precise language, sensory details, and dialogue to enhance the narrative.
- (iv) use sentence variety to create clarity.
- (v) emulate literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays or reports that:

- (i) objectively introduce and develop topics.
- (ii) incorporate evidence (e.g., specific facts, details, charts and graphs, data).
- (iii) maintain an organized structure.
- (iv) use sentence variety and word choice to create clarity.
- (v) emulate literary devices from mentor texts.

(C) **Objective 3.** Students will compose argumentative essays that:

- (i) introduce precise claims.
- (ii) organize claims and evidence in a logical sequence.

(iii) provide relevant evidence to develop arguments, using credible sources.

(iv) use sentence variety and word choice to create clarity.

(j) **Standard Three objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.

(B) **Objective 2.** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.

(C) **Objective 3.** Students will analyze literary elements to support an interpretation of a text:

(i) setting.

(ii) plot.

(iii) characters (i.e. protagonist, antagonist).

(iv) characterization.

(v) point of view (i.e., third person limited and omniscient and second person).

(vi) conflict (i.e. internal and external).

(D) **Objective 4.** Students will analyze literary devices to support an interpretation of a text:

(i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom).

(ii) sound devices (i.e., onomatopoeia, alliteration).

(iii) verbal irony.*

(E) **Objective 5.** Students will identify literary elements and devices that impact a text's theme and mood.

(F) **Objective 6.** Students will distinguish factual claims from opinions.

(F) **Objective 7.** Students will analyze how informational text structures support the author's purpose:

(i) compare/contrast.

(ii) cause/effect.

(iii) problem/solution.

(iv) description.

(v) sequential.

(G) **Objective 8.** Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

(i) include plots involving complex characters resolving conflicts.

(ii) unfold in chronological or surprising sequence (e.g., foreshadowing).

- (iii) include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative.
- (iv) use sentence variety to create clarity.
- (v) emulate literary elements and/or literary devices from mentor texts.

(B) Objective 2. Students will compose informative essays or reports that:

- (i) objectively introduce and develop topics.
- (ii) incorporate evidence (e.g., specific facts, details, charts and graphs, data).
- (iii) maintain an organized structure.
- (iv) use sentence variety and word choice to create clarity.
- (v) establish and maintain a formal style.
- (vi) emulate literary devices from mentor texts.

(C) Objective 3. Students will compose argumentative essays that:

- (i) introduce precise claims.
- (ii) organize claims and evidence in a logical sequence.
- (iii) provide relevant evidence to develop arguments, using credible sources.
- (iv) use sentence variety and word choice to create clarity.
- (v) establish and maintain a formal style.

(k) Standard Three objectives for Grade 8. The following objectives apply for students in Grade 8:

(1) Reading. Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) Objective 1. Students will analyze works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and analyze the methods the authors use to achieve their purposes.

(B) Objective 2. Students will evaluate perspectives (e.g., historical, cultural, ethnic, and global) and describe how they effect various literary and informational texts.

(C) Objective 3. Students will analyze literary elements to support interpretations of a literary text:

- (i) setting.
- (ii) plot.
- (iii) characters (i.e. protagonist, antagonist).
- (iv) characterization.
- (v) point of view (i.e., third person limited and omniscient, second person, and unreliable narrator).
- (vi) conflict (i.e. internal and external).

(D) Objective 4. Students will analyze literary devices to support interpretations of a text:

- (i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom).
- (ii) sound devices (i.e., onomatopoeia, alliteration).
- (iii) verbal and situational irony.

(E) Objective 5. Students will identify literary elements and devices that impact a text's theme, mood, and tone.

(F) **Objective 6.** Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.

(G) **Objective 7.** Students will analyze how informational text structures support the author's purpose:

- (i) compare/contrast.
- (ii) cause/effect.
- (iii) problem/solution.
- (iv) description.
- (v) sequential.

(H) **Objective 8.** Students will compare and contrast two or more texts, providing textual evidence to support their inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include plots involving complex characters resolving conflicts.
- (ii) unfold in chronological or surprising sequence (e.g., flashback and foreshadowing).
- (iii) include a narrator, precise language, sensory details, and dialogue to enhance the narrative.
- (iv) use sentence variety to create clarity.
- (v) emulate literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays or reports that:

- (i) objectively introduce and develop topics.
- (ii) incorporate evidence (e.g., specific facts, details, charts and graphs, data).
- (iii) maintain an organized structure.
- (iv) use sentence variety and word choice to create clarity.
- (v) establish and maintain a formal style.
- (vi) emulate literary devices from mentor texts.

(C) **Objective 3.** Students will compose argumentative essays that:

- (i) introduce precise claims.
- (ii) acknowledge counterclaims.
- (iii) organize claims, counterclaims, and evidence in a logical sequence.
- (iv) provide relevant evidence to develop arguments, using credible sources.
- (v) use sentence variety and word choice to create clarity.
- (vi) establish and maintain a formal style.

(I) **Standard Three objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

(B) **Objective 2.** Students will evaluate authors' perspectives and explain how those perspectives contribute to the meaning of texts.

(C) **Objective 3.** Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- (i) setting.
- (ii) plot structure (e.g., foreshadowing, flashback, in medias res).
- (iii) characters (e.g., protagonist, antagonist).
- (iv) characterization (i.e., direct, indirect).
- (v) point of view (e.g., narrator reliability).
- (vi) conflict (i.e., internal, external).
- (vii) archetypes.

(D) **Objective 4.** Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- (i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism).
- (ii) sound devices (i.e., onomatopoeia, alliteration, assonance).
- (iii) irony (i.e., verbal, situational, dramatic).

(E) **Objective 5.** Students will evaluate the validity of a speaker's argument:

- (i) distinguish the kinds of evidence (e.g., logical, empirical, anecdotal).
- (ii) distinguish substantiated from unsubstantiated claims.
- (iii) analyze rhetorical appeals (i.e., ethos, logos, pathos).
- (iv) identify bias.
- (v) identify logical fallacies.

(F) **Objective 6.** Students will analyze how informational text structures support the author's purpose.

(G) **Objective 7.** Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include engaging plots involving well-developed, complex characters resolving conflicts.
- (ii) establish narrator(s) that enhance(s) the narrative.
- (iii) are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme).
- (iv) provide clear descriptions, using precise language, sensory details, and dialogue.
- (v) include varied syntax to enhance readability.
- (vi) emulate literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays, reports, or technical writing that:

- (i) objectively introduce and develop topics.
- (ii) include a defensible thesis.

- (iii) incorporate evidence (e.g., specific facts, details, charts and graphs, data).
- (iv) maintain an organized structure.
- (v) use sentence variety and word choice to create clarity and concision.
- (vi) establish and maintain a formal style.
- (vii) emulate literary devices from mentor texts.

(C) Objective 3. Students will compose argumentative essays, reviews, or op-eds that:

- (i) introduce precise, informed claims.
- (ii) include a defensible thesis.
- (iii) acknowledge counterclaims or alternate perspectives.
- (iv) organize claims, counterclaims, and evidence in a logical sequence.
- (v) provide the most relevant evidence to develop balanced arguments, using credible sources.
- (vi) use sentence variety and word choice to create clarity and concision.
- (vii) use style and tone that suits the audience and purpose.

(D) Objective 4. Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

(m) Standard Three objectives for Grade 10 - English II. The following objectives apply for students in Grade 10 - English II:

(1) Reading. Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) Objective 1. Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

(B) Objective 2. Students will evaluate authors' perspectives and explain how those perspectives contribute to the meaning of texts.

(C) Objective 3. Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- (i) setting.
- (ii) plot structure (e.g., foreshadowing, flashback, in media res).
- (iii) characters (e.g., protagonist, antagonist).
- (iv) characterization (i.e., direct, indirect).
- (v) point of view (e.g., narrator reliability).
- (vi) conflict (i.e., internal and external).
- (vii) archetypes.

(D) Objective 4. Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- (i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism).
- (ii) sound devices (i.e., onomatopoeia, alliteration, assonance).
- (iii) irony (i.e., verbal, situational, dramatic).

(E) Objective 5. Students will evaluate the validity of a speaker's argument:

- (i) distinguish the kinds of evidence (e.g., logical, empirical, anecdotal).
- (ii) distinguish substantiated from unsubstantiated claims.
- (iii) analyze rhetorical appeals (i.e., ethos, logos, pathos).
- (iv) identify bias.
- (v) identify logical fallacies.

(F) **Objective 6.** Students will analyze how informational text structures support the author's purpose.

(G) **Objective 7.** Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include engaging plots involving well-developed, complex characters resolving conflicts.
- (ii) establish narrator(s) that enhance(s) the narrative.
- (iii) are intentionally sequenced in a way to achieve a specific effect.
- (iv) provide clear descriptions, using precise language, sensory details, and dialogue.
- (v) include varied syntax to enhance readability.
- (vi) emulate literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays, reports, or technical writing that:

- (i) objectively introduce and develop topics.
- (ii) include a defensible thesis.
- (iii) incorporate evidence.
- (iv) maintain an organized structure.
- (v) use sentence variety and word choice to create clarity and concision.
- (vi) establish and maintain a formal style.
- (vii) emulate literary devices from mentor texts.

(C) **Objective 3.** Students will compose argumentative essays, reviews, or op-eds that:

- (i) introduce precise, informed claims.
- (ii) include a defensible thesis.
- (iii) acknowledge counterclaims or alternate perspectives.
- (iv) organize claims, counterclaims, and evidence in a logical sequence.
- (v) provide the most relevant evidence to develop balanced arguments, using credible sources.
- (vi) use sentence variety and word choice to create clarity and concision.
- (vii) use style and tone that suits the audience and purpose.

(D) **Objective 4.** Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

(n) **Standard Three objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

(B) **Objective 2.** Students will evaluate authors' perspectives and explain how those perspectives contribute to the meaning of texts.

(C) **Objective 3.** Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- (i) setting.
- (ii) plot structure (e.g., foreshadowing, flashback, in medias res).
- (iii) conflict (i.e., internal, external).
- (iv) characters (e.g., protagonist, antagonist).
- (v) characterization (i.e., direct, indirect).
- (vi) point of view (e.g., narrator reliability).
- (vii) archetypes.

(D) **Objective 4.** Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- (i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism).
- (ii) sound devices (i.e., onomatopoeia, alliteration, assonance).
- (iii) irony (i.e., verbal, situational, dramatic).

(E) **Objective 5.** Students will evaluate how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.

(F) **Objective 6.** Students will analyze how informational text structures support the author's purpose.

(G) **Objective 7.** Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include engaging plots involving well-developed, complex characters resolving conflicts.
- (ii) establish narrator(s) that enhance(s) the narrative.
- (iii) are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme).
- (iv) provide clear descriptions, using precise language, sensory details, and dialogue.
- (v) include varied syntax to enhance readability.
- (vi) emulate literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays, and reports, or technical writing that:

- (i) objectively introduce and develop topics.
- (ii) include a defensible thesis.
- (iii) incorporate evidence (e.g., specific facts, details, charts and graphs, data).
- (iv) maintain an organized structure.
- (v) use sentence variety and word choice to create clarity and concision.
- (vi) establish and maintain a formal style.
- (vii) emulate literary devices from mentor texts.

(C) **Objective 3.** Students will compose argumentative essays, reviews, or op-eds that:

- (i) introduce precise, informed claims.
- (ii) include a defensible thesis.
- (iii) acknowledge counterclaims or alternate perspectives.
- (iv) organize claims, counterclaims, and evidence in a logical sequence.
- (v) provide the most relevant evidence to develop balanced arguments, using credible sources.
- (vi) use sentence variety and word choice to create clarity and concision.

(D) **Objective 4.** Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

(o) **Standard Three objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

(A) **Objective 1.** Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors' stylistic choices in grade-level literary and informational texts.

(B) **Objective 2.** Students will evaluate authors' perspectives and explain how those perspectives contribute to the meaning of texts.

(C) **Objective 3.** Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence:

- (i) setting.
- (ii) plot structure (e.g., foreshadowing, flashback, in media res).
- (iii) conflict (i.e., internal, external).
- (iv) characters (e.g., protagonist, antagonist).
- (v) characterization (i.e., direct, indirect).
- (vi) point of view (e.g., narrator reliability).
- (vii) archetypes.

(D) **Objective 4.** Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence:

- (i) figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism).
- (ii) sounds devices (i.e., onomatopoeia, alliteration, assonance).
- (iii) irony (i.e., verbal, situational, dramatic).

(E) **Objective 5.** Students will evaluate how authors writing on the same issue reached different conclusions because of differences in

assumptions, evidence, reasoning, and viewpoints, including examining rhetorical appeals, bias, and use of logical fallacies.

(F) **Objective 6.** Students will analyze how informational text structures support the author's purpose.

(G) **Objective 7.** Students will evaluate how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

(2) **Writing.** Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

(A) **Objective 1.** Students will compose narratives reflecting real or imagined experiences that:

- (i) include engaging plots involving well-developed, complex characters resolving conflicts.
- (ii) establish narrator(s) that enhance(s) the narrative.
- (iii) are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme).
- (iv) provide clear descriptions, using precise language, sensory details, and dialogue.
- (v) include varied syntax to enhance readability.
- (vi) emulate literary elements and/or literary devices from mentor texts.

(B) **Objective 2.** Students will compose informative essays, reports, or technical writing that:

- (i) objectively introduce and develop topics.
- (ii) include a defensible thesis.
- (iii) incorporate evidence (e.g., specific facts, details, charts and graphs, data).
- (iv) maintain an organized structure.
- (v) use sentence variety and word choice to create clarity and concision.
- (vi) establish and maintain a formal style.
- (vii) emulate literary devices from mentor texts.

(C) **Objective 3.** Students will compose argumentative essays, reviews, or op-eds that:

- (i) introduce precise, informed claims.
- (ii) include a defensible thesis.
- (iii) acknowledge counterclaims or alternate perspectives.
- (iv) organize claims, counterclaims, and evidence in a logical sequence.
- (v) provide the most relevant evidence to develop balanced arguments, using credible sources.
- (vi) use sentence variety and word choice to create clarity and concision.
- (vii) use style and tone that suits the audience and purpose.

(D) **Objective 4.** Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-29. Standard Four: Vocabulary

(a) **Statement of the standard.** Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.

(b) **Standard Four objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will name and sort familiar objects into categories based on similarities and differences with prompting.

(B) **Objective 2.** Students will begin to develop an awareness of context clues through read-alouds and other text experiences.

(C) **Objective 3.** Students will begin to acquire new vocabulary and relate new words to prior knowledge.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will begin to use new vocabulary to produce and expand complete sentences in shared language activities.

(B) **Objective 2.** Students will begin to use language according to purpose in shared writing experiences.

(c) **Standard Four objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will name and sort familiar objects into categories based on similarities and differences with prompting.

(B) **Objective 2.** Students will begin to develop an awareness of context clues through read-alouds and other text experiences.

(C) **Objective 3.** Students will begin to acquire new vocabulary and relate new words to prior knowledge.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use new vocabulary to produce and expand complete sentences in shared language activities.

(B) **Objective 2.** Students will select use language according to purpose in shared writing activities.

(d) **Standard Four objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will begin to determine relationships among words, including synonyms and antonyms.

(B) **Objective 2.** Students will use context clues to determine the meaning of words with prompting.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define unfamiliar words with prompting.

(D) **Objective 4.** Students will begin to use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meanings of words.

(E) **Objective 5.** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use grade-level vocabulary to communicate ideas through speaking and writing.

(B) **Objective 2.** Students will use language in speaking and writing according to purpose with prompting.

(e) **Standard Four objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will determine relationships among words, including synonyms, antonyms, and simple multiple-meaning words.

(B) **Objective 2.** Students will use context clues to determine the meaning of words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.

(D) **Objective 4.** Students will use grade-level resource materials (e.g., simple dictionary, glossary) to clarify the meaning of words.

(E) **Objective 5.** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in new situations.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use grade-level vocabulary to communicate ideas through speaking and writing.

(B) **Objective 2.** Students will use language in speaking and writing according to purpose and audience.

(f) **Standard Four objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.

(B) **Objective 2.** Students will use context clues to clarify the meaning of words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.

(D) **Objective 4.** Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

(E) **Objective 5.** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use grade-level vocabulary in writing to clearly communicate ideas.

(B) **Objective 2.** Students will use precise vocabulary in writing for the intended mode and effect on the audience.

(g) **Standard Four objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

(B) **Objective 2.** Students will use context clues to clarify the meaning of words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.

(D) **Objective 4.** Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

(E) **Objective 5.** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use grade-level vocabulary in writing to clearly communicate ideas.

(B) **Objective 2.** Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

(h) **Standard Four objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

(B) **Objective 2.** Students will use context clues to clarify the meaning of words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words

(D) **Objective 4.** Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

(E) **Objective 5.** Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use grade-level vocabulary in writing to clearly communicate ideas.

(B) **Objective 2.** Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.

(i) **Standard Four objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meanings of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.

(D) **Objective 4.** Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.

(B) **Objective 2.** Students will select language in writing to create a specific effect according to purpose.

(j) **Standard Four objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.

(D) **Objective 4.** Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.

(B) **Objective 2.** Students will select language in writing to create a specific effect according to purpose.

(k) **Standard Four objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly

complex words.

(E) **Objective 5.** Students will use a dictionary, glossary, or a thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, grade-level vocabulary in writing to communicate ideas in writing clearly.

(B) **Objective 2.** Students will select language in writing to create a specific effect according to purpose.

(l) **Standard Four objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes; Anglo-Saxon, Greek and Latin roots; stems) to define and determine the meaning of increasingly complex words.

(D) **Objective 4.** Students will use resources (e.g., a dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

(B) **Objective 2.** Students will select language to create a specific effect in writing according to purpose and audience.

(m) **Standard Four objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes; Anglo-Saxon, Greek, and Latin roots; stems) to define and determine the meaning of increasingly complex words.

(D) **Objective 4.** Students will use resources (e.g., a dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, academic vocabulary in writing to clearly communicate complex ideas.

(B) **Objective 2.** Students will select language to create a specific effect in writing according to purpose and audience.

(n) **Standard Four objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes; Anglo-Saxon, Greek, and Latin roots; stems) to define and determine the meaning of increasingly complex words.

(D) **Objective 4.** Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

(B) **Objective 2.** Students will select language to create a specific effect in writing according to purpose and audience.

(o) **Standard Four objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will expand their grade-level vocabularies through reading, word study, and class discussion.

(A) **Objective 1.** Students will analyze the relationships among synonyms, antonyms, and analogies.

(B) **Objective 2.** Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

(C) **Objective 3.** Students will use word parts (e.g., affixes; Anglo-Saxon, Greek, and Latin roots; stems) to define and determine the meaning of increasingly complex words.

(D) **Objective 4.** Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.

(2) **Writing.** Students will apply knowledge of vocabulary to speak and write effectively.

(A) **Objective 1.** Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.

(B) **Objective 2.** Students will select language to create a specific effect in writing according to purpose and audience.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-30. Standard Five: Language

(a) **Statement of the standard.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.

(b) **Standard Five objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will hear different sentence structures through conversations, read-alouds, and interactive reading.

(B) **Objective 2.** Students will hear different parts of speech through conversations, read-alouds, and interactive reading:

(i) concrete objects as persons, places, or things (i.e., nouns).

(ii) words as actions (i.e., verbs).

(iii) color adjectives.

(iv) spatial and time relationships such as up, down, before, and after.

(c) **Standard Five objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will recognize simple sentences with prompting.

(B) **Objective 2.** Students will recognize parts of speech in sentences with prompting:

(i) concrete objects as persons, places, or things (i.e., nouns).

(ii) words as actions (i.e., verbs).

(iii) color and size adjectives.

(iv) the pronoun I.

(v) spatial and time relationships such as up, down, before, and after.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will begin to compose simple sentences that begin with a capital letter and end with an end mark.

(B) **Objective 2.** Students will capitalize their first name and the pronoun *I* with prompting.

(C) **Objective 3.** Students will recognize and begin to use periods, question marks, and exclamation points.

(d) **Standard Five objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will recognize simple sentences.

(B) **Objective 2.** Students will recognize parts of speech in sentences:

- (i) nouns as concrete objects (i.e., people, places, and things).
- (ii) regular plural nouns.
- (iii) present-tense verbs as actions.
- (iv) color, size, and number adjectives.
- (v) prepositions.
- (vi) the pronouns I, me, you, and we.
- (vii) the conjunctions and, or, and but.
- (viii) the adverbs too and very.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- (A) **Objective 1.** Students will compose simple sentences that conclude with an end mark.
- (B) **Objective 2.** Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.
- (C) **Objective 3.** Students will capitalize the first letter of a sentence, proper names, and months and days of the week.
- (D) **Objective 4.** Students will use periods, question marks, and exclamation points.

(e) **Standard Five objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- (A) **Objective 1.** Students will recognize simple and compound sentences.
- (B) **Objective 2.** Students will recognize parts of speech in sentences:
 - (i) common, proper, and irregular plural nouns.
 - (ii) tenses of verbs (i.e., past, present, future).
 - (iii) the simple subject and simple predicate of a sentence.
 - (iv) descriptive adjectives and articles (i.e., a, an, the) as adjectives.
 - (v) prepositions.
 - (vi) singular and plural personal pronouns and the nouns they replace.
 - (vii) the conjunctions and, or, and but.
 - (viii) -ly adverbs.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- (A) **Objective 1.** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences that begin with a capital letter and conclude with an end mark.
- (B) **Objective 2.** Students will use nouns, verbs, and adjectives to add clarity and variety to their writing.
- (C) **Objective 3.** Students will punctuate initials and capitalize holidays, product names, initials, and months and days of the week.
- (D) **Objective 4.** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences,

and exclamation points with exclamatory sentences.

(E) **Objective 5.** Students will use apostrophes to form simple contractions (e.g., *isn't aren't, can't*).

(F) **Objective 6.** Students will use commas in dates (e.g., September 6, 2020).

(G) **Objective 7.** Students will use a colon to indicate time (e.g., The bell rings at 3:15.).

(f) **Standard Five objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will recognize simple and compound sentences.

(B) **Objective 2.** Students will recognize parts of speech in sentences:

(i) concrete, abstract, and possessive nouns.

(ii) different types of verbs (i.e., action, linking, helping) and their roles in a sentence.

(iii) the complete subject and complete predicate of a sentence.

(iv) possessive adjectives.

(v) prepositional phrases.

(vi) possessive pronouns and the nouns they replace.

(vii) coordinating conjunctions (i.e., for, and, nor, but, or, yet, so).

(viii) adverbs of frequency (e.g., always, often, never).

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

(B) **Objective 2.** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

(C) **Objective 3.** Students will capitalize and punctuate titles of respect, words in titles, and geographical names.

(D) **Objective 4.** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

(E) **Objective 5.** Students will use apostrophes to form complex contractions (e.g., *should've, won't, y'all*) and to show possession.

(F) **Objective 6.** Students will use commas before a coordinating conjunction and to separate individual words in a series.

(G) **Objective 7.** Students will use a colon to indicate time.

(H) **Objective 8.** Students will use quotation marks to indicate dialogue.

(g) **Standard Five objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a

variety of texts.

(A) **Objective 1.** Students will recognize simple and compound sentences.

(B) **Objective 2.** Students will recognize parts of speech in sentences:

(i) irregular possessive nouns (e.g., children's).

(ii) irregular and past participle verbs and verb tense to identify settings, times, and sequences.

(iii) subject and verb agreement.

(iv) comparative and superlative adjectives.

(v) prepositional phrases.

(vi) possessive pronouns and the nouns they replace (i.e., antecedents).

(vii) coordinating conjunctions.

(viii) comparative and superlative adverbs.

(ix) interjections.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

(B) **Objective 2.** Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

(C) **Objective 3.** Students will recognize and correct errors in subject and verb agreement.

(D) **Objective 4.** Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.

(E) **Objective 5.** Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

(F) **Objective 6.** Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.

(G) **Objective 7.** Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.

(H) **Objective 8.** Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).

(I) **Objective 9.** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

(J) **Objective 10.** Students will use underlining or italics to indicate titles of works.

(h) **Standard Five objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

- (A) **Objective 1.** Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.
- (B) **Objective 2.** Students will recognize and explain the impact on meaning of parts of speech in sentences:
- (i) nouns.
 - (ii) verb tense to identify settings, times, sequences, and conditions.
 - (iii) subject and verb agreement.
 - (iv) adjectives.
 - (v) prepositional phrases.
 - (vi) intensive pronouns and their antecedents.
 - (vii) coordinating conjunctions.
 - (viii) adverbs.
 - (ix) interjections.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

- (A) **Objective 1.** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
- (B) **Objective 2.** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
- (C) **Objective 3.** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
- (D) **Objective 4.** Students will write using correct capitalization mechanics.
- (E) **Objective 5.** Students will write using correct end mark mechanics.
- (F) **Objective 6.** Students will use the correct forms of *it's/its*, *you're/your*, and *they're/there/their*.
- (G) **Objective 7.** Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.
- (H) **Objective 8.** Students will use a colon to introduce a list.
- (I) **Objective 9.** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- (J) **Objective 10.** Students will use underlining or italics to indicate titles of works.
- (K) **Objective 11.** Students will use a semicolon to punctuate compound sentences.

(i) **Standard Five objectives for Grade 6.** The following objectives apply for students in Grade 6:

- (1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
- (A) **Objective 1.** Students will recognize simple, compound, and complex sentences.
- (B) **Objective 2.** Students will recognize and explain the impact on meaning of parts of speech in sentences:

- (i) nouns.
- (ii) verb tense to signify various times, sequences, conditions, and states.
- (iii) subject and verb agreement.
- (iv) adjectives.
- (v) prepositional phrases.
- (vi) reflexive pronouns and their antecedents.
- (vii) singular they/them/their.
- (viii) subordinating conjunctions.
- (ix) adverbs.
- (x) interjections.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will write compose simple, compound, and complex sentences to add clarity and variety in their writing.

(B) **Objective 2.** Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.

(C) **Objective 3.** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.

(D) **Objective 4.** Students will write using correct capitalization mechanics.

(E) **Objective 5.** Students will write using correct end mark mechanics.

(F) **Objective 6.** Students will write using correct apostrophe mechanics.

(G) **Objective 7.** Students will use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).

(H) **Objective 8.** Students will use a colon to introduce a quotation from a source (e.g., According to *National Geographic*, meerkat homes are quite comfortable: "Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.").

(I) **Objective 9.** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

(J) **Objective 10.** Students will use underlining or italics to indicate titles of works.

(K) **Objective 11.** Students will use a semicolon to punctuate compound sentences.

(j) **Standard Five objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.

(B) **Objective 2.** Students will recognize and explain the impact on meaning of parts of speech in sentences:

- (i) nouns.
- (ii) gerunds.
- (iii) subject and verb agreement.
- (iv) cumulative and coordinate adjectives.
- (v) demonstrative pronouns.
- (vi) vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- (vii) singular they/them/their.
- (viii) correlative conjunctions.
- (ix) adverbs.
- (x) interjections.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.

(B) **Objective 2.** Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.

(C) **Objective 3.** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).

(D) **Objective 4.** Students will write using correct capitalization mechanics.

(E) **Objective 5.** Students will write using correct end mark mechanics.

(F) **Objective 6.** Students will write using correct apostrophe mechanics.

(G) **Objective 7.** Students will use commas to separate words or phrases in a series.

(H) **Objective 8.** Students will use a colon to introduce a quotation from a source.

(I) **Objective 9.** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

(J) **Objective 10.** Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.

(K) **Objective 11.** Students will use a semicolon to punctuate compound and compound-complex sentences.

(k) **Standard Five objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will recognize active and passive voice and dangling modifiers in sentences.

(B) **Objective 2.** Students will recognize and explain the impact on meaning of parts of speech in sentences:

- (i) nouns.
- (ii) verbals (i.e., gerunds, participles, infinitives).
- (iii) cumulative and coordinate adjectives.
- (iv) vague pronouns.
- (v) singular they/them/their.
- (vi) coordinating, subordinating, and correlative conjunctions.
- (vii) adverbs.
- (viii) interjections.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.

(B) **Objective 2.** Students will create clarity and/or add variety to their writing with nouns, verbs, verbals, adjectives, prepositions, adverbs, pronouns, and conjunctions.

(C) **Objective 3.** Students will recognize and correct the following: misplaced and dangling modifiers, vague pronouns, and second person point of view in formal writing.

(D) **Objective 4.** Students will write using correct capitalization mechanics.

(E) **Objective 5.** Students will write using correct end mark mechanics.

(F) **Objective 6.** Students will write using correct apostrophe mechanics.

(G) **Objective 7.** Students will use commas to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).

(H) **Objective 8.** Students will use a colon to introduce a quotation from a source.

(I) **Objective 9.** Students will write using correct quotation marks mechanics.

(J) **Objective 10.** Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.

(K) **Objective 11.** Students will use a semicolon to punctuate compound and compound-complex sentences.

(l) **Standard Five objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will examine the function of parallel structures, various types of phrases, and clauses to convey specific meanings.

(B) **Objective 2.** Students will recognize the use of active and passive voice.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will use or revise for active/passive voice and parallel structure in words and phrases for effect.

(B) **Objective 2.** Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.

(C) **Objective 3.** Students will recognize and correct misplaced and dangling modifiers.

(D) **Objective 4.** Students will write using correct capitalization mechanics.

(E) **Objective 5.** Students will write using correct end mark mechanics.

(F) **Objective 6.** Students will write using correct apostrophe mechanics.

(G) **Objective 7.** Students will use commas to set off simple parenthetical elements.

(H) **Objective 8.** Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.).

(I) **Objective 9.** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

(J) **Objective 10.** Students will write using correct italics mechanics.

(K) **Objective 11.** Students will write using correct semicolon mechanics.

(m) **Standard Five objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will recognize and analyze the effect of parallel structure, active and passive voice, and various types of phrases and clauses to convey specific meanings.

(B) **Objective 2.** Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effects in particular sentences.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will use or revise for active/passive voice and parallel structure in words, phrases, and/or clauses for effect.

(B) **Objective 2.** Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.

(C) **Objective 3.** Students will demonstrate their use of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.

- (D) **Objective 4.** Students will write using correct capitalization mechanics.
- (E) **Objective 5.** Students will write using correct end mark mechanics.
- (F) **Objective 6.** Students will write using correct apostrophe mechanics.
- (G) **Objective 7.** Students will write using comma mechanics.
- (H) **Objective 8.** Students will use a colon to reveal information.
- (I) **Objective 9.** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.
- (J) **Objective 10.** Students will write using correct italics mechanics.
- (K) **Objective 11.** Students will write using correct semicolon mechanics.

(n) **Standard Five objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

- (1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
 - (A) **Objective 1.** Students will apply their knowledge of syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.
 - (B) **Objective 2.** Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.
- (2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
 - (A) **Objective 1.** Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate.
 - (B) **Objective 2.** Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to achieve a specific effect.
 - (C) **Objective 3.** Students will write using correct capitalization mechanics.
 - (D) **Objective 4.** Students will write using correct end mark mechanics.
 - (E) **Objective 5.** Students will write using correct apostrophe mechanics.
 - (F) **Objective 6.** Students will write using correct comma mechanics.
 - (G) **Objective 7.** Students will use a colon or dash to reveal information in a sentence.
 - (H) **Objective 8.** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

(I) **Objective 9.** Students will write using correct italics mechanics.

(J) **Objective 10.** Students will write using correct semicolon mechanics.

(o) **Standard Five objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

(A) **Objective 1.** Students will apply their knowledge of syntax (e.g., parallel structure, active and passive voice, and phrases/clauses) to analyze and evaluate a variety of texts, understanding that usage and convention change over time.

(B) **Objective 2.** Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.

(2) **Writing.** Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

(A) **Objective 1.** Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses, intentionally breaking the rules for effect when appropriate.

(B) **Objective 2.** Students will demonstrate command of Standard American English (i.e., grammar, mechanics, and usage) in writing, presentations, and/or multimodal literacies to convey specific meanings and ideas, intentionally departing from standard usage to create an effect.

(C) **Objective 3.** Students will write using correct capitalization mechanics.

(D) **Objective 4.** Students will write using correct end mark mechanics.

(E) **Objective 5.** Students will write using correct apostrophe mechanics.

(F) **Objective 6.** Students will write using correct comma mechanics.

(G) **Objective 7.** Students will use a colon or dash to reveal information in a sentence.

(H) **Objective 8.** Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.

(I) **Objective 9.** Students will write using correct italics mechanics.

(J) **Objective 10.** Students will write using correct semicolon mechanics.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-31. Standard Six: Research

(a) **Statement of the standard.** Students will engage in inquiry to acquire, refine, and communicate accurate information.

(b) **Standard Six objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will begin to identify pictures, charts, grade-level texts, or people as sources of information on a topic of interest.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

(c) **Standard Six objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will identify relevant pictures, charts, grade-level texts, or people as sources of information on a topic of interest.

(B) **Objective 2.** Students will identify and use graphic and text features to understand texts:

(i) photos.

(ii) illustrations.

(iii) titles.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will generate topics of interest and decide if a friend, teacher, or expert can answer their questions with prompting.

(B) **Objective 2.** Students will find information from provided sources during group research with prompting.

(C) **Objective 3.** Students will share relevant information for various purposes with prompting.

(d) **Standard Six objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will identify who can answer questions about their topic or what resources they will need to find the information.

(B) **Objective 2.** Students will identify and use graphic and text features to understand texts:

(i) photos.

(ii) illustrations.

(iii) titles.

(iv) labels.

(v) headings.

(vi) charts.

(vii) graphs.

(C) **Objective 3.** Students will identify the location and purpose of the table of contents and glossary.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will generate questions about topics of interest for research.

(B) **Objective 2.** Students will organize information found during group or individual research, using graphic organizers or other aids with prompting.

(C) **Objective 3.** Students will share relevant information for various purposes.

(e) **Standard Six objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will create their own questions to find information on their topic.

(B) **Objective 2.** Students will use identify and use graphic and text features to understand texts:

(i) photos.

(ii) illustrations.

(iii) titles.

(iv) labels.

(v) headings.

(vi) charts.

(vii) graphs.

(viii) captions.

(ix) subheadings.

(C) **Objective 3.** Students will consult various text reference sources to gather information (i.e., title page, table of contents, glossary, index).

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will generate a list of topics and questions about an area of interest for research.

(B) **Objective 2.** Students will organize information found during group or individual research, using graphic organizers or other aids.

(C) **Objective 3.** Students will organize and share relevant information for various purposes.

(f) **Standard Six objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will conduct research to answer questions, including self-generated questions, and to build knowledge.

(B) **Objective 2.** Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to define a text.

(C) **Objective 3.** Students will begin to determine the relevance of information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will choose a topic of interest and generate several questions about it for research.

(B) **Objective 2.** Students will begin to organize information found during research, following a modified citation style (i.e., author,

title, publication year).

(C) **Objective 3.** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.

(g) **Standard Six objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

(B) **Objective 2.** Students will identify and use text features (e.g., graphics, captions, headings, subheadings, words in bold/italics, charts, tables, legends) to interpret a text.

(C) **Objective 3.** Students will determine the relevance of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will generate a viable research question about a topic.

(B) **Objective 2.** Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).

(C) **Objective 3.** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.

(h) **Standard Six objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

(B) **Objective 2.** Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.

(C) **Objective 3.** Students will determine the relevance and reliability of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate a viable research question.

(B) **Objective 2.** Students will organize information found during research, following a modified citation style (e.g. author, title, publication date).

(C) **Objective 3.** Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or

two) that organize related information logically and convey key details, quotations, or other relevant information from multiple sources.

(i) **Standard Six objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will use their own viable research questions to gather information about a topic.

(B) **Objective 2.** Students will record and organize information from various primary and secondary sources.

(C) **Objective 3.** Students will determine the relevance and reliability of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate and refine a viable research question.

(B) **Objective 2.** Students will develop a clear, concise thesis statement.

(C) **Objective 3.** Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

(D) **Objective 4.** Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).

(j) **Standard Six objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.

(B) **Objective 2.** Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.

(C) **Objective 3.** Students will determine the relevance, reliability, and validity of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate and refine a viable research question.

(B) **Objective 2.** Students will develop a clear, concise thesis statement.

(C) **Objective 3.** Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

(D) **Objective 4.** Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).

(k) **Standard Six objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.

(B) **Objective 2.** Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.

(C) **Objective 3.** Students will determine the relevance, reliability, and validity of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate and refine a viable research question.

(B) **Objective 2.** Students will develop a clear, concise, defensible thesis statement.

(C) **Objective 3.** Students will quote, paraphrase, and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

(D) **Objective 4.** Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).

(l) **Standard Six objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will find and comprehend information about a topic, using their own viable research questions.

(B) **Objective 2.** Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.

(C) **Objective 3.** Students will evaluate the relevance, reliability, and validity of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate and refine a viable research question.

(B) **Objective 2.** Students will develop a clear, concise, defensible thesis statement.

(C) **Objective 3.** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

(D) **Objective 4.** Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

(m) **Standard Six objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will find and comprehend information about a topic, using their own viable research questions.

(B) **Objective 2.** Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.

(C) **Objective 3.** Students will evaluate the relevance, reliability, and validity of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate and refine a viable research question.

(B) **Objective 2.** Students will develop a clear, concise, defensible thesis statement.

(C) **Objective 3.** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g. MLA, APA) to avoid plagiarism.

(D) **Objective 4.** Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

(n) **Standard Six objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will find and comprehend information about a topic, using their own viable research questions.

(B) **Objective 2.** Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.

(C) **Objective 3.** Students will evaluate the relevance, reliability, and validity of the information gathered.

(2) **Writing.** Students will synthesize information ethically through speaking and writing.

(A) **Objective 1.** Students will formulate and refine a viable research question.

(B) **Objective 2.** Students will develop a clear, concise, defensible thesis statement.

(C) **Objective 3.** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g. MLA, APA) to avoid plagiarism.

(D) **Objective 4.** Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

(o) **Standard Six objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

(A) **Objective 1.** Students will find and comprehend information about a topic, using their own viable research questions.

- (B) **Objective 2.** Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.
- (C) **Objective 3.** Students will evaluate the relevance, reliability, and validity of the information gathered.
- (2) **Writing.** Students will synthesize information ethically through speaking and writing.
 - (A) **Objective 1.** Students will formulate and refine a viable research question.
 - (B) **Objective 2.** Students will develop a clear, concise, defensible thesis statement.
 - (C) **Objective 3.** Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g. MLA, APA) to avoid plagiarism.
 - (D) **Objective 4.** Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-32. Standard Seven: Multimodal Literacies

- (a) **Statement of the standard.** Students will comprehend and communicate knowledge through alphabetic, aural, visual, spatial, and/or gestural content.
- (b) **Standard Seven objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:
 - (1) **Reading.** Students will comprehend and evaluate multimodal content.
 - (A) **Objective 1.** Students will explore ideas and topics in a variety of media and formats with prompting.
 - (2) **Writing.** Students will create multimodal content to communicate effectively.
 - (A) **Objective 1.** Students will begin to combine movement with relevant props, images, or illustrations to support their writing and speaking.
- (c) **Standard Seven objectives for Kindergarten.** The following objectives apply for students in Kindergarten:
 - (1) **Reading.** Students will comprehend and evaluate multimodal content.
 - (A) **Objective 1.** Students will explore ideas and topics in multimodal content.
 - (2) **Writing.** Students will create multimodal content to communicate effectively.
 - (A) **Objective 1.** Students will combine movement with relevant props, images, or illustrations to support their writing and speaking.
- (d) **Standard Seven objectives for Grade 1.** The following objectives apply for students in Grade 1:
 - (1) **Reading.** Students will comprehend and evaluate multimodal content.
 - (A) **Objective 1.** Students will explain how ideas and topics are depicted in multimodal content.
 - (2) **Writing.** Students will create multimodal content to communicate effectively.
 - (A) **Objective 1.** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts,

and feelings.

(e) **Standard Seven objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will explore and compare ideas and topics in multimodal content.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will use a combination of writing, sound, visual content, and/or movement to communicate ideas, thoughts, and feelings.

(f) **Standard Seven objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare perspectives about ideas and topics.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:

(i) writing/alphabetic.

(ii) sound, visual, and/or spatial.

(iii) movement.

(g) **Standard Seven objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will locate and use information from a variety of alphabetic, aural, visual, spatial, and/or gestural content to compare and contrast perspectives about ideas and topics.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:

(i) writing/alphabetic.

(ii) sound, visual, and/or spatial.

(iii) movement.

(h) **Standard Seven objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will analyze the characteristics and effectiveness of a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural, and/or spatial) that communicates ideas, thoughts, and feelings for an intended audience.

(i) **Standard Seven objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will compare and contrast the effectiveness of a variety of alphabetic, aural, visual, and/or gestural content from various perspectives.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create multimodal content that effectively communicates ideas using technologies and appropriate media.

(j) **Standard Seven objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural, and/or spatial) that effectively communicates ideas for an intended audience.

(k) **Standard Seven objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will determine the intended purposes of techniques used for rhetorical effects in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create multimodal content (i.e., alphabetic, aural, visual, gestural, and/or spatial) that intentionally addresses an audience and accomplishes a purpose.

(l) **Standard Seven objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to the meaning.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

(m) **Standard Seven objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

(n) **Standard Seven objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.

(o) **Standard Seven objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will comprehend and evaluate multimodal content.

(A) **Objective 1.** Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.

(2) **Writing.** Students will create multimodal content to communicate effectively.

(A) **Objective 1.** Students will create engaging multimodal content that intentionally enhances understanding of findings, reasoning, and evidence for diverse audiences.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-33. Standard Eight: Independent Reading and Writing

(a) **Statement of the standard.** Students will read and write independently for a variety of purposes and periods of time.

(b) **Standard Eight objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will begin to express their ideas using a combination of drawing and emergent writing with prompting.

(c) **Standard Eight objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will listen and respond to read-alouds, participate in shared reading, and interact independently with texts.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will express their ideas using a combination of drawing and emergent writing with prompting.

(d) **Standard Eight objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will select texts for academic and personal purposes and read independently for extended periods of time.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using a combination of emergent and conventional writing with prompting.

(e) **Standard Eight objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will select texts for academic and personal purposes and read independently for extended periods of time.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print and/or typing over various lengths of time for a variety of purposes.

(f) **Standard Eight objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

(g) **Standard Eight objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

(h) **Standard Eight objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will read selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audiences for a variety of purposes.

(i) **Standard Eight objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing modes and genres to suit their audience and purpose.

(j) **Standard Eight objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.

(k) **Standard Eight objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, and combining modes and genres to suit their audience and purpose.

(l) **Standard Eight objectives for Grade 9 - English I.** The following objectives apply for students in Grade 9 - English I:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will select texts for specific purposes and read independently for extended periods of time.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally

selecting and combining modes and genres to suit their audiences and purposes.

(m) **Standard Eight objectives for Grade 10 - English II.** The following objectives apply for students in Grade 10 - English II:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will select texts for specific purposes and read independently for extended periods of time.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

(n) **Standard Eight objectives for Grade 11 - English III.** The following objectives apply for students in Grade 11 - English III:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will select texts for specific purposes and read independently for extended periods of time.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, selecting and combining modes and genres to suit their audiences and purposes.

(o) **Standard Eight objectives for Grade 12 - English IV.** The following objectives apply for students in Grade 12 - English IV:

(1) **Reading.** Students will read self-selected texts independently, choosing genres to suit and expand their personal preferences and purposes.

(A) **Objective.** Students will select texts for specific purposes and read independently for extended periods of time.

(2) **Writing.** Students will write independently, intentionally selecting modes, purposes, and audiences.

(A) **Objective.** Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

[Source: Added at 33 Ok Reg 1285, eff 9-11-16; Amended at 38 Ok Reg 1754, eff 9-11-21]

PART 7. MATHEMATICS

210:15-3-40. Overview grades 1 through 5 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-40.1. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-40.2. Mathematics process standards grades 1-5 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-41. Mathematics content standards grade 1 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-42. Mathematics content standards grade 2 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-43. Mathematics content standards grade 3 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-44. Mathematics content standards grade 4 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-45. Mathematics content standards grade 5 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 21 Ok Reg 192, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1200, eff 5-27-04; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-46. Overview grades 6 - 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-46.1. Mathematics process standards grades 6 - 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-47. Mathematics content standards grade 6 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 21 Ok Reg 192, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1200, eff 5-27-04; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-48. Mathematics content standards grade 7 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 21 Ok Reg 192, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1200, eff 5-27-04; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-49. Mathematics content standards grade 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 21 Ok Reg 192, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1200, eff 5-27-04; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-50. Overview high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-50.1. Process standards high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-51. Mathematics content skills algebra I [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 21 Ok Reg 192, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1200, eff 5-27-04; Amended at 24 Ok Reg 137, eff 10-8-06 (emergency); Amended at 24 Ok Reg 1216, eff 5-25-07; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-52. Mathematics content standards geometry [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1483, eff 6-11-07; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-53. Mathematics content standards algebra II [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 24 Ok Reg 1483, eff 6-11-07; Amended at 26 Ok Reg 1868, eff 6-25-09; Revoked at 33 Ok Reg 1324, eff 9-11-16]

210:15-3-54. Mathematics education [REVOKED]

[Source: Added at 33 Ok Reg 1324, eff 9-11-16; Revoked at 40 Ok Reg 153, eff 12-11-22]

210:15-3-55. Definitions [REVOKED]

[Source: Added at 33 Ok Reg 1324, eff 9-11-16; Revoked at 40 Ok Reg 153, eff 12-11-22]

210:15-3-56. Standard One: Number and Operations [REVOKED]

[Source: Added at 33 Ok Reg 1324, eff 9-11-16; Revoked at 40 Ok Reg 153, eff 12-11-22]

210:15-3-57. Standard Two: Algebraic Reasoning and Algebra [REVOKED]

[Source: Added at 33 Ok Reg 1324, eff 9-11-16; Revoked at 40 Ok Reg 153, eff 12-11-22]

210:15-3-58. Standard Three: Geometry and Measurement [REVOKED]

[Source: Added at 33 Ok Reg 1324, eff 9-11-16; Revoked at 40 Ok Reg 153, eff 12-11-22]

210:15-3-59. Standard Four: Data and Probability [REVOKED]

[Source: Added at 33 Ok Reg 1324, eff 9-11-16; Revoked at 40 Ok Reg 153, eff 12-11-22]

210:15-3-60. Mathematics education

(a) **Goal of Mathematics education.** The overarching goal of the Oklahoma Academic Standards for Mathematics is for all Oklahoma students to become mathematically proficient and literate through a strong mathematics program that emphasizes and engages problem solving, communicating, reasoning, connections, and representations. The students are supported to learn the skills to be proficient and literate students and to confidently and effectively use mathematics concepts, computation skills, and numbers to problem-solve, reason, and analyze information. The clear, concise, and rigorous mathematics standards are to have Oklahoma students be college and career ready. Students will develop a deep and flexible conceptual understanding, fluency, problem solving strategies, mathematical reasoning and disposition which will have students be ready for the mathematics expectations of college and the skills desired by many employers.

(b) **Format of the standards.** The Oklahoma Academic Standards for Mathematics are developed around four main content strands. All four standards engage and

develop skills and abilities to problem solve, communicate, and reason. The standards specify what students should know and be able to do at the end of each grade level or course. The standards are flexible in organization with high expectations and support for all students. The standards stimulate curiosity, create enjoyment of mathematics, and develop depth of understanding. The standards focus on problem solving and allows for reflective thinking for a deeper knowledge of mathematics. The standards enhance technology that is essential in teaching and learning mathematics.

[Source: Added at 40 Ok Reg 153, eff 12-11-22]

210:15-3-61. Definitions

The following words and terms, when used in this Part, shall have the following meaning, unless the context clearly indicates otherwise:

"AA similarity (Angle-Angle similarity)" means if two triangles have two pairs of corresponding angles that are congruent, then the triangles are similar.

"ASA congruence (Angle-Side-Angle congruence)" means if two triangles have two corresponding angles and the side adjacent to both angles congruent, then the triangles themselves are congruent.

"Absolute value" means the absolute value of a real number is its (non-negative) distance from 0 on a number line.

"Addend" means in the addition problem $3+2+6 = 11$, the addends are 3, 2, and 6.

"Addition and subtraction within 5, 10, 20, 100, or 1,000" means addition or subtraction of two whole numbers with whole number answers, and with sum or minuend in the range 0-5, 0-10, 0-20, or 0-100, respectively. Example: $8 + 2 = 10$ is an addition within 10, $14 - 5 = 9$ is a subtraction within 20, and $55 - 18 = 37$ is a subtraction within 100.

"Additive inverses" means two numbers whose sum is 0 are additive inverses of one another. Example: $\frac{3}{4}$ and $-\frac{3}{4}$ are additive inverses of one another because $\frac{3}{4} + (-\frac{3}{4}) = (-\frac{3}{4}) + \frac{3}{4} = 0$.

"Algorithm" means a finite set of steps for completing a procedure (e.g. long division).

"Analog" means having to do with data represented by continuous variables (e.g. a clock with hour, minute, and second hands).

"Arc (minor and major)" means a portion of the circumference of a circle with ending points A and B. Unless stated otherwise, arc AB always refers to the shorter segment of the two (the minor arc). Together with the major arc the two portions beginning and ending at points A and B form the entire circumference of a circle.

"Arc length" means the distance along the curved line forming the arc.

"Arc measure" means the angle formed by the arc at the center of the circle.

"Area" means a measurement of the amount of space within a closed two-dimensional shape. Area is usually measured in terms of "square units," in which 1 square unit is the amount of space within a square that measures 1 unit by 1 unit (for a given unit of length). Example: area may be measured in "square centimeters," 1 square centimeter being the amount of space within a 1cm by 1cm square.

"Arithmetic sequence (progression)" means a sequence in which successive terms exhibit a common difference.

"Array (rectangular)" means an orderly arrangement of objects into a rectangular configuration (e.g. take six tiles and arrange two long and three wide to form a rectangle).

"Associative property of addition" See Table 1.

"Associative property of multiplication" See Table 1.

"Assumption" means a fact or statement (as a proposition, axiom, postulate) taken for granted.

"Attribute" means characteristic (e.g. size, shape, color, weight).

"Benchmark fraction" means a common fraction against which other fractions can be measured, such as $\frac{1}{2}$.

"Bar graph" means a display of categorical data in which vertical or horizontal bars represent the count of a category. The relative lengths of the various bars in the graph are commensurate with the relative sizes of the counts of the data.

"Bivariate data" means pairs of linked numerical observations. Example: a list of heights and weights for each player on a football team.

"Box plot" means a graphic method that shows the distribution of data values by using the median, quartiles, and extremes of the data set. A box shows the middle 50% of the data.

"Capacity" means the maximum amount or number that can be contained or accommodated (e.g. a jug with a one-gallon capacity; the auditorium was filled to capacity).

"Cardinal number" means a number (such as 1, 5, 15) that is used in simple counting and that indicates how many elements there are in a set.

"Cardinality" means the cardinality of a finite collection of objects is the number of objects in the set. Example: in PK-Grade 1 students are still learning that "5" represents the number of objects in any group of "five" objects.

"Categorical data" means data that measures the number of occurrences of a discrete set of outcomes (e.g. noticing the different colors of shoes in the class and then recording the number of each color).

"Chord" means a chord is a line that connects two points on a circle.

"Circle" means the set of all points that are equidistant from a given point, called the center of the circle. The set of all points that lie inside the circle is called the interior of the circle.

(A) **Radius of a circle** means both a segment with one endpoint on the center of the circle and the other endpoint on the circle, and the length of this segment (which is necessarily the same for any point on the circle).

(B) **Diameter of a circle** means both a segment with endpoints on the circle that contains the center, and the length of this segment.

(C) **Circumference of a circle** means the lengths of the circle if cut and opened up to make a straight line segment, which can be found with $C = 2\pi r$ where r is the radius and π is the irrational number "pi" (can be thought of as the perimeter of the circle).

(D) **Area of a circle** means the area of the interior of the circle, which can be found with $A = \pi r^2$ where r is the radius and π the irrational number "pi."

"Combinations" means a selection of objects without regard to order.

"Coefficient" means any of the factors of a product considered in relation to a specific factor. Often, this will be a numerical factor in a product of numbers and variables (e.g. $3x^2$ has coefficient 3).

"Commutative property" See Table 1.

"Complement (of a set)" means a set A is typically considered to be a subset of an understood "universal set." The complement of A, denoted by A^c is the set of all elements of the universal set that are not members of A.

"Complementary angles" means two angles whose measures have a sum of 90 degrees.

"Complex fraction" means a fraction A/B where A and/or B are fractions ($B \neq 0$).

"Complex number" means numbers of the form $a + bi$, where a, a real number, is the "real part," and b, also a real number, is the "imaginary part," and i is the imaginary number. See also imaginary number.

"Complex plane" means a Cartesian plane in which the point (a,b) is used to represent $a + bi$.

"Compose numbers" means to compose numbers is to create new numbers using any of the four operations with other numbers. Example: students compose 10 in many ways ($9=1$, $8=2$, ... , $5+5$, ...). Also, each place in the base ten place value is composed of ten units of the place to the left (i.e. one hundred is composed of ten bundles of ten, one ten is composed of ten ones).

"Compose shapes" means joining geometric shapes without overlaps to form new shapes.

"Composite number" means any positive integer divisible by one or more positive integers other than itself and 1.

"Computation algorithm" means a set of predefined steps applicable to a class of problems that give the correct result in every case when the steps are carried out correctly. See also algorithm; computation strategy.

"Computation strategy" means purposeful manipulations that may be chosen for specific problems, may not have a fixed order, and may be aimed at converting one problem into another. See also computation algorithm.

"Conditional statement" means a statement of the form, "If P, then Q," where each of P and Q and themselves statements. Example: "If it rains, then the streets get wet," is a conditional statement. If the conditional statement "If P, then Q," is true, then this means that it is never the case that the statement P is true while the statement Q is false. Example: it will never be the case that "it rained" but "the streets are not wet." Related statements are:

(A) **Converse:** "If Q, then P." This may or may not be true if the original statement is true.

(B) **Inverse:** "If NOT P, then NOT Q." This may or may not be true if the original statement is true.

(C) **Contrapositive:** "If NOT Q, then NOT P." This is always true if the original statement is true, and vice versa. Example: notice that, "If the streets are NOT wet, then it did NOT rain," is logically equivalent to the example statement above.

"Congruent" means two geometric objects are congruent if one can be mapped onto the other using a sequence of rigid motions (rigid motions are geometric transformations that preserve lengths and angles).

"Conjugate" means the result of writing a sum of two terms as a difference, or vice versa. Example: the conjugate of $x - 2$ is $x + 2$.

"Conjecture" means a statement believed to be true but not yet proved.

"Constant" means a number or sometimes a letter such as a, b or c to stand for a fixed number. Example: in " $x + 5 = 9$ ", 5 and 9 are constants. If it is not a constant it is called a variable.

"Constant of proportionality" means given a proportional relationship expressed as $y=kx$, the number k is often called the constant of proportionality.

"Coordinate plane" means a plane in which a point is represented using two coordinates that determine the precise location of the point. In the Cartesian plane, two perpendicular number lines are used to determine the locations of points. In the polar coordinate plane, points are determined by their distance along a ray through that point and the origin, and the angle that ray makes with a predetermined horizontal axis.

"Cosine (of an acute angle)" means, in a right angle, the cosine of an acute angle is the ratio of the length of the leg adjacent to the angle to the length of the hypotenuse.

"Counterexample" means an example to show that a given statement is false. Example: to disprove the statement "All right triangles are isosceles," all one needs to do is produce a right triangle that is scalene.

"Counting number" means a number used in counting objects (i.e. a number from the set $\{1, 2, 3, 4, 5, \dots\}$). See also Natural number.

"Counting on" means a strategy for finding the number of objects in a group without having to count every member of the group. Example: if a stack of books is known to have 8 books and 3 more books are added to the top, it is not necessary to count the stack all over again; one can find the total by counting on - pointing to the top book and saying "eight," following this with, "nine, ten, eleven. There are eleven books now."

"Continuous graph (of data)" means a graph is continuous if it contains intervals of data points.

"Decimal expansion" means the resulting decimal number found when dividing a rational number in fraction form. May include terminating and repeating decimals.

"Decimal fraction" means a fraction (as $0.25 = 25/100$ or 0.025) or mixed number (as $3.025 = 3 \frac{25}{1000}$) in which the denominator is a power of ten, usually expressed by the use of the decimal point.

"Decimal number" means any real number expressed in base 10 notations, such as 2.673.

"Decompose numbers" means, given a number, identify pairs, triples, etc. of numbers that combine to form the given number.

"Decompose shapes" means, given a geometric shape, identify geometric shapes that meet without overlap to form the given shape.

"Deductive reasoning" means, informally, the process of using known facts and relationships to derive new facts and relationships.

"Dependent events" means events that influence each other. If one of the events occurs, it changes the probability of the other event.

"Dependent variable" means the output of a function. The quantity that is affected when the input is changed.

"Digit" means any of the Arabic numerals 1 to 9 and usually the symbol 0; one of the elements that combine to form numbers in a system other than the decimal system.

"Digital" means having to do with data that is represented in the form of numerical digits; providing a readout in numerical digits (e.g. a digital watch).

"Dilation" means a transformation that moves each point along the ray through the point emanating from a fixed center, and multiplies distances from the center by a common scale factor.

"Discrete graph (of data)" means a graph is discrete if it consists of separated data points and contains no intervals of data.

"Divisible" means a non-zero integer p is said to be divisible by a non-zero integer q if there exists an integer r such that $qxr = p$.

"Domain of a relation" means the set of all the first elements or x -coordinates of a relation.

"Dot plot" See line plot.

"Equivalent expressions" means two expressions (numerical or otherwise) are said to be equivalent if one can be obtained from the other using the properties of operations, such as the commutative, associative and distributive properties, as well as by representing numbers in the expressions in different but equivalent forms.

"Equivalent fractions" means two fractions a/b and c/d are said to be equivalent if there exists a non-zero number n such that $na/nb=c/d$. Equivalent fractions represent the same amount by changing both the size and the number of parts of a given fraction.

"Equivalent ratios" means two ratios $a:b$ and $c:d$ are equivalent if there is a non-zero number k such that $ka=c$ and $kb=d$. Equivalent ratios can be shown to have the same unit rate.

"Expanded form" means a multi-digit number is expressed in expanded form when it is written as a sum of single-digit multiples of powers of ten.
Example: $643 = 600 + 40 + 3$.

"Expected value" means, for a random variable, the weighted average of its possible values, with weights given by their respective probabilities.

"Experimental probability" means when trials of a probability experiment are run and data is collected, the experimental probability of a desired outcome is the relative frequency of that outcome as a ratio of the number of such outcomes to the total number of outcomes. Example: if a coin is flipped 100 times, and heads comes up 45 times, then the experimental probability of heads is $45/100$ or 0.45 (the theoretical probability is 0.50 , and if the number of trials is increased the experimental probability will get closer and closer to 0.50).

"Exponent (Integer)" means a negative integer exponent denotes the reciprocal of the base raised to the corresponding opposite integer. Thus $x^{-2} = 1/x^2$.

"Exponent (Whole Number)" means the number that indicates how many times the base is used as a factor (e.g. in $4^3 = 4 \times 4 \times 4 = 64$, the exponent is 3, indicating that 4 is repeated as a factor three times).

"Exponential function" means an exponential function with base b is defined by $y = b^{xt}$ where $b > 0$ and b is not equal to 1.

"Expression" means a mathematical phrase that combines operations, numbers, and/or variables (e.g. $3^2 \div a$).

"Exterior angles (of a polygon)" means the supplement of an interior angle or a polygon that is formed by extending one of the line segments determining the interior angle at a given vertex.

"Extraneous solution" means a solution, such as that to an equation, that emerges from the process of solving the problem but is not a valid solution to the original problem.

"Fluency" means easily and accurately responding to calculations (Van de Walle). See Table 4.

"First quartile" means, for a data set with median M , the first quartile is the median of the data values less than M . Example: For the data set $\{1, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the first quartile is 6. See also median, third quartile,

interquartile range. rational number and complex fraction.

"Fraction" means a number expressible in the form a/b where a is a whole number and b is a positive whole number (the word fraction in these standards always refers to a non-negative number). See also rational number and complex fraction.

"Frequency table" means a representation of data in which categories are listed in one column (row) of a table and the number of occurrences (frequency) of each category is indicated in another column (row).

"Function" means a rule that assigns to every element of one set (the domain) exactly one element of another set (the range). A function is often thought of as an "input/output" rule, as in every input determines an output (usually according to mathematical operations performed on the input).

"Function machine" means an input/output model (often made with milk cartons, boxes, or drawn on the board) to show one number entering and a different number exiting. Students guess the rule that produced the second number (e.g. enter 3, exit 5, rule: add 2).

"Function notation" means a notation that describes a function. For a function f , when x is a member of the domain, the symbol $f(x)$ denotes the corresponding member of the range (e.g. $f(x) = x + 3$).

"Geometric sequence (progression)" means an ordered list of numbers that has a common ratio between consecutive terms (e.g. 2, 6, 18, 54).

"Histogram" means a type of bar graph used to display the distribution of measurement data across a continuous range.

"Hypotenuse" means the longest side of a right triangle, necessarily opposite to the right angle. The other sides are called the legs of the right triangle (longer and shorter if applicable).

"HL (Hypotenuse-Leg) congruence" means, if two right triangles have hypotenuse and one corresponding leg congruent, then the triangles are congruent.

"Identity property of 0" See Table 1

"Imaginary number" means a number i is considered imaginary if $i^2 = -1$. See also complex number.

"Independent events" means events that do not influence one another. Each event occurs without changing the probability of the other event. Specifically, two events are independent if $P(A \text{ AND } B) = P(A) \cdot P(B)$.

"Independent variable" means the input of a function. The quantity whose value is changed to affect the output.

"Independently combined probability models" means two probability models are said to be combined independently if the probability of each ordered pair in the combined model equals the product of the original probabilities of the two individual outcomes in the ordered pair.

"Inductive reasoning" means, informally, the process of examining patterns and making conclusions based on observed patterns.

"Input/Output table" means usually a two-column table (or two-row table) with one column (row) listing the inputs of a rule and the other column (row) listing the corresponding outputs for each input.

"Integer" means the set of numbers that contains the whole numbers and their additive inverses (opposites) (i.e. $\{\dots, -2, -1, 0, 1, 2, 3, \dots\}$).

"Intercepts (of a graph)" means, geometrically, where a graph intersects an axis in a Cartesian plane.

"Interquartile range" means a measure of variation in a set of numerical data, the interquartile range is the distance between the first and third quartiles of

the data set. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the interquartile range is $15 - 6 = 9$. See also first quartile, third quartile.

"Intersection (of sets)" means for two sets A and B, the intersection is the set of all elements that are members of both sets simultaneously.

"Inverse function" means a function $(f(x)) = x$ and $f(g(x)) = x$ is said to be an inverse function for f. The inverse of f is often denoted by f^{-1} .

"Inverse operations" means operations that undo each other (e.g. addition and subtraction are inverse operations; multiplication and division are inverse operations).

"Irrational number" means numbers that are not rational. Irrational numbers have nonterminating, nonrepeating decimal expansions (e.g. square root of 2, pi).

"Length (of a segment)" means the length of a (straight) line segment is a measurement of the distance from one endpoint of the object to the other. Once a unit of length is specified, the length of a segment is found by placing such units end-to-end without gaps or overlaps and counting how many such units are used.

"Line Plot" means a representation of data in which categories are listed underneath points on a number line, and in which the number of occurrences (frequency) of each category is represented by a corresponding number of marks (X's, dots) above each category's point.

"Linear association" means a set of bivariate data exhibits a linear association if a scatter plot of the data can be well-approximated by a line.

"Linear equation" means any equation that can be written in the form $Ax + By + C = 0$ where A and B cannot both be 0. The graph of such an equation is a line.

"Linear function" means a function f is linear if it can be written in the form $(x) = mx + b$.

"Literal equation" means an equation involving multiple variables and numbers, often that cannot be solved for an explicit numerical value of any of the individual variables. In such a case one may solve for one variable as an expression of the others.

"Logarithm" means the exponent that indicates the power to which a base number is raised to produce a given number. Example: the logarithm of 100 to the base 10 is 2.

"Logarithmic function" means any function in which an independent variable appears in the form of a logarithm; they are the inverse functions of exponential functions.

"Manipulatives" means concrete materials (e.g. buttons, beans, egg and milk cartons, counters, attribute and pattern blocks, interlocking cubes, base-10 blocks, geometric models, geo-boards, fractions pieces, rulers, balances, spinners, dot paper) used to represent mathematical concepts, operations, and relationships.

"Matrix (pl. matrices)" means a rectangular array of numbers or variables.

"Mean (arithmetic)" means a measure of center in a set of numerical data, computed by adding the values in a list and then dividing by the number of values in the list. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean is 21.

"Mean absolute deviation" means a measure of variation in a set of numerical data, computed by adding the distances between each data value and the mean, then dividing by the number of data values. Example: For the data set {1, 3, 6, 7, 10, 12, 14, 15, 22, 120}, the mean absolute deviation is 20.

"Measure of central tendency" means a determination of the center of a data set meant to describe a set of data. See also mean, median, mode, and percentile.

"Measure of spread (or variable)" means a determination of how much the data in a set deviates from a measure of center. The most frequently used measure is standard deviation. See also standard deviation, range.

"Median" means a measure of center in a set of numerical data. The median of a list of values is the value appearing at the center of a sorted version of the list; or the mean of the two central values, if the list contains an even number of values. Example: For the data set {2, 3, 6, 7, 10, 12, 14, 15, 22, 90}, the median is 11.

"Midline" means, in the graph of a sine or cosine function, the horizontal line halfway between its maximum and minimum values.

"Mixed number" means a number written in the form $A \frac{b}{c}$, which is a shorthand way to represent the quantity $A + \frac{b}{c}$. A mixed number may be written as a fraction greater than 1 by writing $A \frac{b}{c} = A + \frac{b}{c} = \frac{Ac}{c} + \frac{b}{c} = \frac{Ac+b}{c}$.

"Model" means a mathematical representation (e.g. number, graph, matrix, equation(s), geometric figure) for real-world or mathematical objects, properties, actions, or relationships.

"Modulus of a complex number" means the distance between a complex number and the origin on the complex plane.

"Multiplication and division within 100" means multiplication or division of two whole numbers with whole number answers, and with product or dividend in the range 0-100. Example: $72 \div 8 = 9$.

"Multiplication counting principle" means if k actions can be taken in $N_1, N_2, \dots, N_k$ different ways, then there are a total of $N_1 \cdot N_2 \cdot \dots \cdot N_k$ different ways to perform those actions in sequence.

"Multiplicative inverses" means two numbers whose product is 1 are multiplicative inverses of one another. Example $\frac{3}{4}$ and $\frac{4}{3}$ are multiplicative inverses of one another.

"Natural number" means a number used in counting objects (i.e. a number from the set $\{1, 2, 3, 4, 5, \dots\}$). See also Counting number.

"Net" means a two-dimensional representation of a three-dimensional figure constructed of polygons, such that if folds were made on certain edges of the net and appropriate sides were "glued" together, the resulting figure would be the original three-dimensional figure.

"Network" means a figure consisting of vertices and edges that shows how objects are connected; a collection of points (vertices), with certain connections (edges) between them.

"Non-linear association" means the relationship between two variables is nonlinear if the change in the second is not simply proportional to the change in the first, independent of the value of the first variable.

"Nonstandard measurement" means a measurement determined by the use of nonstandard units such as hands, paper clips, beans, cotton balls, etc.

"Number line diagram" means a diagram of the number line used to represent numbers and support reasoning about them. In a number line diagram for measurement quantities, the interval from 0 to 1 on the diagram represents the unit of measure for the quantity.

"Number sense" means the understanding of number size (relative magnitude), number representations, number operations, referents for quantities and measurement used in everyday situations, etc.

"Numeral" means a symbol or mark used to represent a number.

"One-to-one correspondence" means a matching of the elements of two sets such that each element from the first set is matched with one and only one element of the second set, and such that each element of the second set is matched with some element of the first. Early grades students use this to establish the concept of cardinal use of numbers (as in "5" can represent any collection of five objects; if I can match the fingers on one hand to all the elements of a given set then that set has "5" objects.)

"Operation" means a general term for any one of addition, subtraction, multiplication, and division.

"Order of operations" means convention adopted to perform mathematical operations in a consistent order.

(A) **Step 1.** Perform all operations inside grouping symbols, and/or above and below a fraction bar in the order specified in Steps 2, 3, and 4.

(B) **Step 2.** Find the value of any powers or roots;

(C) **Step 3.** Multiply, including division, from left to right;

(D) **Step 4.** Add, including subtraction, from left to right.

"Ordinal number" means a number designating the place (as first, second, or third) occupied by an item in an ordered sequence.

"Outlier" means a data point that is far outside a representative range of the data set. Example: once the inter-quartile range (IQR) is computed, one might calculate the interval of $1.5 \times \text{IQR}$ above the median and $1.5 \times \text{IQR}$ below the median and decide that any data point that lies outside this range is considered an outlier.

"Parallel lines" means lines that do not intersect. Distinct lines can be shown to be parallel if and only if they have equal slopes.

"Partition" means a process of dividing an object into parts or a set into (smaller) subsets.

"Pascal's triangle" means a triangular arrangement of numbers in which each row starts and ends with 1, and each other number is the sum of the two numbers above it.

"Piecewise function" means a function that is defined differently on different intervals.

"Percent rate of change" means a rate of change expressed as a percent. Example: if a population grows from 50 to 55 in a year, it grows by $5/50 = 10\%$ per year.

"Perfect square" means a number that is a whole number squared, that is, a number that can be expressed as n^2 for n a whole number.

"Perimeter (of a polygon)" means the total length of all the edges of a polygon. Often, perimeter is thought of as the distance around an object, traversed once along the edges starting from one vertex and ending at the same vertex.

"Periodic phenomena" means events that recur over regular intervals, for example, ocean tides, machine cycles.

"Perpendicular lines" means lines that intersect such that all four angles that are created are congruent. Two lines can be shown to be perpendicular if and only if the product of their slopes is -1 .

"Pi (π)" means the irrational number that is derived by finding the ratio of the circumference to the diameter of circles. That this ratio is constant and an irrational number are important concepts and challenging to prove, so they are often arrived at empirically by students.

"Picture graph" means a graph that uses pictures to show and compare information.

"Place value" means the concept that the order in which digits are written in the base-10 number system determines the value of that digit. Thus, in the number 245, the digit 2 is in the "hundreds place," indicating that the value of that particular 2 is actually 2 hundreds or 200.

"Polygon" means a closed, two-dimensional figure comprised of line segments connected end-to-end, and such that no two segments cross each other. The segments are typically called sides or edges, and the common endpoints of adjacent segments are called vertices (sing. vertex). The space within the polygon is called its interior. The angles formed by adjacent sides that lie in the interior of a polygon are called its interior angles.

"Polynomial" means the sum or difference of terms which have variables raised to positive integer powers and which have coefficients that may be real or complex. The following are all polynomials: $5x^3 - 2x^2 + x - 13$, $x^2y^3 + xy$, and $(1 + i)a^2 + ib^2$.

"Polynomial function" means any function whose output is given by a polynomial expression of the input.

"Postulate" means a statement accepted as true without proof.

"Prime factorization" means a number written as the product of all its prime factors.

"Prime number" means a whole number greater than 1 whose only factors are 1 and itself.

"Probability distribution" means the set of possible values of a random variable with a probability assigned to each.

"Properties of equality" See Table 2.

"Properties of inequality" See Table 2.

"Properties of operations" See Table 1.

"Probability" means the study and measure of the likelihood of an event happening.

"Probability model" means a probability model is used to assign probabilities to outcomes of a chance process by examining the nature of the process. The set of all outcomes is called the sample space, and their probabilities sum to 1. See also uniform probability model.

"Proof" means a method of constructing a valid argument using deductive reasoning.

"Proportion" means an equation that states that two ratios are equivalent (e.g. $4/8 = 1/2$ or $4 : 8 = 1 : 2$).

"Pyramid" means a three-dimensional shape constructed from a polygon (called the base) and triangles that have one edge matching the edges of the base and such that the triangles share a common vertex.

"Pythagorean theorem" means for any right triangle, the sum of the squares of the lengths of the legs equals the square of the length of the hypotenuse.

"Quadratic equation" means an equation that is equivalent to $ax^2 + bx + c = 0$, where $a \neq 0$.

"Quadratic expression" means an expression that contains variables raised to whole number exponents no higher than 2.

"Quadratic function" means a function that can be represented by an equation of the form $y = ax^2 + bx + c$, where a , b , and c are arbitrary, but fixed, numbers and $a \neq 0$. The graph of this function is a parabola.

"Quadratic polynomial" means a polynomial where the highest degree of any of its terms is 2.

"Quadrilateral" means a polygon with 4 sides. Important classes of quadrilaterals:

(A) **Trapezoid** A quadrilateral in which at least two sides are parallel.

(B) **Parallelogram** A quadrilateral in which opposite sides are parallel.

(C) **Rhombus** A parallelogram in which opposite sides are congruent (have the same length).

(D) **Rectangle** A parallelogram that has at least one right interior angle.

(E) **Square** A rectangle that has all sides congruent.

(F) **Kite** A quadrilateral that has two pairs of congruent adjacent sides.

"Quotient" means the result of a division problem. Also, given whole numbers n and m with $n > m$, if we write $n = mq + r$ with $0 \leq r < m$, then say q is the quotient and r is the remainder.

"Radical" means the $\sqrt{}$ symbol, which is used to indicate square roots or n^{th} roots.

"Random sampling" means a small group of people or objects chosen from a larger group or population by a process giving equal chance of selection to all possible people or objects.

"Random variable" means an assignment of a numerical value to each outcome in a sample space.

"Range (of a relation)" means the set of all the second elements or y -coordinates of a relation is called the range.

"Range (of a data set)" means the difference between the maximum and minimum values of a data set, a measure of the spread of the data.

"Ratio" means a relationship between quantities such that for every a units of one quantity there are b units of the other. A ratio is often denoted by $a:b$, and read " a to b ."

"Rational expression" means a quotient of two polynomials with a non-zero denominator.

"Rational number" means a number expressible in the form a/b or $-a/b$ for some fraction a/b . The rational numbers include the integers.

"Real number" means an element of the set of numbers consisting of all rational and all irrational numbers.

"Rectangular array" means an arrangement of mathematical elements into rows and columns.

"Rectangular prism" means a three-dimensional object constructed from three pairs of parallel rectangles (called faces in this context) that share common edges so as to form an enclosed space and such that opposite rectangles are congruent. The vertices of the rectangles are the vertices of the prism, and the sides of the rectangles are called edges. A cube is a rectangular prism in which each face is a square of the same size as the other faces.

"Rectilinear figure" means a polygon, all angles of which are right angles.

"Recursive pattern (or sequence)" means patterns in which each number is found from the previous number by repeating a process (e.g. Fibonacci numbers).

"Reflection" means a type of transformation that flips points about a line, called the line of reflection. Taken together, the image and the pre-image have the

line of reflection as a line of symmetry.

"Real numbers (set of)" means the set of all rational and irrational numbers.

"Relation" means a collection of ordered pairs of real numbers.

"Relative frequency" means the empirical counterpart of probability. If an event occurs N^1 times in N trials, its relative frequency is N^1/N .

"Remainder Theorem" means if $f(x)$ is a polynomial in x then the remainder on dividing $f(x)$ by $x - a$ is $f(a)$.

"Repeating decimal" means a decimal in which, after a certain point, a particular digit or sequence of digits repeats itself indefinitely. See also terminating decimal.

"Right angle" means, informally, an angle whose measure is 90 degrees. Formally, if two congruent copies of a given angle are supplementary (that is, they form a straight line when one matches an edge of one copy with one edge of the other), then the given angle is said to be a right angle. (We can then define the measure of this angle to be 90 degrees and measure other angles in terms of a right angle.)

"Rigid motion" means a transformation of points in space consisting of a sequence of one or more translations, reflections, and/or rotations. Rigid motions are here assumed to preserve distances and angle measures.

"Rotation" means a type of transformation that turns a figure about a fixed point, called the center of rotation.

"SAS congruence (Side-Angle-Side congruence)" means if in two triangles two corresponding sides and the angles formed by those sides are congruent, then the triangles are congruent.

"SSS congruence (Side-Side-Side congruence)" means if two triangles have corresponding sides that are congruent, then the triangles are congruent.

"Sample space" means in a probability model for a random process, a list of the individual outcomes that are to be considered.

"Scale factor" means for similar shapes, the common ratio of corresponding side lengths is called the scale factor. Informally, it is the multiplicative amount by which the lengths of one shape are "blown up" or "shrunk down" to obtain the other shape to which it is similar.

"Scatter plot" means a graph in the coordinate plane representing a set of bivariate data. Example: the heights and weights of a group of people could be displayed on a scatter plot.

"Scientific notation" means a widely used floating-point system in which numbers are expressed as products consisting of a number between 1 and 10 multiplied by an appropriate power of 10 (e.g. 562 - 5.62×10^2).

"Secant (of a circle)" means a line that intersects a circle at two points.

"Sequence" means a set of elements ordered so that they can be labeled with consecutive positive integers starting with 1 (e.g. 1, 3, 9, 27, 81). In this sequence, 1 is the first term, 3 is the second term, 9 is the third term, etc.

"Set model (for fractions)" means the use of a discrete set of objects to represent the whole and a subset of those objects to represent a fraction. Example: since 3 of the 15 students in class are wearing blue shirts, $3/15$ of the students are wearing blue shirts.

"Significant figures (digits)" means digits included in a measurement that purposely indicate the precision of the measurement. Example: writing a measurement at 3.50 seconds instead of 3.5 seconds indicates that the measurement is accurate to the hundredths place.

"Similar (shapes)" means two geometric shapes are said to be similar (to each other) if one can be mapped onto the other by a sequence of similarity transformations.

"Similarity transformation" means a rigid motion followed by a dilation.

"Simultaneous equations" means two or more equations containing common variables.

"Sine (of an acute angle)" means the trigonometric function that for an acute angle is the ratio between the leg opposite the angle when the angle is considered part of a right triangle and the hypotenuse.

"Slope (of a line)" means a measure of the steepness of a line in a Cartesian plane, found by determining the constant change in the y-coordinate per 1-unit change in the x-coordinate.

"Spatial sense" means the ability to build and manipulate mental representations of 2- and 3-dimensional objects and ideas.

"Standard deviation" means a measurement of how much each value in the data differs from the mean of the data.

"Statistics" means the study of data.

"Stem-and-leaf plot" means a frequency distribution made by arranging data in the following way (e.g. student scores on a test were 96, 87, 77, 93, 85, 85, and 75 would be displayed as: 9|6,3; 8|7,5,5; 7|7,5).

"Subitize" means instantly knowing "how many." Recognizing a number without using other mathematical processes.

"Substitution" means the substitution of one expression for an equivalent expression, used when rewriting expressions as equivalent ones or solving equations. It is based on the transitive property of equality, which states, "If $A=B$, and $B=C$, then $A=C$."

"Summary statistics" means a collection of statistics () that describe the data set. Example: the range, mean, and standard deviation of a given data set indicate certain features of the data set and hence are summary statistics.

"Supplementary angles" means two angles whose measures have a sum of 180 degrees.

"Supposition (act of supposing)" means making a statement or assumption without proof.

"Surface area (of a rectangular prism)" means the total measure of the area of the faces of a rectangular prism. Equivalently, the total area of a net for the prism.

"Tangent" means meeting a curve or surface in a single point if a sufficiently small interval is considered; (of an acute angle) the trigonometric function that, for an acute angle, is the ratio between the leg opposite the angle and the leg adjacent to the angle when the angle is considered part of a right triangle.

"Tape diagram" means a drawing that looks like a segment of tape, used to illustrate number relationships. Also known as a strip diagram, bar model, fraction strip, or length model.

"Terminating decimal" means a decimal is called terminating if its repeating digit is 0. Every terminating decimal is the decimal form of some rational number. See also repeating decimal.

"Third quartile" means, for a data set with median M , the third quartile is the median of the data values greater than M . Examples: for the data set $\{2, 3, 6, 7, 10, 12, 14, 15, 22, 120\}$, the third quartile is 15. See also median, first quartile, interquartile range.

"Transformation" means a prescription, or rule, that sets up a one-to-one correspondence between the points in a geometric object (the pre-image) and the points in another geometric object (the image). Reflections, rotations, translations, and dilations are particular examples of transformations.

"Transitivity principle for indirect measurement" means, if the length of object A is greater than the length of object B, and the length of object B is greater than the length of object C, then the length of object A is greater than the length of object C. This principle applies to measurement of other quantities as well.

"Translation" means a type of transformation that moves every point in a graph or geometric figure by the same distance in the same direction without a change in orientation or size.

"Transversal line" means a line that crosses two or more other lines is called a transversal.

"Triangle" means a polygon with three sides. Important classes of triangles:

- (A) **Equilateral triangle** a triangle with all sides congruent.
- (B) **Right triangle** contains an interior angle that is a right angle.
- (C) **Scalene triangle** a triangle with no side congruent to another.
- (D) **Isosceles triangle** a triangle with two congruent sides.

"Trigonometric function" means trigonometric functions (sine, cosine, tangent, and their reciprocals) are commonly defined as ratios of two sides of a right triangle.

"Trigonometry" means the study of trigonometric functions.

"Uniform probability model" means a probability model which assigns equal probability to all outcomes. See also probability model.

"Unit fraction" means a fraction with a numerator of 1, such as $\frac{1}{3}$ or $\frac{1}{5}$.

"Unit of measurement" means, when measuring a given attribute of an object, a "unit" is defined in terms of which all other measurements are determined. That a given unit is fixed is a concept to be learned by young students (e.g. we wouldn't measure the length of a room in hands because your hand is different from mine, and we wouldn't measure the length of a room using cm and inches at the same time).

"Union (of sets)" means, for two sets A and B, the union $A \cup B$ is the set of all elements that are members of one or both of the sets.

"Variable" means a quantity that can change or that may take on different values; a symbol (often a letter of the alphabet, sometimes including the Greek alphabet) that represents a number in a mathematical expression.

"Venn diagram" means a data display in which (typically) circles are used to represent categories and in which the overlapping of two (or more) circles indicates data that lies in each category in the overlap.

"Visual fraction model" means a diagram or representation to show the relative size of a fraction, for example, a tape diagram, number line diagram, or area model.

"Volume (of a 3D object)" means a measurement of the amount of space within a closed three-dimensional shape. Volume is often measured in terms of "cubic units," in which 1 cubic unit is the amount of space within a cube that measures 1 unit by 1 unit by 1 unit (for a given unit of length). Example: volume may be measured in "cubic centimeters," 1 cubic centimeter being the amount of space within a 1cm by 1cm by 1cm cube. Note that since one can measure the volume of a liquid by placing said liquid into a 3D shape, volume has historically been measure in various units such as cups, fluid ounces, and liters. Not that 1

cubic centimeter is equal to 1 milliliter, one way to connect such fluid units to cubic units.

"Whole numbers" means the numbers 0, 1, 2, 3, etc.

[Source: Added at 40 Ok Reg 153, eff 12-11-22]

210:15-3-62. Standard One: Numbers and Operations

(a) **Statement of the standard.** A focus on numbers and operations to develop fluency with an importance of understanding numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another. Students will place an emphasis on the development of estimation to determine the reasonableness of solutions and answers and to compute efficiently and proficiently.

(b) **Standard One objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

- (1) Know number names and count in sequence.
 - (A) **Objective 1.** Count aloud forward in sequence by 1s to 20.
 - (B) **Objective 2.** Recognize and name written numerals 0-10.
 - (C) **Objective 3.** Recognize that 0 (zero) represents the count of no objects.
- (2) Count to tell the number of objects.
 - (A) **Objective 1.** Identify the number of objects, up to 10, in a row or column.
 - (B) **Objective 2.** Use one-to-one correspondence in counting objects and matching groups of objects up to 10.
 - (C) **Objective 3.** Understand the last numeral spoken, when counting aloud, tells how many total objects are in a set up to 10.
 - (D) **Objective 4.** Count up to 5 items in a scattered configuration; not in a row or column.
- (3) Compare sets using numbers.
 - (A) **Objective 1.** Compare two sets of 0-5 objects using comparative language such as "same," "more," or "fewer."

(c) **Standard One objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

- (1) Understand the relationship between quantities and whole numbers.
 - (A) **Objective 1.** Count aloud forward in sequence to 100 by 1s and 10s.
 - (B) **Objective 2.** Recognize that a number can be used to represent how many objects are in a set up to 10.
 - (C) **Objective 3.** Use ordinal numbers to represent the position of an object in a sequence up to 10.
 - (D) **Objective 4.** Recognize without counting (subitize) the quantity of a small group of objects in organized and random arrangements up to 10.
 - (E) **Objective 5.** Count forward, with and without objects, from any given number up to 20.
 - (F) **Objective 6.** Read, write, discuss, and represent whole numbers from 0 to at least 20. Representations may include numerals, pictures, real objects and pictographs, spoken words, and manipulatives.
 - (G) **Objective 7.** Find a number that is 1 more or 1 less than a given number up to 10.

(H) **Objective 8.** Compare and order whole numbers from 0 to 10 with and without objects, using the vocabulary "more than," "less than," or "equal to."

(2) Develop conceptual understanding with addition and subtraction (up to 10) using objects and pictures.

(A) **Objective 1.** Compose and decompose numbers up to 10 using objects and pictures.

(3) Understand the relationship between whole numbers and fractions through fair share.

(A) **Objective 1.** Distribute a set of objects into at least two smaller equal sets.

(4) Identify coins by name.

(A) **Objective 1.** Identify pennies, nickels, dimes, and quarters by name.

(d) **Standard One objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) Count, compare, and represent whole numbers up to 100, with an emphasis on grouping in terms of tens and ones.

(A) **Objective 1.** Recognize numbers to 20 without counting (subitize) the quantity of structured arrangements.

(B) **Objective 2.** Use concrete representations to describe whole numbers between 10 and 100 in terms of tens and ones. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

(C) **Objective 3.** Read, write, discuss, and represent whole numbers up to 100. Representations may include numerals, words, addition and subtraction, pictures, tally marks, number lines and manipulatives.

(D) **Objective 4.** Count forward, with objects, from any given number up to 100 by 1s, 2s, 5s, and 10s.

(E) **Objective 5.** Count forward, without objects, by multiples of 1s, 2s, 5s, and 10s, up to 100.

(F) **Objective 6.** Find a number that is 10 more or 10 less than a given number up to 100.

(G) **Objective 7.** Compare and order whole numbers from 0 to 100.

(H) **Objective 8.** Use knowledge of number relationships to locate the position of a given whole number, up to 20, on an open number line.

(I) **Objective 9.** Use words such as "more than", "less than", and "equal to" to describe the relative value of numbers.

(2) Solve addition and subtraction problems with sums and minuends of up to 10 in real-world and mathematical contexts.

(A) **Objective 1.** Represent and solve problems using addition and subtraction with sums and minuends of up to 10.

(B) **Objective 2.** Determine if equations involving addition and subtraction are true.

(C) **Objective 3.** Demonstrate fluency with basic facts of addition and subtraction with sums and minuends of up to 10.

(3) Develop foundational ideas for fractions.

(A) **Objective 1.** Partition a regular polygon using physical models and recognize when those parts are equal.

(B) **Objective 2.** Partition (fair share) sets of objects into two and three equal groups.

(4) Identify coins and their values.

(A) **Objective 1.** Identify pennies, nickels, dimes, and quarters by name and value.

(B) **Objective 2.** Write a number with the cent symbol to describe the value of a coin.

(C) **Objective 3.** Determine the value of a collection of pennies, nickels, or dimes up to one dollar counting by 1s, 5s, and 10s.

(e) **Standard One objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) Compare and represent whole numbers up to 1,000 with an emphasis on place value and equality.

(A) **Objective 1.** Read, write, discuss, and represent whole numbers up to 1,000. Representations should include, but are not limited to, numerals, words, pictures, tally marks, number lines, and manipulatives.

(B) **Objective 2.** Use knowledge of number relationships to locate the position of a given whole number, up to 100, on an open number line.

(C) **Objective 3.** Use place value to describe whole numbers between 10 and 1,000 in terms of hundreds, tens, and ones, including written, standard, and expanded forms. Know that 10 is equivalent to 10 ones and 100 is equivalent to 10 tens.

(D) **Objective 4.** Find 10 more or 10 less than a given three-digit number. Find 100 more or 100 less than a given three-digit number.

(E) **Objective 5.** Use objects to determine whether a number is even or odd.

(F) **Objective 6.** Use place value understanding to round numbers to the nearest ten and nearest hundred (up to 1,000). Recognize when to round in real-world situations.

(G) **Objective 7.** Use place value to compare and order whole numbers up to 1,000 using comparative language, numbers, and symbols (e.g., $425 > 276$, $73 < 107$, page 351 comes after page 350, 753 is between 700 and 800).

(2) Add and subtract one- and two- digit numbers in real-world and mathematical problems.

(A) **Objective 1.** Use the relationship between addition and subtraction to generate basic facts with sums and minuends of up to 20.

(B) **Objective 2.** Demonstrate fluency with basic facts of addition and subtraction with sums and minuends of up to 20.

(C) **Objective 3.** Estimate sums and differences up to 100.

(D) **Objective 4.** Use strategies and algorithms based on knowledge of place value and equality to add and subtract two-digit numbers.

(E) **Objective 5.** Solve addition and subtraction problems involving whole numbers up to two digits.

(F) **Objective 6.** Use concrete models and structured arrangements, such as repeated addition, arrays and ten frames to develop understanding of multiplication.

(3) Explore the foundational ideas of fractions.

(A) **Objective 1.** Identify the parts of a set and area that represent fractions for halves, thirds, and fourths.

(B) **Objective 2.** Construct equal-sized portions through fair sharing (length, set, and area models for halves, thirds, and fourths).

(4) Determine the value of a set of coins.

(A) **Objective 1.** Determine the value of a collection of coins up to one dollar using the cent symbol.

(B) **Objective 2.** Use a combination of coins to represent a given amount of money up to one dollar.

(f) **Standard One objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.

(A) **Objective 1.** Read, write, discuss, and represent whole numbers up to 100,000. Representations should include but are not limited to numerals, words, pictures, number lines, and manipulatives (ex: 350 = 3 hundreds, 5 tens = 35 tens = 3 hundreds, 4 tens, 10 ones).

(B) **Objective 2.** Use place value to describe whole numbers between 1,000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones, including written, standard, and expanded forms.

(C) **Objective 3.** Applying knowledge of place values, use mental strategies (no written computations) to find 100 more or 100 less than a given number, 1,000 more or 1,000 less than a given number, and 10,000 more or 10,000 less than a given number, up to a five digit number.

(D) **Objective 4.** Use place value to compare and order whole numbers up to 100,000, using comparative language, numbers, and symbols.

(E) **Objective 5.** Use place value understanding to round numbers to the nearest thousand, ten-thousand and hundred-thousand.

(2) Solve real-world and mathematical problems using addition, subtraction, multiplication, and division.

(A) **Objective 1.** Represent multiplication facts by modeling a variety of approaches (e.g., manipulatives, repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting).

(B) **Objective 2.** Demonstrate fluency with multiplication facts using factors up to 10.

(C) **Objective 3.** Use strategies and algorithms based on knowledge of place value and equality to fluently add and subtract up to five digit numbers (answer not to exceed 100,000).

(D) **Objective 4.** Recognize when to round numbers and apply understanding to estimate sums and differences to the nearest ten thousand, thousand, hundred, and ten.

(E) **Objective 5.** Use addition and subtraction to solve problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, and the context of the problem to assess the reasonableness of results.

(F) **Objective 6.** Represent division facts and divisibility by modeling a variety of approaches (e.g., repeated subtraction, equal

sharing, forming equal groups) to show the relationship between multiplication and division.

(G) **Objective 7.** Apply the relationship between multiplication and division to represent and solve problems.

(H) **Objective 8.** Use various strategies (e.g., base ten blocks, area models, arrays, repeated addition, algorithms) based on knowledge of place value, equality, and properties of addition and multiplication to multiply a two-digit factor by a one-digit factor.

(3) Use and justify fractional representations in real-world and mathematical problems.

(A) **Objective 1.** Read and write fractions with words and symbols using appropriate terminology (i.e., numerator and denominator).

(B) **Objective 2.** Model fractions using length, set, and area for halves, thirds, fourths, sixths, and eighths.

(C) **Objective 3.** Apply understanding of unit fractions and use this understanding to compose and decompose fractions related to the same whole.

(D) **Objective 4.** Use models and number lines to order and compare fractions that are related to the same whole.

(4) Determine the value of a set of coins and determine the value of a set of bills in monetary transactions.

(A) **Objective 1.** Use addition and subtraction to determine the value of a collection of coins up to one dollar using the cent symbol and in monetary transactions.

(B) **Objective 2.** Add and subtract a collection of bills up to twenty dollars using whole dollars in monetary transactions.

(g) **Standard One objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) Compare and represent whole numbers up to 1,000,000 with an emphasis on place value and equality.

(A) **Objective 1.** Read, write, discuss and represent whole numbers up to 1,000,000. Representations may include numerals, words, pictures, number lines, and manipulatives.

(B) **Objective 2.** Use place value to describe whole numbers between 1,000 and 1,000,000 in terms of millions, hundred thousands, ten thousands, thousands, hundreds, tens and ones, with written, standard, and expanded forms.

(C) **Objective 3.** Applying knowledge of place value, use mental strategies (no written computations) to multiply or divide a number by 10, 100 and 1,000.

(D) **Objective 4.** Use place value to compare and order whole numbers up to 1,000,000, using comparative language, numbers, and symbols.

(2) Solve real-world and mathematical problems using multiplication and division.

(A) **Objective 1.** Demonstrate fluency with multiplication and division facts with factors up to 12.

(B) **Objective 2.** Multiply 3-digit by 1-digit and 2-digit by 2-digit whole numbers, using various strategies, including but not limited to standard algorithms.

(C) **Objective 3.** Estimate products of 3-digit by 1-digit and 2-digit by 2-digit whole number factors using a variety of strategies (e.g., rounding, front end estimation, adjusting, compatible numbers) to assess the reasonableness of results. Explore larger numbers using technology to investigate patterns.

(D) **Objective 4.** Apply and analyze models to solve multi-step problems requiring the use of addition, subtraction, and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of appropriate technology, and the context of the problem to assess the reasonableness of results.

(E) **Objective 5.** Use strategies and algorithms (e.g., mental strategies, standard algorithms, partial quotients, repeated subtraction, the commutative, associative, and distributive properties) based on knowledge of place value, equality, and properties of operations to divide a 3-digit dividend by a 1-digit whole number divisor, with and without remainders.

(3) Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand decimal quantities.

(A) **Objective 1.** Represent and rename equivalent fractions using fraction models (e.g. parts of a set, area models, fraction strips, number lines).

(B) **Objective 2.** Use benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) to locate additional fractions with denominators up to twelfths on a number line.

(C) **Objective 3.** Use models to order and compare whole numbers and fractions less than and greater than one using comparative language and symbols.

(D) **Objective 4.** Decompose a fraction into a sum of fractions with the same denominator in more than one way, using concrete and pictorial models and recording results with numerical representations (e.g., $\frac{3}{4} = \frac{1}{4} + \frac{1}{4} + \frac{1}{4}$, $\frac{3}{4} = \frac{2}{4} + \frac{1}{4}$).

(E) **Objective 5.** Use models to add and subtract fractions with like denominators.

(F) **Objective 6.** Represent tenths and hundredths with concrete and pictorial models, making connections between fractions and decimals.

(G) **Objective 7.** Read and write decimals in standard, word, and expanded form up to at least the hundredths place in a variety of contexts, including money.

(H) **Objective 8.** Compare and order decimals and whole numbers using place value and various models including but not limited to grids, number lines, and base 10 blocks.

(I) **Objective 9.** Compare and order benchmark fractions (0, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 1) and decimals (0, 0.25, 0.50, 0.75, 1.00) in a variety of representations.

(4) Determine the value of bills and coins in order to solve monetary transactions.

(A) **Objective 1.** Select the fewest number of coins for a given amount of money up to one dollar.

(B) **Objective 2.** Given a total cost (dollars and coins up to twenty dollars) and amount paid (dollars and coins up to twenty dollars), find the change required in a variety of ways.

(h) **Standard One objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.

(A) **Objective 1.** Represent decimal fractions (e.g., $\frac{1}{10}$, $\frac{1}{100}$) using a variety of models (e.g., 10 by 10 grids, base-ten blocks, meter stick) and show the rational number relationship among fractions, decimals and whole numbers.

(B) **Objective 2.** Read, write, and represent decimals using place value to describe decimal numbers including fractional numbers as small as thousandths and whole numbers up to seven digits.

(C) **Objective 3.** Compare and order decimals and fractions, including mixed numbers and fractions less than one, and locate on a number line.

(D) **Objective 4.** Recognize and generate equivalent terminating decimals, fractions, mixed numbers, and fractions in various models.

(2) Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

(A) **Objective 1.** Estimate solutions to division problems to assess the reasonableness of results.

(B) **Objective 2.** Divide multi-digit numbers, by one- and two-digit divisors, based on knowledge of place value, including but not limited to standard algorithms.

(C) **Objective 3.** Recognize that remainders can be represented in a variety of ways, including a whole number, fraction, or decimal. Determine the most meaningful form of a remainder based on the context of the problem.

(D) **Objective 4.** Construct models to solve multi-digit whole number problems requiring addition, subtraction, multiplication, and division using various representations, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.

(3) Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real-world and mathematical problems.

(A) **Objective 1.** Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals to assess the reasonableness of the results.

(B) **Objective 2.** Illustrate addition and subtraction of fractions with like and unlike denominators, mixed numbers, and decimals using a variety of mathematical models (e.g., fraction strips, area models, number lines, fraction rods).

(C) **Objective 3.** Add and subtract fractions with like and unlike denominators, mixed numbers, and decimals, involving money, measurement, geometry, and data. Use various models and efficient strategies, including but not limited to standard algorithms.

(D) **Objective 4.** Apply mental math and knowledge of place value (no written computations) to find 0.1 more or 0.1 less than a number, 0.01 more or 0.01 less than a number, and 0.001 more or 0.001 less than a number.

(i) **Standard One objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) Read, write, and represent rational numbers expressed as integers, fractions, decimals, percents, and ratios; use these representations in real-world and mathematical situations.

(A) **Objective 1.** Use manipulatives and models (e.g., number lines) to determine positive and negative numbers and their contexts, identify opposites, and explain the meaning of 0 (zero) in a variety of situations.

(B) **Objective 2.** Compare and order positive rational numbers, represented in various forms, or integers using the symbols "<," ">," and "=".

(C) **Objective 3.** Explain that a percent represents parts "out of 100" and ratios "to 100."

(D) **Objective 4.** Determine equivalencies among fractions, mixed numbers, decimals, and percents.

(2) Read, write, and model whole-number and integer operations to solve problems.

(A) **Objective 1.** Estimate solutions for integer addition and subtraction problems in order to assess the reasonableness of results.

(B) **Objective 2.** Illustrate addition and subtraction of integers using a variety of representations.

(C) **Objective 3.** Add and subtract integers in a variety of situations; use efficient and generalizable procedures including but not limited to standard algorithms.

(D) **Objective 4.** Identify and represent patterns with whole-number exponents and perfect squares. Evaluate powers with whole-number bases and exponents.

(E) **Objective 5.** Factor whole numbers and express prime and composite numbers as a product of prime factors with exponents.

(F) **Objective 6.** Determine the greatest common factors and least common multiples. Use common factors and multiples to calculate with fractions, find equivalent fractions, and express the sum of two-digit numbers with a common factor using the distributive property.

(3) Explain and use the concept of ratio and its relationship to other rational numbers and to the multiplication and division of whole numbers. Use ratios to solve problems.

(A) **Objective 1.** Identify and use ratios to compare and relate quantities in multiple ways. Recognize that multiplicative comparison and additive comparison are different.

(B) **Objective 2.** Determine the unit rate for ratios.

(C) **Objective 3.** Apply the relationship between ratios, equivalent fractions, unit rates, and percents to solve problems in various contexts.

(4) Multiply and divide decimals, fractions, and mixed numbers; solve real-world and mathematical problems with rational numbers.

(A) **Objective 1.** Estimate solutions to problems with whole numbers, decimals, fractions, and mixed numbers and use the estimates to assess the reasonableness of results in the context of the problem.

(B) **Objective 2.** Illustrate multiplication and division of fractions and decimals to show connections to fractions, whole number multiplication, and inverse relationships.

(C) **Objective 3.** Multiply and divide fractions and decimals using efficient and generalizable procedures.

(D) **Objective 4.** Use mathematical modeling to solve and interpret problems including money, measurement, geometry, and data requiring arithmetic with decimals, fractions and mixed numbers.

(j) **Standard One objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) Read, write, represent, and compare rational numbers, expressed as integers, fractions, and decimals. Explain and apply the concept of absolute value.

(A) **Objective 1.** Compare and order rational numbers expressed in various forms using the symbols "<", ">", and "=".

(B) **Objective 2.** Recognize and generate equivalent representations of rational numbers, including equivalent fractions.

(C) **Objective 3.** Explain the relationship between the absolute value of a rational number and the distance of that number from zero on a number line. Use the symbol for absolute value. Apply the concept of absolute value to model and solve problems.

(2) Calculate with rational numbers, with and without positive integer exponents, to model and solve mathematical problems.

(A) **Objective 1.** Estimate solutions to multiplication and division of integers in order to assess the reasonableness of results.

(B) **Objective 2.** Illustrate multiplication and division of integers using a variety of representations.

(C) **Objective 3.** Multiply and divide integers in a variety of situations; use efficient and generalizable procedures, including standard algorithms.

(D) **Objective 4.** Raise rational numbers (integers, fractions, and decimals) to positive integer exponents.

(E) **Objective 5.** Model and solve problems using rational numbers involving addition, subtraction, multiplication, division, and positive integer exponents.

(k) **Standard One objectives for Pre-Algebra.** The following objectives apply for students in Pre-Algebra:

(1) Read, write, compare, classify, and represent real numbers and use them to solve problems in various contexts.

(A) **Objective 1.** Develop and apply the properties of integer exponents, including $a^0 = 1$ (with $a \neq 0$), to generate equivalent numerical and algebraic expressions.

(B) **Objective 2.** Express and compare approximations of very large and very small numbers using scientific notation.

(C) **Objective 3.** Multiply and divide numbers expressed in scientific notation and express the answer in scientific notation.

(D) **Objective 4.** Compare and order real numbers; locate real numbers on a number line. Identify the square roots of perfect squares to 400 or, if it is not a perfect square root, locate it as an irrational number between two consecutive positive integers.

(l) **Standard One objectives for Algebra 1.** The following objectives apply for students in Algebra 1:

(1) Extend the understanding of exponents to include square roots and cube roots.

(A) **Objective 1.** Write square roots and cube roots of constants and monomial algebraic expressions in simplest radical form.

(B) **Objective 2.** Add, subtract, multiply, divide, and simplify square roots of constants, rationalizing the denominator when necessary.

(m) **Standard One objectives for Algebra 2.** The following objectives apply for students in Algebra 2:

(1) Extend the understanding of numbers and operations to include complex numbers, radical expressions, and expressions written with rational exponents.

(A) **Objective 1.** Find the value i^n of for any whole number n .

(B) **Objective 2.** Simplify, add, subtract, multiply, and divide complex numbers.

(C) **Objective 3.** Understand and apply the relationship between rational exponents to integer exponents and radicals to solve problems.

(2) Extend the understanding of numbers and operations to matrices.

(A) **Objective 1.** Use matrices to organize and represent data. Identify the order (dimension) of a matrix.

(B) **Objective 2.** Use addition, subtraction, and scalar multiplication of matrices to solve problems.

(n) **Standard One objectives for Pre Calculus and Trigonometry.** The following objectives apply for students in Pre Calculus and Trigonometry:

(1) Explore complex numbers.

(A) **Objective 1.** Use the relation $i^2 = -1$ and the mathematical properties to add, subtract, and multiply complex numbers.

(B) **Objective 2.** Find the conjugate of a complex number in rectangular forms and quotients of complex numbers.

(C) **Objective 3.** Solve quadratic equations in one variable that have complex solutions.

[Source: Added at 40 Ok Reg 153, eff 12-11-22]

210:15-3-63. Standard Two: Algebraic Reasoning and Algebra

(a) **Statement of the standard.** Students will focus on number and operations to develop fluency with an importance of understanding numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another. Students will place an emphasis on the development of estimation to determine the reasonableness of solutions and answers and to compute efficiently and proficiently.

(b) **Standard Two objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) Recognize, duplicate, and extend patterns.

(A) **Objective 1.** Sort and group up to 5 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.

(B) **Objective 2.** Recognize, duplicate, and extend repeating patterns involving manipulatives, sound, movement, and other contexts.

(c) **Standard Two objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) Duplicate patterns in a variety of contexts.

(A) **Objective 1.** Sort and group up to 10 objects into a set based upon characteristics such as color, size, and shape. Explain verbally what the objects have in common.

(B) **Objective 2.** Recognize, duplicate, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (i.e., shape, color, size, objects, sounds, movement).

(d) **Standard Two objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) Identify patterns found in real-world and mathematical problems.

(A) **Objective 1.** Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of mathematical contexts (e.g., quantity, numbers, or shapes).

(e) **Standard Two objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) Describe the relationship found in patterns to solve real-world and mathematical problems.

(A) **Objective 1.** Represent, create, describe, complete, and extend increasing and decreasing patterns with quantity and numbers in a variety of contexts.

(B) **Objective 2.** Represent and describe repeating patterns involving shapes in a variety of contexts.

(2) Use number sentences involving unknowns to represent and solve real-world and mathematical problems.

(A) **Objective 1.** Use objects and number lines to represent number sentences.

(B) **Objective 2.** Generate models and situations to represent number sentences and vice versa.

(C) **Objective 3.** Apply the commutative property, identity property, and number sense to find values for unknowns that make addition and subtraction number sentences true or false.

(f) **Standard Two objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) Describe and create representations of numerical and geometric patterns.

(A) **Objective 1.** Create, describe, and extend patterns involving addition, subtraction, or multiplication to solve problems in a variety of contexts.

(B) **Objective 2.** Describe the rule (limited to a single operation) for a pattern from an input/output table or function machine involving

addition, subtraction, or multiplication..

(C) **Objective 3.** Explore and develop visual representations of increasing and decreasing geometric patterns and construct the next steps.

(2) Use number sentences involving multiplication and unknowns to represent and solve real-world and mathematical problems.

(A) **Objective 1.** Use number sense with the properties of addition, subtraction, and multiplication, to find unknowns (represented by symbols) in one-step equations. Generate real-world situations to represent number sentences.

(B) **Objective 2.** Identify, represent and apply the number properties (commutative, identity, and associative properties of addition and multiplication) using models and manipulatives to solve problems.

(g) **Standard Two objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) Describe, create, and analyze multiple representations of patterns to solve real-world and mathematical problems.

(A) **Objective 1.** Create an input/output chart or table to represent or extend a numerical pattern.

(B) **Objective 2.** Describe the single operation rule for a pattern from an input/output table or function machine involving any operation of a whole number.

(C) **Objective 3.** Construct models to show growth patterns involving geometric shapes and define the single operation rule of the pattern.

(2) Use multiplication and division with variables to create number sentences representing a given mathematical situation.

(A) **Objective 1.** Use the relationships between multiplication and division with the properties of multiplication to solve problems and find values for variables that make number sentences true.

(B) **Objective 2.** Solve for a variable in an equation involving addition, subtraction, multiplication, or division with whole numbers. Analyze models to represent number sentences and vice versa.

(C) **Objective 3.** Determine the unknown addend or factor in equivalent and non-equivalent expressions. (e.g., $5 + 6 = 4 + \square$, $3 \times 8 < 3 \times \square$).

(h) **Standard Two objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) Describe and graph patterns of change created through numerical patterns.

(A) **Objective 1.** Use tables and rules of up to two operations to describe patterns of change and make predictions and generalizations about various mathematical situations.

(B) **Objective 2.** Use a rule or table to represent ordered pairs of whole numbers and graph these ordered pairs on a coordinate plane, identifying the origin and axes in relation to the coordinates.

(2) Understand and interpret expressions, equations, and inequalities involving variables and whole numbers, and use them to represent and evaluate real-world and mathematical problems.

(A) **Objective 1.** Generate equivalent numerical expressions and solve problems using number sense involving whole numbers by applying the commutative property, associative property, distributive property, and order of operations (excluding exponents).

(B) **Objective 2.** Determine whether an equation or inequality involving a variable is true or false for a given value of the variable.

(C) **Objective 3.** Evaluate expressions involving variables when values for the variables are given.

(i) **Standard Two objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) Recognize and represent relationships between varying quantities; translate from one representation to another; use patterns, tables, graphs, and rules to model and solve mathematical problems.

(A) **Objective 1.** Plot integer- and rational-valued (limited to halves and fourths) ordered pairs as coordinates in all four quadrants and recognize the reflective relationships among coordinates that differ only by their signs.

(B) **Objective 2.** Represent relationships between two varying positive quantities involving no more than two operations with rules, graphs, and tables; translate between any two of these representations.

(C) **Objective 3.** Use and evaluate variables in expressions, equations, and inequalities that arise from various contexts, including determining when or if, for a given value of the variable, an equation or inequality involving a variable is true or false.

(2) Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers.

(A) **Objective 1.** Generate equivalent expressions and evaluate expressions involving positive rational numbers by applying the commutative, associative, and distributive properties and order of operations to model and solve mathematical problems.

(3) Use equations and inequalities to model and solve mathematical problems and use the idea of maintaining equality to solve equations. Interpret solutions in the original context.

(A) **Objective 1.** Model mathematical situations using expressions, equations, and inequalities involving variables and rational numbers.

(B) **Objective 2.** Use number sense and properties of operations and equality to model and solve mathematical problems involving equations in the form $x+p=q$ and $px=q$, where p and q are nonnegative rational numbers. Graph the solution on a number line, interpret the solution in the original context, and assess the reasonableness of the solution.

(j) **Standard Two objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) Explain the concept of proportionality in mathematical models and situations and distinguish between proportional and non-proportional relationships.

(A) **Objective 1.** Identify a relationship between two varying quantities, x and y , as proportional if it can be expressed in the form

$y/x=k$ or $y = kx$; distinguish proportional relationships from non-proportional relationships.

(B) **Objective 2.** Recognize that the graph of a proportional relationship is a line through the origin and the coordinate $(1, r)$, where r is the slope and the unit rate (constant of proportionality, k).

(2) Identify and justify proportional relationships using mathematical models and situations; solve problems involving proportional relationships and interpret results in the original context.

(A) **Objective 1.** Represent proportional relationships with tables, verbal descriptions, symbols, and graphs; translate from one representation to another. Determine and compare the unit rate (constant of proportionality, slope, or rate of change) given any of these representations.

(B) **Objective 2.** Solve multi-step problems with proportional relationships (e.g., distance-time, percent increase or decrease, discounts, tips, unit pricing, mixtures and concentrations, similar figures, other mathematical situations).

(C) **Objective 3.** Use proportional reasoning to solve problems involving ratios.

(D) **Objective 4.** Use proportional reasoning to assess the reasonableness of solutions.

(3) Represent mathematical situations using equations and inequalities involving variables and rational numbers.

(A) **Objective 1.** Write and solve problems leading to linear equations with one variable in the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are rational numbers.

(B) **Objective 2.** Represent, write, solve, and graph problems leading to linear inequalities with one variable in the form $x + p > q$ and $x + p < q$, where p and q are nonnegative rational numbers.

(4) Use order of operations and properties of operations to generate and evaluate equivalent numerical and algebraic expressions.

(A) **Objective 1.** Use properties of operations (associative, commutative, and distributive) to generate equivalent numerical and algebraic expressions containing rational numbers, grouping symbols and whole number exponents.

(B) **Objective 2.** Evaluate numerical expressions using calculators and other technologies and justify solutions using order of operations and grouping symbols.

(k) **Standard Two objectives for Pre-Algebra.** The following objectives apply for students in Pre-Algebra:

(1) Explain the concept of function in mathematical situations and distinguish between the concepts of linear and nonlinear functions.

(A) **Objective 1.** Recognize that a function is a relationship between an independent variable and a dependent variable in which the value of the independent variable determines the value of the dependent variable.

(B) **Objective 2.** Use linear functions to represent and model mathematical situations.

(C) **Objective 3.** Identify a function as linear if it can be expressed in the form $y=mx + b$ or if its graph is a non-vertical straight line.

(2) Identify and justify linear functions using mathematical models and situations; solve problems involving linear functions and interpret results in the original context.

(A) **Objective 1.** Represent linear functions with tables, verbal descriptions, symbols, and graphs; translate from one representation to another.

(B) **Objective 2.** Identify, describe, and analyze linear relationships between two variables.

(C) **Objective 3.** Identify graphical properties of linear functions including slope and intercepts. Know that the slope equals the rate of change, and that the y-intercept is zero when the function represents a proportional relationship.

(D) **Objective 4.** Predict the effect on the graph of a linear function when the slope or y-intercept changes. Use appropriate tools to examine these effects.

(E) **Objective 5.** Solve problems involving linear functions and interpret results in the original context.

(3) Generate equivalent numerical and algebraic expressions and use algebraic expressions and use algebraic properties to evaluate expressions.

(A) **Objective 1.** Use substitution to simplify and evaluate algebraic expressions.

(B) **Objective 2.** Justify steps in generating equivalent expressions by combining like terms and using order of operations (to include grouping symbols). Identify the properties used, including the properties of operations (associative, commutative, and distributive).

(4) Represent and solve problems using mathematical models and situations with equations and inequalities involving linear expressions.

(A) **Objective 1.** Solve mathematical problems using linear equations with one variable where there could be one, infinitely many, or no solutions. Represent situations using linear equations and interpret solutions in the original context.

(B) **Objective 2.** Represent, write, solve, and graph problems leading to linear inequalities with one variable in the form $px+q>r$ and $px+q<r$, where p, q , and r are rational numbers.

(C) **Objective 3.** Represent real-world situations using equations and inequalities involving one variable.

(I) **Standard Two objectives for Algebra 1.** The following objectives apply for students in Algebra 1:

(1) Represent and solve mathematical and real-world problems using linear equations, absolute value equations, and systems of equations; interpret solutions in the original context.

(A) **Objective 1.** Use knowledge of solving equations with rational values to represent, use and apply mathematical models (e.g., angle measures, geometric formulas, dimensional analysis, Pythagorean theorem, science, or statistics) and interpret the solutions in the original context.

(B) **Objective 2.** Solve absolute value equations and interpret the solutions in the original context.

(C) **Objective 3.** Analyze, use and apply mathematical models to solve problems involving systems of linear equations with a

- maximum of two variables by graphing, substitution, and elimination. Graphing calculators or other appropriate technology may be utilized. Interpret the solutions in the original context.
- (2) Represent and solve real-world and mathematical problems using linear inequalities and compound inequalities; interpret solutions in the original context.
- (A) **Objective 1.** Represent relationships using mathematical models with linear inequalities; solve the resulting inequalities, graph on a coordinate plane, and interpret the solutions.
- (B) **Objective 2.** Represent relationships using mathematical models with compound and absolute value inequalities and solve the resulting inequalities by graphing and interpreting the solutions on a number line.
- (3) Create and evaluate equivalent algebraic expressions and equations using algebraic properties.
- (A) **Objective 1.** Solve equations involving several variables for one variable in terms of the others.
- (B) **Objective 2.** Simplify polynomial expressions by adding, subtracting, or multiplying.
- (C) **Objective 3.** Factor common monomial factors from polynomial expressions and factor quadratic expressions with a leading coefficient of 1.
- (D) **Objective 4.** Evaluate linear, absolute value, rational, and radical expressions. Include applying a nonstandard operation such as $x \odot y = 2x + y$.
- (4) Analyze real-world and mathematical problems involving linear equations.
- (A) **Objective 1.** Analyze, use and apply mathematical models and other data sets (e.g., graphs, equations, two points, a set of data points) to calculate and interpret the slope and the x- and y-intercepts of a line.
- (B) **Objective 2.** Analyze and interpret mathematical models involving lines that are parallel, perpendicular, horizontal, and vertical.
- (C) **Objective 3.** Write the equation of the line given its slope and y-intercept, slope and one point, two points, x- and y-intercepts, or a set of data points.
- (D) **Objective 4.** Express linear equations in slope-intercept, point-slope, and standard forms. Convert between these forms.
- (E) **Objective 5.** Analyze and interpret associations between graphical representations and written scenarios.
- (5) **Functions.** Understand functions as descriptions of covariation (how related quantities vary together) in real-world and mathematical problems.
- (A) **Objective 1.** Distinguish between relations and functions.
- (B) **Objective 2.** Identify the dependent variable, independent variable, domain and range given a function, equation, or graph. Identify restrictions on the domain and range in mathematical models.
- (C) **Objective 3.** Write linear functions, using function notation, to represent mathematical models.

(D) **Objective 4.** Read and interpret the linear piecewise function, given a graph modeling a situation.

(E) **Objective 5.** Interpret graphs as being discrete or continuous.

(6) **Functions.** Recognize and understand that families of functions are defined by their characteristics.

(A) **Objective 1.** Distinguish between linear and nonlinear (including exponential) functions. Understand that linear functions grow by equal intervals (arithmetic) and that exponential functions grow by equal factors over equal intervals (geometric).

(B) **Objective 2.** Recognize the parent functions $f(x) = x$ and $f(x) = |x|$. Predict the effects of vertical and horizontal transformations [$f(x + c)$ and $f(x) + c$, algebraically and graphically.

(7) **Functions.** Represent functions in multiple ways and use the representation to interpret real-world and mathematical problems.

(A) **Objective 1.** Identify and generate equivalent representations of linear functions, graphs, tables, and real-world situations.

(B) **Objective 2.** Use function notation; evaluate a function, including nonlinear, at a given point in its domain algebraically and graphically. Interpret the results in terms of the original context.

(C) **Objective 3.** Add, subtract, and multiply functions using function notation.

(m) **Standard Two objectives for Algebra 2.** The following objectives apply for students in Algebra 2:

(1) Represent and solve mathematical and real-world problems using nonlinear equations, systems of linear equations, and systems of linear inequalities; interpret the solutions in the original context.

(A) **Objective 1.** Use mathematical models to represent quadratic relationships and solve using factoring, completing the square, the quadratic formula, and various methods (including graphing calculator or other appropriate technology). Find non-real roots when they exist.

(B) **Objective 2.** Use mathematical models to represent exponential relationships, such as compound interest, depreciation, and population growth. Solve these equations algebraically or graphically (including graphing calculator or other appropriate technology).

(C) **Objective 3.** Solve one-variable rational equations and check for extraneous solutions.

(D) **Objective 4.** Solve polynomial equations with real roots using various methods (e.g. polynomial division, synthetic division, using graphing calculators or other appropriate technology).

(E) **Objective 5.** Solve square and cube root equations with one variable and check for extraneous solutions.

(F) **Objective 6.** Solve common and natural logarithmic equations using the properties of logarithms.

(G) **Objective 7.** Represent and evaluate mathematical models using systems of linear equations with a maximum of three variables. Graphing calculators or other appropriate technology may be used.

(H) **Objective 8.** Use tools to solve systems of equations containing one linear equation and one quadratic equation. Graphing

calculators or other appropriate technology may be used.

(I) **Objective 9.** Solve systems of linear inequalities in two variables, with a maximum of three inequalities; graph and interpret the solutions on a coordinate plane. Graphing calculators or other appropriate technology may be used.

(2) Generate and evaluate equivalent algebraic expressions and equations using various strategies.

(A) **Objective 1.** Factor polynomial expressions including, but not limited to, trinomials, differences of squares, sum and difference of cubes, and factoring by grouping using a variety of tools and strategies.

(B) **Objective 2.** Add, subtract, multiply, divide, and simplify polynomial expressions.

(C) **Objective 3.** Add, subtract, multiply, divide, and simplify rational expressions.

(D) **Objective 4.** Recognize that a quadratic function has different equivalent representations [$f(x) = ax^2 + bx + c$, $f(x) = a(x - h)^2 + k$, and $f(x) = a(x - p)(x - q)$]. Identify and use the mathematical model that is most appropriate to solve problems.

(E) **Objective 5.** Rewrite algebraic expressions involving radicals and rational exponents using the properties of exponents.

(3) Represent and solve mathematical and real-world problems involving arithmetic and geometric sequences and series.

(A) **Objective 1.** Recognize that arithmetic sequences are linear using equations, tables, graphs, and verbal descriptions. Using the pattern, find the next term.

(B) **Objective 2.** Recognize that geometric sequences are exponential using equations, tables, graphs, and verbal descriptions. Given the formula $f(x) = a(r)^x$, find the next term and define the meaning of a and r within the context of the problem..

(C) **Objective 3.** Solve problems that can be modeled using arithmetic sequences or series given the n th terms and sum formulas. Graphing calculators or other appropriate technology may be used.

(D) **Objective 4.** Solve problems that can be modeled using finite geometric sequences or series given the n th terms and sum formulas. Graphing calculators or other appropriate technology may be used.

(4) **Functions.** Understand functions as descriptions of covariation (how related quantities vary together).

(A) **Objective 1.** Use algebraic, interval, and set notations to specify the domain and range of various types of functions and evaluate a function at a given point in its domain. (B) **Objective 2.** Identify the parent forms of exponential, radical (square root and cube root only), quadratic, and logarithmic functions. Predict the effects of transformations [$f(x + c)$, $f(x) + c$, $f(cx)$, and $cf(x)$] algebraically and graphically.

(C) **Objective 3.** Graph a quadratic function. Identify the domain, range, x - and y -intercepts, maximum or minimum value, axis of symmetry, and vertex using various methods and tools that may include a graphing calculator or appropriate technology.

(D) **Objective 4.** Graph exponential and logarithmic functions. Identify the domain, range, asymptotes, and x- and y-intercepts using various methods and tools that may include graphing calculators or other appropriate technology. Recognize exponential decay and growth graphically and algebraically.

(E) **Objective 5.** Analyze the graph of a polynomial function by identifying the domain, range, intercepts, zeros, relative maxima, relative minima, and intervals of increase and decrease.

(F) **Objective 6.** Graph a rational function. Identify the domain (including holes), range, x- and y-intercepts, vertical and horizontal asymptotes, using various methods and tools that may include a graphing calculator or other appropriate technology. (excluding slant or oblique asymptotes).

(G) **Objective 7.** Graph a radical function (square root and cube root only). Identify the domain, range, and x- and y-intercepts using various methods and tools that may include a graphing calculator or other appropriate technology.

(H) **Objective 8.** Graph piecewise functions with no more than three branches (i.e., linear, quadratic, or exponential branches). Analyze the function by identifying the domain, range, intercepts, and intervals for which it is increasing, decreasing, and constant using various methods and tools (e.g., graphing calculator, other appropriate technology).

(I) **Objective 9.** Recognize whether a discrete or continuous graphical representation is appropriate to create the graph based on a mathematical model.

(5) **Functions.** Analyze functions through algebraic combinations, compositions, and inverses, if they exist.

(A) **Objective 1.** Add, subtract, multiply, and divide functions using function notation and recognize domain restrictions.

(B) **Objective 2.** Combine functions by composition and recognize that $g(x) = f^{-1}(x)$, the inverse function of $f(x)$, if and only if $f(g(x)) = g(f(x)) = x$.

(C) **Objective 3.** Find and graph the inverse of a function, if it exists, in mathematical models. Know that the domain of a function f is the range of the inverse function f^{-1} , and the range of the function f is the domain of the inverse function f^{-1} .

(D) **Objective 4.** Apply the inverse relationship between exponential and logarithmic functions to convert from one form to another.

(n) **Standard Two objectives for Pre Calculus and Trigonometry.** The following objectives apply for students in Pre Calculus and Trigonometry:

(1) Analyze functions and relations.

(A) **Objective 1.** Interpret characteristics of a function defined by an expression in the context of the situation.

(B) **Objective 2.** Sketch the graph of a function that models a relationship between two quantities, identifying key features.

(C) **Objective 3.** Interpret characteristics of graphs and tables for a function that models a relationship between two quantities in terms of the quantities.

- (D) **Objective 4.** Describe end behavior, asymptotic behavior, and points of discontinuity.
- (E) **Objective 5.** Determine if a function has an inverse. Algebraically and graphically find the inverse or define any restrictions on the domain that meet the requirement for invertibility, and find the inverse on the restricted domain.
- (2) Build functions to model and validate relationships among functions.
 - (A) **Objective 1.** Model relationships through composition, and attend to the restrictions of the domain.
 - (B) **Objective 2.** Rewrite a function as a composition of functions.
 - (C) **Objective 3.** Interpret the meanings of quantities involving functions and their inverses.
 - (D) **Objective 4.** Verify by analytical methods that one function is the inverse of another.
- (3) Predict and verify solutions involving functions.
 - (A) **Objective 1.** Predict solutions involving functions that are quadratic, polynomial of higher order, rational, exponential, and logarithmic.
 - (B) **Objective 2.** Graphically verify solutions involving functions that are quadratic, polynomial of higher order, rational, exponential, and logarithmic.
 - (C) **Objective 3.** Algebraically verify solutions involving functions that are quadratic, polynomial of higher order, rational, exponential, and logarithmic.

[Source: Added at 40 Ok Reg 153, eff 12-11-22]

210:15-3-64. Standard Three: Geometry and Measurement

(a) **Statement of the standard.** Students will focus on number and operations to develop fluency with an importance of understanding numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another. Students will place an emphasis on the development of estimation to determine the reasonableness of solutions and answers and to compute efficiently and proficiently.

(b) **Standard Three objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

- (1) Identify common shapes.
 - (A) **Objective 1.** Identify circles, squares, rectangles, and triangles by pointing to the shape when given the name.
- (2) Describe and compare measureable attributes.
 - (A) **Objective 1.** Identify measureable attributes of objects. Describe them using age appropriate vocabulary (i.e. little, big, long, short, tall, heavy, light). Explain verbally what the objects have in common.
 - (B) **Objective 2.** Directly compare two objects with a common measureable attribute using age-appropriate vocabulary (e.g., longer/shorter; heavier/lighter; or taller/shorter.)
 - (C) **Objective 3.** Sort objects into sets by one or more attributes.

(c) **Standard Three objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) Recognize and sort basic two-dimensional shapes; use two-dimensional and three-dimensional shapes to represent real-world objects.

(A) **Objective 1.** Recognize squares, circles, triangles, and rectangles.

(B) **Objective 2.** Sort two-dimensional objects using characteristics such as shape and size.

(C) **Objective 3.** Identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably, such as the number of corners/vertices and the number of sides/edges.

(D) **Objective 4.** Use smaller two-dimensional shapes to fill in the outline of a larger two-dimensional shape.

(E) **Objective 5.** Compose larger, undefined shapes and structures using three-dimensional objects.

(F) **Objective 6.** Use basic shapes and spatial reasoning to represent objects in the real world.

(2) Compare and order objects according to location and measurable attributes.

(A) **Objective 1.** Use words to compare objects according to length, size, weight, position, and location.

(B) **Objective 2.** Order up to 6 objects using measurable attributes, such as length and weight.

(C) **Objective 3.** Identify more than one shared attribute between objects, and sort objects into sets.

(D) **Objective 4.** Compare the number of objects needed to fill two different containers.

(3) Tell time as it relates to daily life.

(A) **Objective 1.** Develop an awareness of simple time concepts within daily life, using age-appropriate vocabulary (e.g., yesterday, today, tomorrow, morning, afternoon, and night).

(d) **Standard Three objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) Recognize and compose two- and three-dimensional shapes.

(A) **Objective 1.** Identify regular and irregular trapezoids and hexagons by pointing to the shape when given the name.

(B) **Objective 2.** Compose larger, defined shapes using smaller two-dimensional shapes.

(C) **Objective 3.** Compose structures with three-dimensional shapes.

(D) **Objective 4.** Recognize three-dimensional shapes such as cubes, cones, cylinders, pyramids, and spheres.

(2) Select and use nonstandard and standard units to describe length and volume/capacity.

(A) **Objective 1.** Use nonstandard and standard measuring tools to measure the length of objects.

(B) **Objective 2.** Illustrate that the length of an object is the number of same-size units of length that, when laid end-to-end with no gaps or overlaps, reach from one end of the object to the other.

(C) **Objective 3.** Measure the same object/distance with units of two different lengths and describe how and why the measurements differ.

(D) **Objective 4.** Describe a length to the nearest whole unit using a number with standard and nonstandard units.

(E) **Objective 5.** Use standard and nonstandard tools to identify volume/capacity. Compare and sort containers that hold more, less, or the same amount.

(3) Describe and measure concepts of time.

(A) **Objective 1.** Tell time to the hour and half-hour (analog and digital).

(B) **Objective 2.** Describe and measure calendar time by days, weeks, months, and years.

(e) **Standard Three objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) Analyze attributes of two- and three- dimensional figures and develop generalizations about their properties.

(A) **Objective 1.** Recognize regular and irregular trapezoids and hexagons.

(B) **Objective 2.** Describe, compare, and classify two-dimensional figures according to their geometric attributes.

(C) **Objective 3.** Compose and decompose two-dimensional shapes using triangles, squares, hexagons, trapezoids, and rhombi.

(D) **Objective 4.** Sort three-dimensional shapes based on attributes such as number of faces, vertices, and edges.

(E) **Objective 4.** Recognize right angles and classify angles as smaller or larger than a right angle.

(2) Understand length as a measurable attribute and explore capacity.

(A) **Objective 1.** Explain the relationship between the size of the unit of measurement and the number of units needed to measure the length of an object.

(B) **Objective 2.** Explain the relationship between length and the numbers on a ruler by using a ruler to measure lengths to the nearest whole unit.

(C) **Objective 3.** Explore how varying shapes and styles of containers can have the same capacity.

(3) Tell time to the quarter hour.

(A) **Objective 1.** Distinguish between a.m. and p.m.

(B) **Objective 2.** Read and write time to the quarter hour on an analog and digital clock.

(f) **Standard Three objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) Analyze and use geometric attributes to describe and create polygons and three-dimensional figures in various contexts.

(A) **Objective 1.** Sort three-dimensional shapes based on attributes.

(B) **Objective 2.** Build a three-dimensional figure using unit cubes when shown a picture of a three-dimensional shape.

(C) **Objective 3.** Classify angles within a polygon as acute, right, obtuse, and straight.

(2) Understand measurable attributes of real-world and mathematical objects using various tools.

(A) **Objective 1.** Find the perimeter of a polygon, given whole number lengths of the sides, using a variety of models.

(B) **Objective 2.** Analyze why length and width are multiplied to find the area of a rectangle by decomposing the rectangle into one unit by one unit squares and viewing these as rows and columns to determine the area.

(C) **Objective 3.** Counts cubes systematically to identify the number of cubes needed to pack the whole or half of a three-dimensional structure.

(D) **Objective 4.** Find the area of two-dimensional figures by counting the total number of same size unit squares that fill the shape without gaps or overlaps.

(E) **Objective 5.** Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or meter.

(F) **Objective 6.** Choose an appropriate measurement instrument and measure the length of objects to the nearest whole yard, whole foot, or half inch.

(G) **Objective 7.** Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.

(3) Solve problems by telling time to the nearest five-minute interval.

(A) **Objective 1.** Read and write time to the nearest five-minute interval.(analog and digital).

(B) **Objective 2.** Determine the solutions to problems involving addition and subtraction of time in intervals of five minutes, up to one hour, using pictorial models, number line diagrams, or other tools.

(g) **Standard Three objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) Name, describe, classify and construct polygons, and three- dimensional figures based on their attributes; recognize polygons and three-dimensional figures in real life and mathematical situations.

(A) **Objective 1.** Identify points, lines, line segments, rays, angles, endpoints, and parallel and perpendicular lines in various models.

(B) **Objective 2.** Describe, classify, and construct quadrilaterals, including squares, rectangles, trapezoids, rhombuses, parallelograms, and kites. Recognize quadrilaterals in various models.

(C) **Objective 3.** Given two three-dimensional shapes, identify each shape. Compare and contrast their similarities and differences based on their attributes.

(2) Recognize and measure attributes in real-world and mathematical situations using various tools.

(A) **Objective 1.** Measure angles in geometric figures and real-world objects with a protractor or angle ruler.

(B) **Objective 2.** Find the area of polygons by determining if they can be decomposed into rectangles.

(C) **Objective 3.** Develop the concept that the volume of rectangular prisms with whole-number edge lengths can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use a variety of tools and create mathematical models to determine the volume using appropriate measurements (e.g., cm^3).

(D) **Objective 4.** Choose an appropriate instrument to measure the length of an object to the nearest whole centimeter or quarter-inch.

(E) **Objective 5.** Recognize and use the relationship between inches, feet, and yards to measure and compare objects.

(F) **Objective 6.** Recognize and use the relationship between millimeters, centimeters, and meters to measure and compare objects.

(G) **Objective 7.** Determine and justify the best use of customary and metric measurements in a variety of situations (liquid volumes, mass vs. weight, temperatures above 0 (zero) degrees, and length).

(3) Determine elapsed time and convert between units of time.

(A) **Objective 1.** Determine elapsed time.

(B) **Objective 2.** Convert one measure of time to another including seconds to minutes, minutes to hours, hours to days, and vice versa, using various models..

(h) **Standard Three objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) Describe, identify, classify, and construct two- and three-dimensional figures using their geometric attributes.

(A) **Objective 1.** Describe, identify, classify and construct triangles (equilateral, right, scalene, isosceles) by their attributes, using various mathematical models.

(B) **Objective 2.** Describe, identify, and classify three-dimensional figures (cubes, rectangular prisms, and pyramids) and their attributes (number of edges, faces, vertices, shapes of faces), given various mathematical models.

(C) **Objective 3.** Recognize and draw a net for a three-dimensional figure (cube, rectangular prism, pyramid).

(2) Determine volume using the object's dimensions. Compare and analyze rectangular prisms with equivalent volume to recognize their different dimensions.

(A) **Objective 1.** Determine the volume of rectangular prisms by the number of unit cubes (n) used to construct the shape and by the product of the dimensions of the prism ($a \cdot b \cdot c = n$). Understand rectangular prisms of different dimensions (p, q, and r) can have the same volume if $a \cdot b \cdot c = p \cdot q \cdot r = n$.

(B) **Objective 2.** Estimate the perimeter of polygons and create arguments for reasonable perimeter values of shapes that may include curves.

(3) Understand angle, length, weight, and capacity as measurable attributes of real-world and mathematical objects, using various tools to measure them. Solve real-world problems of length.

(A) **Objective 1.** Measure and compare angles according to size using various tools.

(B) **Objective 2.** Measure the length of an object to the nearest whole centimeter or 1/16-inch using an appropriate instrument.

(C) **Objective 3.** Apply the relationship between inches, feet, and yards to measure, convert, and compare objects to solve problems.

(D) **Objective 4.** Apply the relationship between millimeters, centimeters, and meters to measure, convert, and compare objects to solve problems.

(E) **Objective 5.** Estimate lengths and geometric measurements to the nearest whole unit, using benchmarks in customary and metric measurement systems.

(i) **Standard Three objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) Use translations, reflections, and rotations to establish congruence and understand symmetry (not on a coordinate plane).

(A) **Objective 1.** Predict, describe and apply translations (slides), reflections (flips), and rotations (turns) to a two-dimensional figure.

(B) **Objective 2.** Recognize that translations, reflections, and rotations preserve congruence and use them to show that two figures are congruent.

(C) **Objective 4.** Identify and describe the line(s) of symmetry in two-dimensional shapes.

(2) Use mathematical modeling to calculate the area of squares, parallelograms, and triangles to solve problems.

(A) **Objective 1.** Develop and use formulas for the area of squares and parallelograms using a variety of methods including but not limited to the standard algorithms and finding unknown measures.

(B) **Objective 2.** Develop and use formulas to determine the area of triangles and find unknown measures.

(C) **Objective 3.** Find the area of right triangles, other triangles, special quadrilaterals, and polygons that can be decomposed into triangles and other shapes.

(3) Understand and use relationships between angles in geometric figures.

(A) **Objective 1.** Solve problems using the relationships between the angles (vertical, complementary, and supplementary) formed by intersecting lines.

(B) **Objective 2.** Develop and use the fact that the sum of the interior angles of a triangle is 180° to determine missing angle measures in a triangle.

(4) Choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems.

(A) **Objective 1.** Estimate weights and capacities using benchmarks in customary and metric measurement systems with appropriate units.

(B) **Objective 2.** Solve problems that require the conversion of lengths within the same measurement systems using appropriate units.

(j) **Standard Three objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) Develop and understand the concept of surface area and volume of rectangular prisms with rational-valued edge lengths.

(A) **Objective 1.** Recognize that the surface area of a rectangular prism can be found by finding the area of each component of the net of that figure. Know that rectangular prisms of different dimensions can have the same surface area.

(B) **Objective 2.** Using a variety of tools and strategies, develop the concept that surface area of a rectangular prism can be found by wrapping the figure with same-sized square units without gaps or

overlap. Use appropriate measurements (e.g., cm^2).

(C) **Objective 3.** Using a variety of tools and strategies, develop the concept that the volume of rectangular prisms can be found by counting the total number of same-sized unit cubes that fill a shape without gaps or overlaps. Use appropriate measurements (e.g., cm^3).

(2) Use mathematical models and problems to calculate and justify the area of trapezoids and the area and perimeter of composite figures with rational measurements.

(A) **Objective 1.** Develop and use the formula to determine the area of a trapezoid.

(B) **Objective 2.** Find the area and perimeter of composite figures.

(3) Use mathematical models and reasoning with proportions and ratios to determine measurements, justify formulas, and solve problems.

(A) **Objective 1.** Solve problems that require the conversion of weights and capacities within the same measurement systems using appropriate units.

(B) **Objective 2.** Demonstrate an understanding of the proportional relationship between the diameter and circumference of a circle and that the unit rate (constant of proportionality) is π (π) and can be approximated by rational numbers such as $22/7$ and 3.14 .

(C) **Objective 3.** Calculate the circumference and area of circles to solve problems in various contexts, in terms of π (π) and using approximations for π (π).

(4) Analyze the effect of translations, reflections, rotations, and dilations on the attributes of two-dimensional figures on and off the coordinate plane.

(A) **Objective 1.** Describe the properties of similarity, compare geometric figures for similarity, and determine scale factors resulting from dilations.

(B) **Objective 2.** Apply proportions, ratios, and scale factors to solve problems involving scale drawings and to determine side lengths and areas of similar triangles and rectangles.

(C) **Objective 3.** Graph and describe translations (with directional and algebraic instructions), reflections across the x- and y-axes, and rotations in 90° increments about the origin of figures on a coordinate plane, and determine the coordinates of the vertices of the figure after the transformation.

(k) **Standard Three objectives for Pre-Algebra.** The following objectives apply for students in Pre-Algebra:

(1) Apply the Pythagorean Theorem to solve problems involving triangles.

(A) **Objective 1.** Justify the Pythagorean Theorem using measurements, diagrams, or dynamic software to solve problems in two dimensions involving right triangles.

(B) **Objective 2.** Use the Pythagorean Theorem to find the distance between any two points in a coordinate plane.

(2) Justify and use formulas to calculate surface area and volume of three-dimensional figures.

(A) **Objective 1.** Calculate the surface area of a rectangular prism using decomposition or nets. Use appropriate units (e.g., cm^2).

(B) **Objective 2.** Calculate the surface area of a cylinder, in terms of π (π) and using approximations for π (π), using decomposition

or nets. Use appropriate units (e.g., cm^2).

(C) **Objective 3.** Justify why base area (B) and height (h) in the formula $V=Bh$ are multiplied to find the volume of a rectangular prism. Use appropriate units (e.g., cm^3).

(D) **Objective 4.** Develop and use the formulas $V=\pi r^2 h$ and $V=Bh$ to determine the volume of right cylinders, in terms of π and using approximations for π . Justify why base area (B) and height (h) are multiplied to find the volume of a right cylinder. Use appropriate units (e.g., cm^3).

(m) **Standard Three objectives for Geometry.** The following objectives apply for students in Geometry:

(1) **Reasoning & Logic.** Use appropriate tools and logic, including algebraic methods, to evaluate mathematical arguments.

(A) **Objective 1.** Use undefined terms, definitions, postulates, and theorems in logical arguments/proofs.

(B) **Objective 2.** Analyze and draw conclusions based on a set of conditions using inductive and deductive reasoning. Recognize the logical relationships between a conditional statement and its inverse, converse, and contrapositive.

(C) **Objective 3.** Assess the validity of a logical argument and give counterexamples to disprove a statement.

(2) **Two-Dimensional Shapes.** Discover, evaluate and analyze the relationships between lines, angles, and polygons to solve real-world and mathematical problems; express proofs in a form that clearly justifies the reasoning (e.g., two-column proofs, paragraph proofs, flowcharts).

(A) **Objective 1.** Use properties of parallel lines cut by a transversal to determine angle relationships and solve problems.

(B) **Objective 2.** Use the angle relationships formed by lines cut by a transversal to determine if the lines are parallel and verify, using algebraic and deductive proofs.

(C) **Objective 3.** Apply the properties of angles, (corresponding, exterior, interior, vertical, complementary, supplementary) to solve problems using mathematical models, algebraic reasoning, and proofs.

(D) **Objective 4.** Apply theorems involving the interior and exterior angle sums of polygons to solve problems using mathematical models, algebraic reasoning, and proofs.

(E) **Objective 5.** Apply the properties of special quadrilaterals (square, rectangle, trapezoid, isosceles trapezoid, rhombus, kite, parallelogram) to solve problems involving angle measures and segment lengths using mathematical models, algebraic reasoning, and proofs.

(F) **Objective 6.** Use coordinate geometry and algebraic reasoning to represent and analyze line segments and polygons, including determining lengths, midpoints, and slopes of line segments.

(G) **Objective 7.** Apply the properties of polygons and use them to represent and apply mathematical models involving perimeter and area (e.g., triangles, special quadrilaterals, regular polygons up to 12 sides, composite figures).

(H) **Objective 8.** Apply the properties of congruent or similar polygons to solve problems using mathematical models and

algebraic and logical reasoning.

(I) **Objective 9.** Construct logical arguments to prove triangle congruence (SSS, SAS, ASA, AAS and HL).

(J) **Objective 10.** Construct logical arguments to prove triangle similarity (AA, SSS, SAS).

(K) **Objective 11.** Use numeric, graphic and algebraic representations of transformations in two dimensions (reflections, translations, dilations, rotations about the origin by multiples of 90°) to solve problems involving figures on a coordinate plane and identify types of symmetry.

(3) **Three-Dimensional Shapes.** Solve real-world and mathematical problems involving three-dimensional figures.

(A) **Objective 1.** Represent, use, and apply mathematical models and other tools (e.g., nets, measuring devices, formulas) to solve problems involving surface area and volume of three-dimensional figures (prisms, cylinders, pyramids, cones, spheres, and composites of these figures).

(B) **Objective 2.** Use ratios derived from similar three-dimensional figures to make conjectures, generalize, and to solve for unknown values such as angles, side lengths, perimeter and circumference of a face, area of a face, and volume.

(4) **Circles.** Solve real-world and mathematical problems using the properties of circles.

(A) **Objective 1.** Apply the properties of circles to solve problems involving circumference and area, using approximate values and in terms of pi, using algebraic and logical reasoning.

(B) **Objective 2.** Use the distance and midpoint formula, where appropriate, to recognize and write the radius r , center (h,k) , and standard form of the equation of a circle $(x - h)^2 + (y - k)^2 = r^2$ with and without graphs.

(C) **Objective 3.** Apply the properties of circles and relationships among angles; arcs; and distances in a circle among radii, chords, secants and tangents to solve problems using algebraic reasoning.

(5) **Right Triangle Trigonometry.** Apply mathematical relationships of right triangles and trigonometric ratios to solve real-world and mathematical problems.

(A) **Objective 1.** Apply the distance formula, the Pythagorean theorem, and the Pythagorean theorem converse (approximate and exact values, including Pythagorean triples) to solve problems, using algebraic and logical reasoning and mathematical models.

(B) **Objective 2.** Verify and apply properties of right triangles, including properties of 45-45-90 and 30-60-90 triangles, to solve problems using algebraic and logical reasoning.

(C) **Objective 3.** Use the definition of the trigonometric functions to determine the sine, cosine, and tangent ratio of an acute angle in a right triangle. Apply the inverse trigonometric functions to find the measure of an acute angle in right triangles.

(D) **Objective 4.** Apply the trigonometric functions as ratios (sine, cosine, and tangent) to find side lengths in right triangles in mathematical models, including the coordinate plane.

(b) **Standard Three objectives for Pre Calculus and Trigonometry.** The following objectives apply for students in Pre Calculus and Trigonometry:

(1) Investigate conic sections.

(A) **Objective 1.** Model real-world situations which involve conic sections.

(B) **Objective 2.** Identify key features of conic sections (foci, directrix, radii, axes, asymptotes, center) graphically and algebraically.

(C) **Objective 3.** Sketch a graph of a conic section using its key features.

(D) **Objective 4.** Write the equation of a conic section given key features.

(E) **Objective 5.** Given the equation $ax^2 + by^2 + cx + dy + e = 0$, determine if the equation is a circle, ellipse, parabola, or hyperbola.

(2) Make sense of the unit circle and its relationship to the graphs of trigonometric functions.

(A) **Objective 1.** Draw and recognize angles in standard position using radian measure, and determine the quadrant of the terminal side.

(B) **Objective 2.** Convert radian measure to degree measure and vice-versa.

(C) **Objective 3.** Find the length of an arc and the area of a sector on a circle.

(D) **Objective 4.** Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi-x$, $\pi+x$, and $2\pi-x$ in terms of their values for x , where x is any real number.

(E) **Objective 5.** Use reference angles to determine the terminal point $P(x,y)$ on the unit circle for a given angle.

(F) **Objective 6.** Estimate trigonometric values of any angle.

(G) **Objective 7.** Apply the properties of a unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

(H) **Objective 8.** Graph of all six trigonometric functions, identifying key features.

(I) **Objective 9.** Describe and analyze the relationships of the properties of a unit circle.

(3) Apply trigonometric concepts beyond the right triangle.

(A) **Objective 1.** Create models for situations involving trigonometry.

(B) **Objective 2.** Apply the Law of Sines and Law of Cosines to solve problems.

(C) **Objective 3.** Use trigonometry to find the area of triangles.

(D) **Objective 4.** Use inverse functions to solve trigonometric; evaluate the solution and interpret them in terms of context.

(4) Verify trigonometric identities and solve equations.

(A) **Objective 1.** Algebraically manipulate the structure of a trigonometric expression to identify ways to rewrite it.

(B) **Objective 2.** Choose and produce an equivalent form of an expression to explain the properties of the quantity represented by

the expression.

(C) **Objective 3.** Graphically and algebraically verify solutions to trigonometric equations.

[Source: Added at 40 Ok Reg 153, eff 12-11-22]

210:15-3-65. Standard Four: Data and Probability

(a) **Statement of the standard.** Students will have an increased emphasis on understanding data and probability to enable all students to formulate questions that can be addressed by appropriate statistical methods. Students will analyze data, develop and evaluate inferences and predictions that are based on data, and understand and apply basic concepts of probability. Students will have an opportunity to apply the basic skills of computing with number and being an educated consumer of information providing application and use of fractions in daily life.

(b) **Standard Four objectives for Pre-Kindergarten.** The following objectives apply for students in Pre-Kindergarten:

(1) Collect and organize categorical data.

(A) **Objective 1.** Collect and organize information about objects and events in the environment.

(B) **Objective 2.** Use categorical data to create real-object graphs, with guidance and support.

(c) **Standard Four objectives for Kindergarten.** The following objectives apply for students in Kindergarten:

(1) Collect, organize, and interpret categorical data.

(A) **Objective 1.** Collect and organize information about objects and events in the environment.

(B) **Objective 2.** Use categorical data to create real-object graphs and pictographs.

(C) **Objective 3.** Draw conclusions from real-object graphs and pictographs.

(d) **Standard Four objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) Collect, organize, and interpret categorical and numerical data.

(A) **Objective 1.** Collect, sort, and organize data in up to three categories using representations (e.g. tally marks, tables, Venn diagrams).

(B) **Objective 2.** Use data to create pictographs and bar graphs that demonstrate one-to-one correspondence.

(C) **Objective 3.** Draw conclusions from pictographs and bar graphs.

(e) **Standard Four objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) Collect, organize, and interpret data.

(A) **Objective 1.** Explain that the length of a bar in a bar graph and the number of objects in a pictograph represents the number of data points for a given category.

(B) **Objective 2.** Organize a collection of data with up to four categories using pictographs and bar graphs with intervals of 1s, 2s, 5s, or 10s.

(C) **Objective 3.** Write and solve one-step word problems involving addition or subtraction using data represented within pictographs

and bar graphs with intervals of one.

(D) **Objective 4.** Draw conclusions and make predictions from information in a pictograph and bar graph.

(f) **Standard Four objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) Collect, organize, and analyze data.

(A) **Objective 1.** Collect and organize a data set with multiple categories using a frequency table, line plot, pictograph, or bar graph with scaled intervals.

(B) **Objective 2.** Solve one- and two-step word problems using categorical data represented with a frequency table, pictograph, or bar graph with scaled intervals.

(g) **Standard Four objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) Summarize, construct, and analyze data.

(A) **Objective 1.** Create and organize data on a frequency table or line plot marked with whole numbers and fractions using appropriate titles, labels, and units.

(B) **Objective 2.** Organize data sets to create tables, bar graphs, timelines, and Venn diagrams. The data may include benchmark fractions or decimals ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{3}$, $\frac{3}{4}$, 0.25, 0.50, 0.75).

(C) **Objective 3.** Solve one- and two-step problems by analyzing data in whole number, decimal, or fraction form in a frequency table and line plot.

(h) **Standard Four objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) Create and analyze data to find the range and measures of central tendency (mean, median, and mode).

(A) **Objective 1.** Find the measures of central tendency (ie., mean, median, mode) and range of a set of data. Understand that the mean is a "leveling out" or central balance point of the data.

(B) **Objective 2.** Create and analyze line and double-bar graphs with increments of whole numbers, fractions, and decimals.

(i) **Standard Four objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) Interpret and analyze data.

(A) **Objective 1.** Interpret the mean, median, and mode for a set of data.

(B) **Objective 2.** Explain and justify which measure of center (mean, median, or mode) would provide the most descriptive information for a given set of data.

(2) Use probability to model and solve mathematical problems; represent probabilities using fractions and decimals.

(A) **Objective 1.** Represent possible outcomes using a probability continuum from impossible to certain.

(B) **Objective 2.** Determine the sample space for a given experiment and determine which members of the sample space are related to certain events. Sample space may be determined by the use of tree diagrams, tables, or pictorial representations.

(C) **Objective 3.** Demonstrate simple experiments in which the probabilities are known and compare the resulting relative

frequencies with the known probabilities, recognizing that there may be differences between the two results.

(j) **Standard Four objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) Interpret and analyze data, creating the most appropriate display, using a variety of tools.

(A) **Objective 1.** Design simple experiments, collect data, and calculate measures of center (mean, median, and mode) and spread (range and interquartile range). Use these quantities to draw conclusions about the data collected and make predictions.

(B) **Objective 2.** Use reasoning with proportions to display and interpret data in circle graphs (pie charts) and histograms.

(C) **Objective 3.** Use technology to create and analyze box plots.

(2) Calculate and use proportional reasoning with probabilities to model and solve mathematical problems.

(A) **Objective 1.** Determine the theoretical probability of an event using the ratio between the size of the event and the size of the sample space; represent probabilities as percents, fractions, and decimals between 0 and 1.

(B) **Objective 2.** Calculate probability as fraction of same space or as a fraction of area. Express probabilities as percents, decimals, and fractions.

(C) **Objective 3.** Use proportional reasoning to draw conclusions about and predict relative frequencies of outcomes based on theoretical probabilities.

(k) **Standard Four objectives for Pre-Algebra.** The following objectives apply for students in Pre-Algebra:

(1) Display and interpret data in a variety of ways, including using scatterplots and approximate lines of best fit. Use lines of best fit and average rate of change to make predictions and draw conclusions about data.

(A) **Objective 1.** Describe the impact that inserting or deleting a data point has on the mean and the median of a data set. Create data displays using technology to examine this impact.

(B) **Objective 2.** Explain how outliers affect measures of center and spread.

(C) **Objective 3.** Collect, display and interpret data using scatterplots. Use the shape of the scatterplot to find the informal line of best fit, make statements about average rate of change, and make predictions about values not in the original data set. Use appropriate titles, labels and units.

(2) Calculate experimental probabilities and reason about probabilities to model and solve problems.

(A) **Objective 1.** Calculate experimental probabilities and represent them as percents, fractions, and decimals between 0 and 1. Use experimental probabilities to predict relative frequencies when actual probabilities are unknown.

(B) **Objective 2.** Determine how samples are chosen (randomness) to draw and support conclusions about generalizing a sample to a population, including identifying limitations and biases.

(C) **Objective 3.** Define, compare and contrast the probabilities of dependent and independent events.

(l) **Standard Four objectives for Algebra 1.** The following objectives apply for students in Algebra 1:

(1) Display, describe, and compare data. For linear relationships make predictions and assess the reliability of those predictions.

(A) **Objective 1.** Display, describe, and compare data sets using summary statistics (central tendency and spread (range)). Utilize technology (e.g., spreadsheets, calculators) to display data and calculate summary statistics.

(B) **Objective 2.** Collect data and analyze scatterplots for patterns, linearity, and outliers.

(C) **Objective 3.** Make predictions based upon the linear regression, and use the correlation coefficient to assess the reliability of those predictions using graphing technology.

(2) Calculate probabilities and apply probability concepts.

(A) **Objective 1.** Apply simple counting procedures (factorials, permutations, combinations, and tree diagrams) to determine sample size, sample space, and calculate probabilities.

(B) **Objective 2.** Given a Venn diagram, determine the probability of the union of events, the intersection of events, and the complement of an event. Understand the relationships between these concepts and the words "AND," "OR," and "NOT."

(C) **Objective 3.** Use simulations and experiments to calculate experimental probabilities.

(D) **Objective 4.** Apply probability concepts to real-world situations to make informed decisions.

(m) **Standard Four objectives for Algebra 2.** The following objectives apply for students in Algebra 2:

(1) Display, describe, and compare data. For linear and nonlinear relationships, make predictions and assess the reliability of those predictions.

(A) **Objective 1.** Use the mean and standard deviation of a data set to create a normal distribution (bell-shaped curve).

(B) **Objective 2.** Collect data and use scatterplots to analyze patterns and describe linear, exponential, or quadratic relationships between two variables.

(C) **Objective 3.** Make predictions based upon the regression equation (linear, exponential, or quadratic), and use the correlation coefficient to assess the reliability of those predictions using graphing technology.

(2) Analyze statistical thinking to draw inferences, make predictions, and justify conclusions.

(A) **Objective 1.** Evaluate reports by making inferences, justifying conclusions, and determining appropriateness of data collection methods. Show how graphs and data can be distorted to support different points of view.

(B) **Objective 2.** Identify and explain misleading conclusions and graphical representations of data sets.

(C) **Objective 3.** Differentiate between correlation and causation when describing the relationship between two variables.

(n) **Standard Four objectives for Statistics and Probability.** The following objectives apply for students in Statistics and Probability:

(1) **Statistical Questions.** Understand the distinction between mathematical models and statistical models.

(A) **Objective 1.** Distinguish among different sources of variability, including measurement, natural, induced, and sampling variability.

(B) **Objective 2.** Formulate meaningful statistical questions to clarify the problem at hand.

(2) **Statistical Questions.** Distinguish between the distribution of a population, a distribution of sample data, and a sampling distribution.

(A) **Objective 1.** Distinguish between sample statistics and population parameters.

(B) **Objective 2.** Recognize a population distribution has fixed values of its parameters and that these parameter values are typically unknown.

(C) **Objective 3.** Recognize that a sample data distribution is taken from a population distribution and the data distribution is what is seen in practice.

(D) **Objective 4.** Recognize a sampling distribution is the distribution of a sample statistic (e.g., sample mean, sample proportion) obtained from repeated samples.

(3) **Statistical Questions.** Identify differences between categorical and quantitative data.

(A) **Objective 1.** Determine whether categorical or quantitative data is appropriate to answer a statistical question.

(B) **Objective 2.** Compare and contrast different potential graphical or visual representations given the same data set.

(4) **Data Collection.** Distinguish among different types of study designs for collecting data and know the scope of inference for each design type.

(A) **Objective 1.** Distinguish among sample surveys, experiments, and observational studies.

(B) **Objective 2.** Compare and contrast the benefits of different sampling techniques.

(C) **Objective 3.** Determine the appropriate scope of inference for generalizing results.

(D) **Objective 4.** Explain how sample size impacts the precision with which generalizations can be made.

(E) **Objective 5.** Determine when a cause-and-effect inference can be drawn from an association, based on how the data were collected.

(5) **Data Collection.** Identify common sources of bias and the role of randomization in study design.

(A) **Objective 1.** Explain how randomization and sources of bias impact the results of a study.

(B) **Objective 2.** Understand the different roles of random selection and random assignment in study design.

(6) **Data Analysis.** Use distributions of quantitative and categorical data to identify the key features of the data collected in context.

(A) **Objective 1.** Summarize and represent the distribution for univariate quantitative data by describing and analyzing the shape of the distribution, the measures of center for the distribution, the

patterns in variability for the distribution, and any outliers, gaps, or other unusual features in the distribution.

(B) **Objective 2.** Select and create an appropriate display (e.g., dot plots, histograms, and box plots) for univariate data.

(C) **Objective 3.** Use statistics appropriate to the shape of the data distribution to compare center and variability of two or more different data sets.

(D) **Objective 4.** Describe and analyze the distribution of univariate categorical data.

(7) **Data Analysis.** Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages.

(A) **Objective 1.** Use calculators, computers, or tables to estimate areas under the normal curve. Recognize that there are data sets for which such a procedure is not appropriate.

(8) **Data Analysis.** Compare two or more groups by analyzing distributions.

(A) **Objective 1.** Construct appropriate parallel graphical displays of distributions.

(B) **Objective 2.** Use numerical attributes of distributions to make comparisons between distributions.

(9) **Data Analysis.** Analyze associations between two variables.

(A) **Objective 1.** Create two-way tables for bivariate categorical data and analyze for possible associations between the two categories using marginal, joint, and conditional frequencies.

(B) **Objective 2.** Make predictions and draw conclusions from regression models (linear, exponential, quadratic) from two-variable quantitative data.

(C) **Objective 3.** Analyze scatter plots for patterns, linearity, outliers, and influential points.

(D) **Objective 4.** Using technology, compute and interpret the correlation coefficient.

(E) **Objective 5.** Understand the implications of extrapolating data to make predictions.

(10) **Data Analysis.** Make statistical inferences and evaluate claims from studies.

(A) **Objective 1.** Construct and interpret confidence intervals for the mean of a normally distributed population and for a population proportion.

(B) **Objective 2.** Explain how a sample statistic and a confidence level are used in the construction of a confidence interval.

(C) **Objective 3.** Explain how changes in the sample size, confidence level, and standard error affect the margin of error of a confidence interval.

(D) **Objective 4.** Construct a confidence interval for the mean of a normally distributed population (with a known standard deviation) and for a population proportion. Use confidence intervals to evaluate claims.

(E) **Objective 5.** Use confidence intervals to evaluate claims for a single population parameter.

(11) **Interpretation of Results.** Interpret and communicate the results of a statistical analysis in context.

- (A) **Objective 1.** Recognize when the difference between two sample proportions or two sample means is due to random variation or if the difference is statistically significant.
 - (B) **Objective 2.** Understand the concept of a confidence interval, including the interpretation of confidence level, margin of error, and statistical significance.
 - (C) **Objective 3.** Develop inferences or predictions to construct resulting decisions or recommendations.
 - (D) **Objective 4.** Create and evaluate recommendations for areas of future research.
- (12) **Interpretation of Results.** Evaluate practical implications of statistical significance, or lack thereof.
- (A) **Objective 1.** Develop and critique arguments for practical implications based on statistical significance.
 - (B) **Objective 2.** Identify potential lurking variables which may explain an association between two variables.
- (13) **Interpretation of Results.** Evaluate real-world claims and conclusions.
- (A) **Objective 1.** Evaluate strengths and weaknesses in the studies or methods used to generate the data.
 - (B) **Objective 2.** Evaluate the statistical validity of claims made.
- (14) **Probability.** Connect basic probability concepts to statistical analysis.
- (A) **Objective 1.** Describe events as subsets of a sample space.
 - (B) **Objective 2.** Describe the relationship between theoretical and empirical probabilities using the Law of Large Numbers.
 - (C) **Objective 3.** Use counting techniques (e.g., permutations and combinations) to solve mathematical and real-world problems, including determining probabilities of compound events.
- (15) **Probability.** Determine probabilities, including joint probabilities, conditional probabilities, probabilities of independent events, probabilities of dependent events. Interpret the results.
- (A) **Objective 1.** Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if two events are independent.
 - (B) **Objective 2.** Understand and calculate the conditional probability of A given B as $P(A \text{ and } B)/P(B)$.
 - (C) **Objective 3.** Interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A.
- (16) **Probability.** Use probability to make decisions.
- (A) **Objective 1.** Analyze decisions and strategies using probability concepts and expected values.
 - (B) **Objective 2.** Analyze decisions about statistical significance based on reported p-values.

[Source: Added at 40 Ok Reg 153, eff 12-11-22]

PART 9. SCIENCE

210:15-3-70. Overview and organization of standards

(a) **Introduction.** Science uses observation and experimentation to explain natural phenomena. Science refers to an organized body of knowledge that includes core ideas to the disciplines of science and common themes that bridge the disciplines. The Oklahoma Academic Standards for Science include performance expectations for Pre-Kindergarten (Pre-K) through grade twelve (12). The performance expectations are arranged by grade levels at grades Pre-K through grade eight (8), and by course subject at the high school level (grades nine (9) through twelve (12)). The Oklahoma Academic Standards include the integration of scientific and engineering practices with core content from Physical Science, Life Science, Earth/Space Science, and Engineering/Technology. This integrated approach will provide students with a coordinated, coherent understanding of the necessary skills and knowledge to be sufficiently literate citizens.

(b) **Use of the standards.** The standards in this Part describe the specific areas of student learning that are considered the most important for proficiency in the discipline of science at the particular level and provide a basis for the development of local curricula and statewide assessments. The standards in this Part are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies, approaches, or practices. The standards in this Part are not a curriculum and they do not represent a scope, sequence, or curriculum guide. They provide a framework for schools and teachers to develop an aligned science curriculum. Such curriculum includes instructional units, lessons, and tasks; formative and summative assessments; opportunities for remediation and acceleration; and other selected activities, interventions, and strategies deemed appropriate and meaningful for the academic success of students. Because each of the standards subsumes the knowledge and skills of the other standards, they are designed to be used as a whole. Although material can be added to the standards, using only a portion of the standards will leave gaps in the scientific understanding and practice of students. Standards in this Part are organized into the following components:

(1) **Performance expectations.** Performance expectations represent the things students should know, understand, and be able to do to be proficient in science. Performance expectations are the standards. Each Performance Expectation is built upon the three dimensions of science:

(A) **Science and engineering practices.** The Science and Engineering Practices that scientists employ as they investigate and build models and theories about the world, and a key set of engineering practices that engineers use as they design and build systems. Performance Expectations that emphasize engineering are designated with an asterisk (*). The eight (8) science and engineering practices are:

(i) **Asking questions and defining problems.** A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works. Engineering questions clarify problems to determine criteria for successful solutions.

(ii) **Developing and using models.** A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

(iii) **Planning and carrying out investigations.** Scientists and engineers plan and carry out investigations in the field or laboratory, working collectively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters.

(iv) **Analyzing and interpreting data.** Scientific investigations produce data that must be analyzed in order to derive meaning, and engineering investigations include analysis of data collected in the tests of designs.

(v) **Using mathematics and computational thinking.** In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships.

(vi) **Constructing explanations and designing solutions.** End products of science are explanations, and end products of engineering are solutions. The construction of theories provides explanatory accounts of the world and scientific knowledge is utilized in the development of solutions to problems.

(vii) **Engaging scientific argument from evidence.** Argumentation is the process by which evidence-based conclusions and solutions are reached. In science and engineering, reasoning and argument based on evidence are essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.

(viii) **Obtaining, evaluating, and communicating information.** Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

(B) **Disciplinary core ideas.** Disciplinary Core Ideas represent a set of science and engineering ideas for K-12 science education that have broad importance across multiple sciences or engineering disciplines; provide a key tool for understanding or investigating more complex ideas and solving problems; relate to the interests and life experiences of students; and are teachable and learnable over multiple grades at increasing levels of sophistication.

Disciplinary Core Ideas are grouped into four domains:

(i) **Domain 1: Physical Science (PS).** Most systems or processes depend at some level on physical and chemical subprocesses, whether the system is a star, Earth's atmosphere, a river, a bicycle, or a living cell. To understand the physical and chemical basis of a system, students must understand the structure of matter, the forces between objects, the related energy transfers, and their consequences. In this way, the underlying principles of physical science, chemistry, and physics allow students to understand all natural and human-created phenomena.

(ii) **Domain 2: Life Science (LS).** The life sciences focus on patterns, processes, and relationships of living organisms. The study of life ranges over scales from single molecules, organisms, and ecosystems to the entire biosphere. A core principle of the life sciences is that organisms are related through common ancestry and that processes of natural selection have led to the tremendous diversity of the biosphere. Through courses like Biology and Environmental Science, students explore all aspects of living things and the environments they live in.

(iii) **Domain 3. Earth and Space Science (ESS).** Through Earth and Space Sciences (ESS), students investigate processes that operate on Earth and also address Earth's place in the solar system and the galaxy. ESS involve phenomena that range in scale from unimaginably large to invisibly small and provide students opportunities to understand how the atmosphere, geosphere, and biosphere are connected.

(iv) **Domain 4. Engineering, Technology, and Applications of Science (ETS).** The applications of science knowledge and practices to engineering have contributed to the technologies and the systems that serve people today. Insights gained from scientific discovery have altered the ways in which buildings, bridges, and cities are constructed; changed the operations of factories; led to new methods of generating and distributing energy; and created new modes of travel and communication. An overarching goal of ETS is for students to explore links among engineering, technology, science, and society throughout the physical, life, and Earth and space sciences.

(C) **Crosscutting concepts.** The Crosscutting Concepts represent common threads or themes that span across science disciplines (biology, chemistry, physics, environmental science, Earth/space science) and have value to both scientists and engineers because they identify universal properties and processes found in all disciplines. These Crosscutting Concepts are:

(i) **Patterns.** Observed patterns of forms and events guide organization and classification. Patterns prompt questions about the factors that influence cause and effect relationships. Patterns are useful as evidence to support explanations and arguments.

(ii) **Cause and Effect.** Events have causes, sometimes simple, sometimes multifaceted and complex. A major activity of science is investigating and explaining causal relationships and the mechanisms by which they are mediated. Such mechanisms can then be tested across given contexts and used to predict and explain events in new contexts.

(iii) **Scale, Proportion, Quantity.** In considering phenomena, it is critical to recognize what is relevant at different measures of size, time, and energy and to

recognize how changes in scale, proportions, or quantity affect a system's structure or performance.

(iv) **Systems and System Models.** Defining the system under study-specifying its boundaries and making explicit a model of that system-provides tools for understanding and testing ideas that are applicable throughout science and engineering.

(v) **Energy and Matter.** Tracking fluxes of energy and matter into, out of, and within systems helps one understand the system's possibilities and limitations.

(vi) **Structure and Function.** An object's structure and shape determine many of its properties and functions. The structures, shapes, and substructures of living organisms determine how the organism functions to meet its needs within an environment.

(vii) **Stability and Change.** For natural and built systems alike, conditions of stability and rates of change provide the focus for understanding how the system operates and causes for changes in systems.

(2) **Clarification statements.** Where needed, a clarification statement accompanies a performance expectation. The aim of a clarification statement is to provide further explanation or examples to better support educators in understanding the aim of the performance expectation.

(3) **Assessment boundary.** Where applicable, an Assessment Boundary accompanies a Performance Expectation in order to provide additional support for educators in understanding the intent of the Performance Expectation and its relation to other Performance Expectations in the learning progression. Teachers should utilize the Assessment Boundaries as tools for developing curriculum and local assessments. For 5th grade, 8th grade, Biology, and Physical Science(s) the Assessment Boundaries will be utilized to inform the development of the state summative academic achievement assessments.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-70.1. Science standards for grades 1 through 12 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Revoked at 31 Ok Reg 1195, eff 9-12-14]

210:15-3-70.2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Communicating" means the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes: organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations.

"Interpreting" means the process of recognizing patterns in collected data by making inferences, predictions, or conclusions.

"Modeling" means the active process of forming a mental or physical representation from data, patterns, or relationships to facilitate understanding and enhance prediction.

"Observing and measuring" means the first action taken by the learner to acquire new information about an object or event. Opportunities for observations are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified.

"Qualitative changes" means changes to any characteristics of, relating to, or involving quality or kind. Examples include texture, color, or odor.

"Qualitative observations" a description of property such as color, texture, odor, and taste (as appropriate). Qualitative observations utilize descriptive language.

"Quantitative changes" means changes in measurement by quantity or amount. Examples include mass, volume, and temperature.

"Quantitative observations" means observation and description of the amount of mass, weight, temperature, length, and time. Quantitative observations require the use of numbers.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 31 Ok Reg 1195, eff 9-12-14]

210:15-3-70.3. Science standards for Pre-Kindergarten

The science standards for Pre-Kindergarten consist of six (6) Performance Expectations based on Science Exploration.

(1) Performance Expectation 1. Engage in play to explore the physical and natural world.

(A) Clarification Statement. Exploration-based play should include playing inside the classroom (e.g., building towers with blocks, interacting with a balloon, mixing water colors, placing different objects in water) and outside the classroom (e.g., swinging at different speeds, kicking a ball in different ways, rolling round objects down a hill, digging in the dirt). Emphasis is on basic play as a means of exploration.

(2) Performance Expectation 2. Make observations of the physical and natural world.

(A) Clarification Statement. Observations should focus on what things look, feel, hear, or smell like; how they might operate or function; and similarities and differences among things inside a classroom (e.g., pencils, markers, and highlighters make different marks on paper) and outside a classroom (e.g., leaves look different at different times of year, sticks in different areas of the school yard are different shapes and sizes, it is cooler in the morning than at lunch). Explanations for why things inside and outside the classroom look, feel, or smell the way they do are not expected.

(3) Performance Expectation 3. Notice and describe similarities and differences among plants, animals, and objects.

(A) Clarification Statement. Similarities and differences might include grouping like plants, animals, or objects based on how plants, animals, or objects look, feel, or smell.

(4) Performance Expectation 4. Share noticings and wonderings about the physical and natural world.

(A) Clarification Statement. Sharing could include drawing, writing, building models, or other creative expressions, such as drama or creative movement. Sharing could include retelling, verbal descriptions, or talking with others. Wonderings might include

"why," "how," and "what if" statements. Respect for the noticings and wonderings of others should be emphasized, but explanations for noticings and wonderings are not emphasized or expected.

(5) **Performance Expectation 5.** Ask questions based on curiosity about the physical and natural world.

(A) **Clarification Statement.** Questions may arise through observations, play, interests, events in the classroom, text, media, or other experiences of the natural and physical world.

(6) **Performance Expectation 6.** Engage in investigations based on curiosity and wondering about the natural world.

(A) **Clarification Statement.** Opportunities for investigation or further investigation could arise from opportunities to engage in play inside and outside the classroom, curiosities and wonderings of the student from school, or out of school experiences. Emphasis is on providing opportunities for investigations to arise from student curiosities, wonderings, or questions.

[Source: Added at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-70.4. Science standards for Kindergarten

(a) **Physical Science.** The physical science standards for kindergarten address motion and energy.

(1) Motion and Stability of Forces.

(A) **Performance Expectation 1.** Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.

(i) **Clarification Statement.** Example investigations include observing the movement of different objects being pulled by a string, observing different objects pushed on a surface and up and down a ramp, or observing how two objects (i.e., toy cars, balls) interact when they collide. Observations should be collected directly through exploratory play with opportunities to work with peers to share ideas for investigations and observations.

(ii) **Assessment Boundary.** Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.

(iii) Science and Engineering Practice.

(I) **Planning and carrying out investigations.** With guidance, plan and conduct an investigation in collaboration with peers.

(iv) Disciplinary Core Ideas.

(I) Pushes and pulls have different strengths and directions.

(II) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

(III) A bigger push or pull makes things speed up or slow down more quickly.

(IV) When objects touch or collide, they push on one another and can change motion.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(B) **Performance Expectation 2.*** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull.

(i) **Clarification Statement.** Data should be limited to observational data collected through exploration-based play of simple design solutions to address problems. Example problems include having an object (e.g., toy car or ball) move a certain distance, follow a particular path, or knock down other objects. Designed solutions could include using or building a ramp to increase the speed of the object, using objects that would cause an object like a toy car or ball to follow a particular path. Emphasis is on basic play as a means to develop a designed solution and test that design.

(ii) **Assessment Boundary.** Assessment does not include friction as a mechanism for change in speed.

(iii) **Science and Engineering Practice.**

(I) **Analyzing data.** Analyze data from tests of an object or tool to determine if it works as intended.

(iv) **Disciplinary Core Ideas.**

(I) Pushes or pulls can have different strengths and directions.

(II) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it.

(III) A situation that people want to change or create can be approached as a problem to be solved through engineering.

(IV) Such problems have many acceptable solutions.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(2) **Energy.**

(A) **Performance Expectation 3.** Make observations to determine the effect of sunlight on Earth's surface.

(i) **Clarification Statement.** Making observations should include opportunities to directly observe surfaces (e.g., sand, soil, rocks, or playground equipment) in direct sunlight, partial sunlight, and shade with opportunities to explore and discuss observed patterns of the sun's impact on those surfaces. Opportunities to share noticings and wonderings should be encouraged.

(ii) **Assessment Boundary.** Assessment of temperature is limited to relative measures such as warmer/cooler.

(iii) **Science and Engineering Practice.**

(I) Planning and carrying out investigations.

Make observations (firsthand or from media) to collect data that can be used to make comparisons.

(iv) Disciplinary Core Ideas.

(I) Sunlight warms the Earth's surface.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Events have causes that generate observable patterns.

(B) Performance Expectation 4.* Use tools and materials to build a structure that will reduce the warming effect of sunlight on an area.

(i) **Clarification Statement.** Examples of structures could include forms of umbrellas, canopies, and tents developed through exploratory play with a variety of materials allowing opportunities to build and test how designed structures might minimize the warming effects of the sun. Effectiveness can be determined by placing rocks or sand under the structure and observing the warmth or coolness of the object.

(ii) **Assessment Boundary.** Assessment of temperature is limited to relative measures such as warmer/cooler.

(iii) Science and Engineering Practice.

(I) **Designing solutions.** Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem.

(iv) Disciplinary Core Ideas.

(I) Sunlight warms the Earth's surface.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Events have causes that generate observable patterns.

(b) Life Science. The life science standards for kindergarten address structure and function, from molecules to organisms.

(1) From Molecules to Organisms: Structure and Function.

(A) Performance Expectation 1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

(i) **Clarification Statement.** Examples of observable patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water. Observations could be collected through nature walks around the playground and videos. Patterns of similarities and differences among different animals or between plants and animals should be discussed.

(ii) **Assessment Boundary.** Assessment is limited to observations and not how plants use light (photosynthesis).

(iii) Science and Engineering Practice.

(I) **Analyzing and interpreting data.** Use observations (firsthand or from media) to describe patterns in the natural world in order to answer

scientific questions.

(iv) **Disciplinary Core Ideas.**

(I) All animals need food in order to live and grow.

(II) Animals obtain their food from plants or from other animals.

(III) Plants need water and light to live and grow.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural and human world can be observed and used as evidence.

(c) **Earth and Space Science.** The earth and space science standards for kindergarten address earth systems, and earth and human activity.

(1) **Earth Systems.**

(A) **Performance Expectation 1.** Use and share observations of local weather conditions to describe patterns over time.

(i) **Clarification Statement.** Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include the number of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.

(ii) **Assessment Boundary.** Assessment of temperature is limited to whole numbers for patterns, and relative measures such as warmer/cooler for temperatures.

(I) **Analyzing and interpreting data.** Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.

(iv) **Disciplinary Core Ideas.**

(I) Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time.

(II) People measure these conditions to describe and record the weather and to notice patterns over time.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

(B) **Performance Expectation 2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

(i) **Clarification Statement.** Arguments center on sharing examples of how plants and animals change their environments and discussing ideas as to why those changes meet a need of plants and animals (e.g., shelter, food, room to grow). Examples of arguments could include squirrels digging in the ground to hide food, tree roots breaking sidewalks, and birds building a nest to protect their young.

(ii) **Assessment Boundary.** Arguments should be based on qualitative, not quantitative, evidence.

(iii) **Science and Engineering Practice. Engaging in argument from evidence.** Construct an argument with evidence to support a claim.

(iv) **Disciplinary Core Ideas.**

(I) Plants and animals can change their environment.

(II) Things that people do to live comfortably can affect the world around them.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Systems in the natural and designed world have parts that work together.

(2) **Earth and Human Activity.**

(A) **Performance Expectation 3.** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

(i) **Clarification Statement.** Models could include drawings, physical replicas, or dramatizations that show relationships between plants or animals and their surroundings. Examples of relationships could include that squirrels eat nuts and seeds, and therefore, they usually live near trees; and grasses need sunlight, so they often grow in meadows with no or few trees. Opportunities to share noticings and wonderings should be encouraged.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Use a model to represent relationships in the natural world.

(iv) **Disciplinary Core Ideas.**

(I) Living things need water, air, and resources from the land, and they live in places that have the things they need.

(II) Humans use natural resources for everything they do.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Systems in the natural and designed world have parts that work together.

(B) **Performance Expectation 4.*** Ask questions to understand the purpose of weather forecasting to prepare for and respond to severe weather.

(i) **Clarification Statement.** Questions may arise or be encouraged through observations, interests, text, or media. Emphasis is on weather forecasting of local weather and how weather forecasting can help people plan for, and respond to, specific types of local weather (e.g., staying indoors during severe weather, going to cool places during heat waves).

(ii) **Assessment Boundary.** Assessment does not include causes for severe weather.

(iii) **Science and Engineering Practice.**

(I) **Asking questions.** Asking questions, making observations, and gathering information are helpful in thinking about problems.

(iv) **Disciplinary Core Ideas.**

(I) Some kinds of severe weather are more likely than others in a given region.

(II) Weather scientists forecast severe weather so that the communities can prepare for and respond to these events.

(III) People depend on various technologies in their lives; human life would be very different without technology.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Events have causes that generate observable patterns.

[Source: Added at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-71. Science standards for grade 1

(a) **Physical Science.** Standards for first (1st) grade students from the domain of Physical Science address "Waves and their applications in technology for information transfer."

(1) **Performance expectation one (1).** Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

(A) **Clarification statement.** Examples of vibrating materials that make sound could include tuning forks, kazoos, plucking a stretched string or rubber band, and stringed instruments. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.

(B) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(C) **Science and Engineering Practice.**

(i) **Planning and carrying out investigations.** Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

(D) **Disciplinary Core Ideas.**

(i) Sound can make matter vibrate, and vibrating matter can make sound.

(E) **Crosscutting Concepts.**

(i) **Cause and effect.** Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(2) **Performance expectation two (2).** Make observations to construct an evidence-based account that objects can be seen only when illuminated.

(A) **Clarification statement.** Examples of observations could include those made in a completely dark room or those made in a dark room with the door opened slightly. Illumination could be from an external light source or an object giving off its own light. This can be explored with string lights, mirrors, projectors, and flashlights.

(B) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(C) **Science and Engineering Practice.**

(i) **Planning and carrying out investigations.** Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

(D) **Disciplinary Core Ideas.**

(i) Objects can be seen if light is available to illuminate them or if they give off their own light.

(E) **Crosscutting Concepts.**

(i) **Cause and effect.** Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(3) **Performance expectation three (3).** Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

(A) **Clarification statement.** Examples of materials could include those that are transparent (such as clear plastic), translucent (such as wax paper), opaque (such as cardboard), and reflective (such as a mirror).

(B) **Assessment Boundary.** Assessment does not include the speed of light or assessment of descriptive words like transparent, translucent, opaque, or reflective.

(C) **Science and Engineering Practice.**

(i) **Planning and carrying out investigations.** Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

(D) **Disciplinary Core Ideas.**

(i) Some materials allow light to pass through them, others allow only some light through, and others block all the light and create a dark shadow on any surface beyond them, where the light cannot reach.

(ii) Mirrors can be used to redirect a light beam. (Boundary: the idea that light travels from place to place is developed through experience with light sources, mirrors, and shadows, but no attempt is made to discuss the speed of light.)

(E) **Crosscutting Concepts.**

(i) **Cause and effect.** Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(4) **Performance expectation four (4).*** Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

(A) **Clarification statement.** Examples of devices could include a light source to send signals, paper cup and string "telephones", and a pattern of drumbeats.

(B) **Assessment Boundary.** Assessment does not include technological details for how communication devices work.

(C) **Science and Engineering Practice.**

(i) **Designing solutions.** Use tools and materials provided to design a device that solves a specific problem.

(D) **Disciplinary Core Ideas.**

- (i) People also use a variety of devices to communicate (send and receive information) over long distances.
- (ii) People depend on various technologies in their lives; human life would be very different without technology.

(E) Crosscutting Concepts.

- (i) **Structure and function.** The shape and stability of structures of natural and designed objects are related to their functions.

(b) Life Science. Standards for first (1st) grade students from the domain of Life Science address the following topics:

(1) From molecules to organisms: Structures and processes.

(A) Performance expectation one (1).* Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

- (i) **Clarification statement.** Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and detecting intruders by mimicking eyes and ears.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) Science and Engineering Practice.

(I) Planning and carrying out investigations. Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

(iv) Disciplinary Core Ideas.

(I) All organisms have external parts.

(II) Different animals use their body parts in different ways to see; hear; grasp objects; protect themselves; move from place to place; and seek, find, and take in food, water, and air.

(III) Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

(IV) Animals have body parts that capture and convey different kinds of information needed for growth and survival.

(V) Plants also respond to some external inputs.

(VI) Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

(v) Crosscutting Concepts.

(I) Structure and function. The shape and stability of structures of natural and designed objects are related to their functions.

(C) Performance expectation two (2). Obtain information from media and/or text to determine patterns in behavior of parents and offspring that help offspring survive.

(i) **Clarification statement.** Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring). Information may be obtained through observations, media, and/or text.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Observing, evaluating, and communicating information.** Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.

(iv) **Disciplinary Core Ideas.**

(I) Adult plants and animals can have young.

(II) In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

(2) Heredity: Inheritance and variation of traits.

(A) Performance expectation one (1). Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

(i) **Clarification statement.** Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and that a particular breed of dog looks like its parents but is not exactly the same.

(ii) **Assessment Boundary.** Assessment does not include inheritance, animals that undergo metamorphosis, or hybrids.

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world.

(iv) **Disciplinary Core Ideas.**

(I) Young animals are very much, but not exactly like, their parents.

(II) Plants are also very much, but not exactly, like their parents.

(III) Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

(c) **Earth and Space Science.** Performance expectations for first (1st) grade students from the domain of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Use observations of the sun, moon, and stars to describe patterns that can be predicted.

(i) **Clarification statement.** Examples of patterns could include that the sun and moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our sun are visible at night but not during the day.

(ii) **Assessment Boundary.** Assessment of star patterns is limited to stars being seen at night and not during the day.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions.

(iv) **Disciplinary Core Ideas.**

(I) Patterns of the motion of the sun, moon, and stars in the sky can be observed, described, and predicted.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

(C) **Performance expectation two (2).** Make observations at different times of year to relate the amount of daylight and relative temperature to the time of year.

(i) **Clarification statement.** Emphasis is on relative comparisons of the amount of daylight and temperature in the winter to the amount in the spring, fall, or summer.

(ii) **Assessment Boundary.** Assessment is limited to relative amounts of daylight, not quantifying the hours or time of daylight.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

(iv) **Disciplinary Core Ideas.**

(I) Seasonal patterns of sunrise and sunset can be observed, described, and predicted.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

(2) **Earth and human activity.**

(A) Performance expectation one (1).* Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

(i) **Clarification statement.** Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Communicate solutions with others in oral and/or written forms using models and/or drawings that provide details about scientific ideas.

(iv) **Disciplinary Core Ideas.**

(I) Things that people do to live comfortably can affect the world around them. But, they can make choices that reduce their impacts on the land, water, air, and other living things.

(II) Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Events have causes that generate observable patterns.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-72. Science standards for grade 2

(a) **Physical Science.** Performance expectations for second (2nd) grade students from the domain of Physical Science address "Matter and its interactions."

(1) **Performance expectation one (1).** Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

(A) **Clarification statement.** Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share. Investigations could include ice and snow melting or frozen objects thawing.

(B) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(C) **Science and Engineering Practice.**

(i) **Planning and carrying out investigations.** Plan and conduct investigations collaboratively to produce data to serve as the basis for evidence to answer a question.

(D) **Disciplinary Core Ideas.**

(i) Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature.

(ii) Matter can be described and classified by its observable properties.

(iii) Different properties are suited to different purposes.

(E) Crosscutting Concepts.

- (i) **Patterns.** Patterns in the natural and human-designed world can be observed.

(2) Performance expectation two (2).* Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

(A) **Clarification statement.** Examples of properties could include, strength, flexibility, hardness, texture, and absorbency (e.g., paper towels could be utilized to measure absorbency and strength).

(B) **Assessment Boundary.** Assessment of quantitative measurements is limited to length.

(C) Science and Engineering Practice.

- (i) **Analyzing and interpreting data.** Analyze data from tests of an object or tool to determine if it works as intended.

(D) Disciplinary Core Ideas.

- (i) Different properties are suited to different purposes.
(ii) Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world.

(E) Crosscutting Concepts.

- (i) **Cause and effect.** Simple tests can be designed to gather evidence to support or refute student ideas about causes.

(3) Performance expectation three (3). Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.

(A) **Clarification statement.** Examples of pieces could include building blocks, or other assorted small objects. Provide students with the same number of objects to create a different object.

(B) **Assessment Boundary.** Do not introduce terminology associated with the Law of Conservation of Matter, just concepts. Chemical change is outside this performance expectation.

(C) Science and Engineering Practice.

- (i) **Constructing explanations.** Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

(D) Disciplinary Core Ideas.

- (i) A great variety of objects can be built up from a small set of pieces.
(ii) Different properties are suited to different purposes.

(E) Crosscutting Concepts.

- (i) **Energy and matter.** Objects may break into smaller pieces and be put together into larger pieces, or change shape.

(4) Performance expectation four (4). Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.

(A) **Clarification statement.** Demonstrations of reversible changes could include materials such as water, butter, or crayons at different temperatures. Demonstrations of irreversible changes could include cooking an egg, freezing a plant leaf, or heating paper. Arguments

center on using first-hand observations as evidence to support a claim that a material can change and go back to its original form through heating and cooling.

(B) Assessment Boundary. Students should not be expected to identify or explain physical and chemical changes.

(C) Science and Engineering Practice.

(i) **Engaging in argument from evidence.** Construct an argument with evidence to support a claim.

(D) Disciplinary Core Ideas.

(i) Heating or cooling a substance may cause changes that can be observed.

(ii) Sometimes these changes are reversible, and sometimes they are not.

(E) Crosscutting Concepts.

(i) **Cause and effect.** Effects have causes that generate observable patterns.

(b) Life Science. Standards for second (2nd) grade students from the domain of Life Science address the following topics:

(1) Ecosystems: Interactions, energy and dynamics.

(A) Performance expectation one (1). Plan and conduct an investigation to determine if plants need sunlight and water to grow.

(i) **Clarification statement.** Investigations should be limited to testing one variable at a time.

(ii) **Assessment Boundary.** Assessment is limited to testing one variable at a time, although students are not expected to understand the term variable at this time.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.

(iv) **Disciplinary Core Ideas.**

(I) Plants depend on water and light to grow.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Events have causes that generate observable patterns.

(B) Performance expectation two (2).* Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.

(i) **Clarification statement.** Examples include: placing socks on the outside of students' shoes and walking outside allows socks to gather seeds; plant sock(s) to see what grows; use a pipe cleaner to move powder (like flour) from one place to another emulating flowers being pollinated by bees or other insects.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a simple model based on evidence to represent a proposed object or tool.

(iv) **Disciplinary Core Ideas.**

(I) Plants depend on animals for pollination or to move their seeds around.

(II) Designs can be conveyed through sketches, drawings, or physical models.

(III) These representations are useful in communicating ideas for a problem's solutions to other people.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** The shape and stability of structures of natural and designed objects are related to their function(s).

(2) **Biological unity and diversity.**

(A) **Performance expectation one (1).** Make observations of plants and animals to compare the diversity of life in different habitats.

(i) **Clarification statement.** Emphasis is on the diversity of living things in each of a variety of different habitats.

Students could explore different habitats such as a neighborhood park, ponds, and the school playground.

(ii) **Assessment Boundary.** Assessment does not include the specific animal and plant names in specific habitats.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Make observations from several sources to construct an evidence-based account for natural phenomena.

(iv) **Disciplinary Core Ideas.**

(I) There are many different kinds of living things in any area, and they exist in different places on land and in water.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** A system is an organized group of related objects or components.

(c) **Earth and Space Science.** Standards for first (1st) grade students from the domain of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

(i) **Clarification statement.** Examples of events and timescales could include volcanic explosions and earthquakes, which happen quickly and erosion of rocks, which occurs slowly.

(ii) **Assessment Boundary.** Assessment does not include quantitative measures of timescales.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.**

Make observations (firsthand or from media) to collect data which can be used to make comparisons.

(iv) **Disciplinary Core Ideas.**

(I) Some events happen very quickly; others occur very slowly, over a time period much longer than we can observe.

(v) Crosscutting Concepts.

(I) **Stability and change.** Things may change slowly or rapidly.

(2) Earth's systems.

(A) Performance expectation one (1).* Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

(i) **Clarification statement.** Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land. Students could explore these ideas with sand tables or soil and water in large containers.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) Science and Engineering Practice.

(I) **Designing solutions.** Compare multiple solutions to a problem.

(iv) Disciplinary Core Ideas.

(I) Wind and water can change the shape of the land.

(II) Because there is always more than one possible solution to a problem, it is useful to compare and test designs.

(III) Developing and using technology has impacts on the natural world.

(v) Crosscutting Concepts.

(I) **Stability and change.** Things may change slowly or rapidly.

(B) Performance expectation two (2). Develop a model to represent the shapes and kind of land and bodies of water in an area.

(i) **Clarification statement.** Examples could include a diagram, drawing, physical replica, or three-dimensional diorama. Models can be based on photographs, virtual images, or in-person observations.

(ii) **Assessment Boundary.** Assessment does not include quantitative scaling in models.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop a model to represent patterns in the natural world.

(iv) Disciplinary Core Ideas.

(I) Maps show where things are located.

(II) One can map the shapes and kinds of land and water in any area.

(v) Crosscutting Concepts.

(I) **Patterns.** Patterns in the natural world can be observed.

(C) Performance expectation three (3). Obtain information to identify where water is found on Earth and that it can be solid or

liquid.

(i) **Clarification statement.** Information can be obtained through text, media, or in-person observations. Patterns can be observed through identifying where solid water (ice) is found and where liquid water can be located.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Obtain information using various texts and media.

(iv) **Disciplinary Core Ideas.**

(I) Water is found in the ocean, rivers, lakes, and ponds.

(II) Water exists as solid ice and in liquid form.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in the natural world can be observed.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-73. Science standards for grade 3

(a) **Physical Science.** Standards for third (3rd) grade students from the domain of Physical Science address the following topics:

(1) **Motion and stability: Forces and interactions.**

(A) **Performance expectation one (1).** Plan and conduct investigations on the effects of balanced and unbalanced forces on the motion of an object.

(i) **Clarification statement.** Examples could include that an unbalanced force on one side of a ball can make it start moving and balanced forces pushing on a box from opposite sides will not produce any motion at all.

(ii) **Assessment Boundary.** Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

(iv) **Disciplinary Core Ideas.**

(I) Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause change in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but quantitative addition of forces is

not used at this level.)

(II) Objects in contact exert forces on each other.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships are routinely identified.

(B) Performance expectation two (2). Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.

(i) **Clarification statement.** Examples of motion with a predictable pattern could include a child swinging in a swing (pendulum), an object rolling down a ramp from different heights, a ball rolling back and forth in a bowl, and two children on a see-saw.

(ii) **Assessment Boundary.** Assessment does not include technical terms such as period and frequency.

(iii) Science and Engineering Practice.

(I) Planning and carrying out investigations.

Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

(iv) Disciplinary Core Ideas.

(I) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.)

(v) Crosscutting Concepts.

(I) **Patterns.** Patterns of change can be used to make predictions.

(C) Performance expectation three (3). Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.

(i) **Clarification statement.** Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships could include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.

(ii) **Assessment Boundary.** Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.

(iii) Science and Engineering Practice.

(I) **Asking questions.** Ask questions that can be investigated based on patterns such as cause and effect relationships.

(iv) **Disciplinary Core Ideas.**

(I) Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The size of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, and used to explain change.

(D) **Performance expectation four (4).*** Define a simple design problem that can be solved by applying scientific ideas about magnets.

(i) **Clarification statement.** Examples of problems could include a door that will not stay closed or two objects that keep colliding.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Define problems.** Define a simple problem that can be solved through the development of a new or improved object or tool.

(iv) **Disciplinary Core Ideas.**

(I) Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The size of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.

(II) Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering process.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, and used to explain change. (Other crosscutting concepts may be more appropriate depending on the problem chosen.)

(b) **Life Science.** Standards for third (3rd) grade students from the domain of Life Science address the following topics:

(1) **From molecules to organisms: Structures and processes.**

(A) **Performance expectation one (1).** Develop and use models to describe that organisms have unique and diverse life cycles but all have a common pattern of birth, growth, reproduction, and death.

(i) **Clarification statement.** Changes different organisms go through during their life form a pattern. Organism life cycles that can be studied include mealworms, dandelions,

lima beans, dogs, and butterflies.

(ii) **Assessment Boundary.** Assessment includes animal and plant life cycles. Plant life cycles are limited to those of flowering plants. Assessment does not include details of human reproduction or microscopic organisms.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop models to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Reproduction is essential to the continued existence of every kind of organism.

(II) Plants and animals have unique and diverse life cycles.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns of change can be used to make predictions.

(2) **Ecosystems: Interactions, energy, and dynamics.**

(A) **Performance expectation one (1).** Construct an argument that some animals form groups that help members survive.

(i) **Clarification statement.** Arguments could include examples of group behavior such as division of labor in a bee colony, flocks of birds staying together to confuse or intimidate predators, or wolves hunting in packs to more efficiently catch and kill prey. When animals are no longer part of the group, they may not survive as well.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) Construct an argument from evidence, data, and/or a model.

(iv) **Disciplinary Core Ideas.**

(I) Being part of a group helps animals obtain food, defend themselves, and cope with changes.

(II) Groups may serve different functions and vary dramatically in size.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely used to explain change.

(3) **Heredity: Inheritance and variation of traits.**

(A) **Performance expectation one (1).** Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

(i) **Clarification statement.** Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.

(ii) **Assessment Boundary.** Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze and interpret data to make sense of phenomena using logical reasoning.

(iv) **Disciplinary Core Ideas.**

(I) Many characteristics of organisms are inherited from their parents.

(II) Different organisms vary in how they look and function because they have different inherited information.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Similarities and differences in patterns can be used to sort and classify natural phenomena.

(B) **Performance expectation two (2).** Use evidence to support the explanation that traits can be influenced by the environment.

(i) **Clarification statement.** Examples of the environment affecting a trait could include that normally tall plants grown with insufficient water are stunted; a pet dog that is given too much food and little exercise may become overweight; and animals who teach their offspring skills like hunting.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) Constructing explanations. Use evidence (e.g., observations, patterns) to support and explanation.

(iv) **Disciplinary Core Ideas.**

(I) Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

(II) The environment also affects the traits that an organism develops.

(v) **Crosscutting Concepts.**

(I) Cause and effect. Cause and effect relationships are routinely identified and used to explain changes.

(4) **Biological unity and diversity.**

(A) **Performance expectation one (1).** Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

(i) **Clarification statement.** Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include marine fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.

(ii) **Assessment Boundary.** Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze and interpret data to make sense of phenomena using

logical reasoning.

(iv) **Disciplinary Core Ideas.**

(I) Some kinds of plants and animals that once lived on Earth are no longer found anywhere.

(II) Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments.

(v) **Crosscutting Concepts.**

(I) **Scale, propensity, and quantity.** Observable phenomena exist from very short to very long time periods.

(B) Performance expectation two (2). Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving and reproducing.

(i) **Clarification statement.** Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators, and animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Use evidence (e.g., observations, patterns) to construct an explanation.

(iv) **Disciplinary Core Ideas.**

(I) Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, or used to explain change.

(C) Performance expectation three (3). Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. At no time should animals be put in danger to collect evidence.

(i) **Clarification statement.** Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**
Construct an argument with evidence.

(iv) **Disciplinary Core Ideas.**

(I) For any particular environment, some kinds of organisms survive well, some survive less well, and

some cannot survive at all.

(II) Changes in an organism's habitat are sometimes beneficial to it and sometimes harmful.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships are routinely identified and used to explain change.

(D) Performance expectation four (4).* Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

(i) **Clarification statement.** Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.

(ii) **Assessment Boundary.** Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.

(iii) Science and Engineering Practice.

(I) **Engaging in argument from evidence.** Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.

(iv) Disciplinary Core Ideas.

(I) When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.

(II) Populations live in a variety of habitats, and change in those habitats affects the organisms living there.

(v) Crosscutting Concepts.

(I) Systems and system models. A system can be described in terms of its components and their interactions.

(c) Earth and Space Science. Standards for third (3rd) grade students from the domain of Earth and Space Science address the following topics:

(1) Earth's systems.

(A) Performance expectation one (1). Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

(i) **Clarification statement.** Examples of data at this grade level could include average temperature, precipitation, and wind direction.

(ii) **Assessment Boundary.** Assessment of graphical displays is limited to frequency tables, line plots, pictographs, and single bar graphs. Students are not expected to calculate averages but simply to represent them in graphical form.

(iii) Science and Engineering Practice.

(I) **Analyzing and interpreting data.** Represent data in tables and various graphical displays (bar graphs and pictographs) to reveal patterns that indicate relationships.

(iv) **Disciplinary Core Ideas.**

(I) Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns of change can be used to make predictions.

(B) **Performance expectation two (2).** Obtain and combine information to describe climates in different regions of the world.

(i) **Clarification statement.** Information could include hours of daylight, amount of precipitation, temperature, seasons, and wind. Descriptions could include the use of frequency tables, line plots, pictographs, and single bar graphs. Climate data should include weather conditions over multiple years.

(ii) **Assessment Boundary.** Assessments do not include causes of seasons.

(iii) **Science and Engineering Practice.**

(I) Obtaining, evaluating, and communicating information. Obtain and combine information from books and other reliable media to explain phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years to centuries.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns of change can be used to make predictions.

(2) **Earth and human activity.**

(A) **Performance expectation one (1).*** Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

(i) **Clarification statement.** Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind/hail resistant roofs/windows, textured walking surfaces for ice, tornado shelters and lighting rods. While earthquakes, volcanoes, and tsunamis are natural hazards they are not caused by weather phenomena.

(ii) **Assessment Boundary.** Assessments are limited to weather-related hazards only.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.

(iv) **Disciplinary Core Ideas.**

(I) A variety of natural hazards result from natural processes.

(II) Humans cannot eliminate natural hazards but can take steps to reduce their impact.

(III) Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones).

(v) **Crosscutting Concepts.**

(I) Cause and effect. Cause and effect relationships are routinely identified, tested, and used to explain change.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-74. Science standards for grade 4

(a) **Physical Science.** Standards for fourth (4th) grade students from the domain of Physical Science address the following topics:

(1) **Energy.**

(A) **Performance expectation one (1).** Use evidence to construct an explanation relating the speed of an object to the energy of that object.

(i) **Clarification statement.** Energy can be moved from place to place by moving objects or through sound, light, or electric currents. At this grade level, no attempt is made to give a precise or complete definition of energy.

(ii) **Assessment Boundary.** Assessment does not include quantitative measures of changes in the speed of an object (acceleration) or on any precise, quantitative, or complete definition of energy.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Use evidence (e.g., measurements, observations, patterns) to construct an explanation.

(iv) **Disciplinary Core Ideas.**

(I) The faster a given object is moving, the more energy it possesses.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns can be used as evidence to support an explanation.

(B) **Performance expectation two (2).** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

(i) **Clarification statement.** Light, heat, sound, and electric currents transfer energy. Examples of this can include sound from a radio, light from a flashlight, the sun heating a window pane, and currents to electronic devices. When energy is transferred it can stay in the same form or change forms.

(ii) **Assessment Boundary.** Assessment does not include quantitative measurements of energy or the difference between transferring and transforming energy.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.**

Make observations to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.

(iv) **Disciplinary Core Ideas.**

(I) Energy can be moved from place to place by moving objects or through sound, light, or electric currents.

(II) Energy is present whenever there are moving objects, sound, light, or heat.

(III) When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.

(IV) Light also transfers energy from place to place.

(V) Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy can be transferred in various ways and between objects.

(C) **Performance expectation three (3).** Ask questions and predict outcomes about the changes in energy that occur when objects collide.

(i) **Clarification statement.** Collisions include any interactions between objects when they come in contact with one another and transfer energy. Emphasis is on the change in the energy due to the change in speed, not on the forces, as objects interact.

(ii) **Assessment Boundary.** Assessment does not include quantitative measures of changes in the speed of an object (acceleration) or quantitative measures of energy.

(iii) **Science and Engineering Practice.**

(I) **Asking questions.** Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships.

(iv) **Disciplinary Core Ideas.**

(I) When objects collide, energy can be transferred from one object to another, thereby changing their motion. In such collisions, some energy is typically also transferred to the surrounding air; as a result, the air gets heated and sound is produced.

(II) When objects collide, the contact forces transfer energy so as to change the objects' motions.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy can be transferred in various ways and between objects.

(D) **Performance expectation four (4).*** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

(i) **Clarification statement.** Examples of devices could include mousetrap cars; rubber band-powered vehicles; electric circuits that convert electrical energy into light, sound, or motion energy of a vehicle; and a passive solar heater that converts light into heat. Examples of constraints could include the materials, cost, or time to design the device.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Apply scientific ideas to solve design problems.

(iv) **Disciplinary Core Ideas.**

(I) Energy can be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.

(II) The expression "produce energy" typically refers to the conversion of stored energy into a desired form for practical use.

(III) Possible solutions to a problem are limited by available materials and resources (constraints). Different proposals for solutions can be compared on the basis of how well each takes the constraints into account.

(IV) The success of a designed solution is determined by considering the desired features of a solution (criteria).

(V) Engineers improve existing technologies or develop new ones.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy can be transferred in various ways and between objects.

(2) **Waves and their applications in technologies for information transfer.**

(A) **Performance expectation one (1).** Develop and use a model of waves to describe patterns in terms of amplitude and wavelength, and to show that waves can cause objects to move.

(i) **Clarification statement.** Examples of models could include diagrams, analogies, and physical models using items like stringed beads, rubber bands, or yarn to illustrate wavelength and amplitude of waves. Examples of wave patterns that cause objects to move up and down or side to side could include the vibrating patterns associated with

sound; the vibrating patterns of seismic waves produced by earthquakes.

(ii) **Assessment Boundary.** Assessment does not include interference effects, electromagnetic waves, non-periodic waves, or quantitative models of wavelength.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model using an analogy, example, or abstract representation to describe a scientific principle.

(iv) **Disciplinary Core Ideas.**

(I) Waves, which are regular patterns of motion, can be made in water by disturbing the surface.

(II) When waves move across the surface of deep water, the water goes up and down in place; there is no net motion in the direction of the wave except when the water meets a beach.

(III) Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).

(v) **Crosscutting Concepts.**

(I) **Patterns.** Similarities and differences in patterns can be used to sort and classify designed products.

(B) **Performance expectation two (2).** Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

(i) **Clarification statement.** Models would identify components such as the source of the light, objects that are seen, the path of the light, and the eye. Models could be used to investigate what happens when one of the components changes (e.g., close the eyes, block the light, or change the light path).

(ii) **Assessment Boundary.** Assessment does not include knowledge of specific colors reflected and seen, the cellular mechanisms of vision, or how the retina works.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) An object can be seen when light reflected from its surface enters the eyes.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified.

(C) **Performance expectation three (3).*** Generate and compare multiple solutions that use patterns to transfer information.

(i) **Clarification statement.** Examples of solutions could include drums sending coded information through sound waves, using a grid of 1's and 0's representing black and white to send information about a picture, QR codes, barcodes, and using Morse code to send text.

(ii) **Assessment Boundary.** Assessment does not include creating or writing digital code.

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

(iv) **Disciplinary Core Ideas.**

(I) Digitized information can be transmitted over long distances without significant degradation.

(II) High-tech devices, such as computers or cell phones, can receive and decode information-convert it from digitized form to voice-and vice versa.

(III) Different solutions need to be tested in order to determine which of them best solves the problem, given the criteria and constraints.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Similarities and differences in patterns can be used to sort and classify designed products.

(b) **Life Science.** Standards for fourth (4th) grade students from the domain of Life Science address the topic From molecules to organisms: Structures and processes.

(1) **Performance expectation one (1).** Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

(i) **Clarification statement.** Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.

(ii) **Assessment Boundary.** Assessment is limited to macroscopic structures within plant and animal systems.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**

Construct an argument with evidence, data, and/or a model.

(iv) **Disciplinary Core Ideas.**

(I) Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** Substructures have shapes and parts that serve functions.

(2) **Performance expectation two (2).** Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

(i) **Clarification statement.** Emphasis is on systems of information transfer. Examples of response to stimuli include a dog is hot and lies in the shade, a rabbit hears a noise and runs away, and a person is cold so they put on a jacket.

(ii) **Assessment Boundary.** Assessment does not include the mechanisms by which the brain stores and recalls

information or the mechanisms of how sensory receptors function.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Use a model to test interactions concerning the functioning of a natural system.

(iv) **Disciplinary Core Ideas.**

(I) Different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain.

(II) Animals are able to use their perceptions and memories to guide their actions.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** A system can be described in terms of its components and their interactions.

(c) **Earth and Space Science.** Standards for fourth (4th) grade students from the domain of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

(i) **Clarification statement.** Examples of evidence from patterns could include rock layers with marine shell fossils above rock layers with plant fossils and no shells, indicating a change from land to water over time; and a canyon with different rock layers in the walls and a river in the bottom, indicating that over time a river cut through the rock.

(ii) **Assessment Boundary.** Assessment does not include specific knowledge or memorization of specific rock formation and layers. Assessment is limited to relative time.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Identify the evidence that supports particular points in an explanation.

(iv) **Disciplinary Core Ideas.**

(I) Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes.

(II) The presence and location of certain fossil types indicate the order in which rock layers were formed.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns can be used as evidence to support an explanation.

(2) **Earth's systems.**

(A) **Performance expectation one (1).** Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.

(i) **Clarification statement.** Examples of variables to test could include angle of slope in the downhill movement of water, amount of vegetation, speed of wind, relative rate of

deposition, cycles of freezing and thawing of water, cycles of heating and cooling, and volume of water flow.

(ii) **Assessment Boundary.** Assessment is limited to a single form of weathering or erosion.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** With guidance, plan and conduct an investigation with peers.

(iv) **Disciplinary Core Ideas.**

(I) Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, and used to explain change.

(B) **Performance expectation two (2).** Analyze and interpret data from maps to describe patterns of Earth's features.

(i) **Clarification statement.** Maps can include topographic maps of Earth's land and ocean floor, as well as maps of the locations of mountains, continental boundaries, volcanoes, and earthquakes.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze and interpret data to make sense of phenomena using logical reasoning.

(iv) **Disciplinary Core Ideas.**

(I) The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns.

(II) Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans.

(III) Major mountain chains form inside continents or near their edges.

(IV) Maps can help locate the different land and water features where people live and in other areas of Earth.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns can be used as evidence to support an explanation.

(3) **Earth and human activity.**

(A) **Performance expectation one (1).** Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how their uses affect the environment.

(i) **Clarification statement.** Examples of renewable energy resources could include wind energy, water behind dams, and sunlight; non-renewable energy resources are fossil fuels and fissile materials. Examples of environmental effects could include loss of habitat due to dams, loss of habitat due to surface mining, and air pollution from burning of fossil fuels.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Obtain and combine information from books and other reliable media to explain phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways.

(II) Some resources are renewable over time, and others are not.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, and used to explain change.

(B) Performance expectation two (2).* Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

(i) **Clarification statement.** Examples of solutions could include designing an earthquake resistant building, improving monitoring of volcanic activity, and constructing waterways for flood waters.

(ii) **Assessment Boundary.** Assessment is limited to earthquakes, floods, tsunamis, and volcanic eruptions.

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.

(iv) **Disciplinary Core Ideas.**

(I) A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions).

(II) Humans cannot eliminate the hazards but can take steps to reduce their impacts.

(III) Testing a solution involves investigating how well it performs under a range of likely conditions.

(IV) Engineers improve upon existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified and used to explain change.

210:15-3-75. Science standards for grade 5

(a) **Physical Science.** Standards for fifth (5th) grade students from the domain of Physical Science address the following topics:

(1) **Matter and its interactions.**

(A) **Performance expectation one (1).** Develop a model to describe that matter is made of particles too small to be seen.

(i) **Clarification statement.** Examples of evidence that could be utilized in building models include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.

(ii) **Assessment Boundary.** Assessment does not include atomic scale mechanism of evaporation and condensation or defining the unseen particles.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Matter of any type can be subdivided into particles that are too small to see, but even then, the matter still exists and can be detected by other means.

(II) A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon, and the effects of air on larger particles or objects.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Natural objects exist from the very small to the immensely large.

(B) **Performance expectation two (2).** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.

(i) **Clarification statement.** Examples of reactions or changes could include phase changes, dissolving, and mixing that forms new substances. Measurements can be organized in tables, charts, and graphs and can be used as evidence that weight is conserved.

(ii) **Assessment Boundary.** Assessment does not include distinguishing between mass and weight.

(iii) **Science and Engineering Practice.**

(I) Use mathematics and computational thinking. Represent data in graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.

(iv) **Disciplinary Core Ideas.**

(I) The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish.

(II) No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.)

(v) Crosscutting Concepts.

(I) Scale, proportion, and quantity. Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.

(C) Performance expectation three (3). Make observations and measurements to identify materials based on their properties.

(i) **Clarification statement.** Observations can be based on direct experiences with materials and comparisons of materials. Examples of materials to be identified could include powders (e.g., baking soda, cornstarch, sugar), metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.

(ii) **Assessment Boundary.** Assessment does not include density or distinguishing mass and weight. At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.

(iii) Science and Engineering Practice.

(I) Planning and carrying out investigations.

Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.

(iv) Disciplinary Core Ideas.

(I) Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.)

(v) Crosscutting Concepts.

(I) **Scale, proportion, and quantity.** Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume.

(D) Performance expectation four (4). Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

(i) **Clarification statement.** Examples of interactions forming new substances can include mixing baking soda and vinegar. Examples of interactions not forming new substances can include mixing baking soda and water.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.**

Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.

(iv) **Disciplinary Core Ideas.**

(I) When two or more different substances are mixed, a new substance with different properties may be formed.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, and used to explain change.

(2) **Motion and stability: Forces and interactions.**

(A) **Performance expectation one (1).** Support an argument, with evidence, that Earth's gravitational force pulls objects downward toward the center of the Earth.

(i) **Clarification statement.** "Downward" is a local description of the direction that points toward the center of the spherical earth. Earth causes objects to have a force on them that point toward the center of the Earth, "downward". Support for arguments can be drawn from diagrams, evidence, and data that are provided.

(ii) **Assessment Boundary.** Mathematical representation of gravitational forces is not assessed.

(iii) **Science and Engineering Practice.**

(I) Engaging in argument from evidence. Construct and/or support an argument with evidence, data, and/or a model.

(iv) **Disciplinary Core Ideas.**

(I) The gravitational force of Earth acting on an object near the Earth's surface pulls that object toward the planet's center.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships are routinely identified, tested, and used to explain change.

(3) **Energy.**

(A) **Performance expectation one (1).** Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

(i) **Clarification statement.** Examples of models could include diagrams and flow charts.

(ii) **Assessment Boundary.** Assessment does not include cellular mechanisms of digestive absorption.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Use models to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).

(II) Food provides animals with the materials they need for body repair and growth, energy they need to maintain body warmth, and for motion.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy can be transferred in various ways and between objects.

(b) **Life Science.** Performance expectations for fifth (5th) grade students from the domain of Life Science address the following topics:

(1) **From molecules to organisms: Structures and processes.**

(A) **Performance expectation one (1).** Support an argument that plants get the materials they need for growth chiefly from air and water.

(i) **Clarification statement.** While energy for plant growth comes from the sun, material for plant growth comes chiefly from air and water, not from the soil. Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

(ii) **Assessment Boundary.** Does not include the molecular explanations of photosynthesis.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Support an argument with evidence, data, or a model.

(iv) **Disciplinary Core Ideas.**

(I) The energy released from food was once energy from the sun that was captured by plants in the chemical process that forms plant matter (from air and water).

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Matter is transported into, out of, and within systems.

(2) **Ecosystems: Interactions, energy, and dynamics.**

(A) **Performance expectation one (1).** Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

(i) **Clarification statement.** Emphasis is on the idea that matter in systems cycles among living and nonliving things (air, water, decomposed materials in soil). Examples of systems could include organisms, ecosystems, and the Earth.

(ii) **Assessment Boundary.** Assessment does not include photosynthesis or molecular explanations.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

- (I) The food of almost any kind of animal can be traced back to plants.
- (II) Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants.
- (III) Some organisms, such as fungi and bacteria, break down dead organisms (both plants or plant parts and animals) and therefore operate as "decomposers."
- (IV) Decomposition eventually restores (recycles) some materials back to the soil.
- (V) Organisms can survive only in environments in which their particular needs are met.
- (VI) A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life.
- (VII) Newly introduced species can damage the balance of an ecosystem.
- (VIII) Matter cycles between the air and soil and among plants, animals, and microbes as these organisms live and die.
- (IX) Organisms obtain gases and water from the environment, and release waste matter (gas, liquid, or solid) back into the environment.

(v) Crosscutting Concepts.

- (I) **Systems and system models.** A system can be described in terms of its components and their interactions.

(B) Performance expectation two (2). Use models to explain factors that upset the stability of local ecosystems.

- (i) **Clarification statement.** Explanatory models can include representations of relationships between and among organisms, or simulations can be used to predict how factors might impact an ecosystem. Factors that upset an ecosystem's stability includes: invasive species, drought, human development, and removal of predators.

- (ii) **Assessment Boundary.** Does not include molecular explanations.

(iii) Science and Engineering Practice.

- (I) **Developing and using models.** Develop a model to describe phenomena.

(iv) Disciplinary Core Ideas.

- (I) Organisms can survive only in environments in which their particular needs are met.
- (II) A healthy ecosystem is one in which multiple species of different types are each able to meet their needs in a relatively stable web of life.
- (III) Newly introduced species can damage the balance of an ecosystem.

(v) Crosscutting Concepts.

(I) **Systems and system models.** A system can be described in terms of its components and their interactions.

(c) **Earth and Space Science.** Performance expectations for fifth (5th) grade students from the domain of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.

(i) **Clarification statement.** examples of scale could include relative distance of specific stars to Earth. Evidence to support arguments could come from data or models.

Examples of stars include Polaris, Sirius, and Betelgeuse.

(ii) **Assessment Boundary.** Assessment is limited to relative distances, not size of stars. Assessment does not include other factors that affect apparent brightness (such as stellar masses, age, stage).

(iii) **Science and Engineering Practice.**

(I) **Engaging in arguments from evidence.**

Support an argument with evidence, data, or a model.

(iv) **Disciplinary Core Ideas.**

(I) The sun is a star that appears brighter than other stars because it is closer to Earth.

(II) The sun is a star that appears larger than other stars because it is closer to Earth.

(III) Stars range greatly in their distance from Earth.

(v) **Crosscutting Concepts.**

(I) **Scale, proportions, and quantity.** Natural objects exist from the very small to the immensely large.

(B) **Performance expectation two (2).** Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, in addition to different positions of the sun, moon, and stars at different times of the day, month, and year.

(i) **Clarification statement.** Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months, or the position of the moon with respect to the sun and Earth.

(ii) **Assessment Boundary.** Assessment does not include causes of seasons or labeling specific phases of the moon.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Represent data in graphical displays (bar graphs, pictographs, and/or pie charts) to reveal patterns that indicate relationships.

(iv) **Disciplinary Core Ideas.**

(I) The orbits of Earth around the sun and of the moon around Earth, together with the rotation of Earth about an axis between its North and South

poles, cause observable patterns. These include: day and night; daily changes in the length and direction of shadows; and different positions of the sun, moon, and stars at different times of the day, month, and year.

(v) Crosscutting Concepts.

(I) Patterns. Similarities and differences in patterns can be used to sort, classify, communicate, and analyze simple rates of change for natural phenomena.

(2) Earth's systems.

(A) Performance expectation one (1). Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

(i) Clarification statement. The geosphere, hydrosphere, atmosphere, and biosphere are each a system. Examples of system interactions could include the influence of the ocean on ecosystems, landform shape, and climate; the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere.

(ii) Assessment Boundary. Assessment is limited to the interactions of two systems at a time.

(iii) Science and Engineering Practice.

(I) Developing and using models. Develop a model using an example to describe phenomena.

(iv) Disciplinary Core Ideas.

(I) Earth's major systems are the geosphere, hydrosphere, atmosphere, and biosphere.

(II) These systems interact in multiple ways to affect Earth's surface materials and processes.

(III) The ocean supports a variety of ecosystems and organisms, shapes landforms, and influences climate.

(IV) Winds and clouds in the atmosphere interact with landforms to determine patterns of weather.

(v) Crosscutting Concepts.

(I) Systems and system models. A system can be described in terms of its components and their interactions.

(B) Performance expectation two (2). Describe and graph amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

(i) Clarification statement. Descriptions could include comparisons using graphs, charts, and tables. Quantities could include percentages, total volume, and amounts. Emphasis is on using amounts or percentages of water to make comparisons. No attempt to calculate percentages should be made.

(ii) Assessment Boundary. Assessment is limited to oceans, lakes, rivers, glaciers, groundwater, and polar ice

caps, and does not include the atmosphere. Only a tiny fraction is in streams, lakes, wetlands, and the atmosphere. Assessment should not include circle charts (pie charts) or calculation of percentages.

(iii) Science and Engineering Practice.

(I) Using mathematics and computational thinking. Describe and graph quantities such as area and volume to address scientific questions.

(iv) Disciplinary Core Ideas.

(I) Nearly all of Earth's available water is in the ocean.

(II) Most freshwater is in glaciers or underground; only a tiny fraction is in streams, lakes, wetlands, and the atmosphere.

(v) Crosscutting Concepts.

(I) **Scale, proportion, and quantity.** Standard units are used to measure and describe physical quantities such as weight and volume.

(3) Earth and human activity.

(A) Performance expectation one (1). Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environments.

(i) Clarification statement. Examples of information might include the use of natural fertilizers or biological pest control by farmers, replanting trees after cutting them by the logging industry, and the institution of recycling programs in cities.

(ii) Assessment Boundary. Assessment is limited to one human interaction at a time.

(iii) Science and Engineering Practice.

(I) **Obtaining, evaluating, and communicating information.** Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

(iv) Disciplinary Core Ideas.

(I) Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.

(v) Crosscutting Concepts.

(I) Systems and system models. A system can be described in terms of its components and their interactions.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-76. Science standards for grade 6

(a) Physical Science. Standards for sixth (6th) grade students from the domain of Physical Science address the following topics:

(1) Matter and its interactions.

(A) Performance expectation one (1). Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.

(i) Clarification statement. Emphasis is on qualitative molecular-level models of solids, liquids, and gases to show that adding or removing thermal energy increases or decreases kinetic energy of the particles until a change of state occurs. Examples of models could include drawings and diagrams. Examples of particles could include molecules or inert atoms. Examples of pure substances could include water, carbon dioxide, and helium.

(ii) Assessment Boundary. The use of mathematical formulas is not intended.

(iii) Science and Engineering Practice.

(I) Developing and using models. Develop a model to predict and/or describe phenomena.

(iv) Disciplinary Core Ideas.

(I) Gases and liquids are made of molecules or inert atoms that are moving about relative to each other. In a liquid, the molecules are constantly in contact with others; in a gas, they are widely spaced except when they happen to collide. In a solid, atoms are closely spaced and may vibrate in position but do not change relative locations.

(II) The changes of state that occur with variations in temperature or pressure can be described and predicted using these models of matter.

(III) The term "heat" as used in everyday language refers both to thermal energy (the motion of atoms or molecules within a substance) and the transfer of thermal energy from one object to another. In science, heat is used only for this second meaning; it refers to the energy transferred due to the temperature difference between two objects.

(IV) The temperature of a system is proportional to the average internal kinetic energy and potential energy per atom or molecule (whichever is the appropriate building block for the system's material). The details of that relationship depend on the type of atom or molecule and the interactions among the atoms in the material.

(V) Temperature is not a direct measure of a system's total thermal energy. The total thermal energy (sometimes called the total internal energy) of a system depends jointly on the temperature, the total number of atoms in the system, and the state of the material.

(v) Crosscutting Concepts.

(I) Cause and effect. Cause and effect relationships are routinely identified, tested, and used to explain

change.

(2) Energy.

(A) Performance expectation one (1).* Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.

(i) **Clarification statement.** Examples of devices could include an insulated box, a solar cooker, and a styrofoam cup. Care should be taken with devices that concentrate significant amounts of energy (e.g., conduction, convection, and/or radiation).

(ii) **Assessment Boundary.** Assessment does not include calculating the total amount of thermal energy.

(iii) Science and Engineering Practice.

(I) **Designing solutions.** Apply scientific ideas or principles to design, construct, and test a design of an object, tool, process, or system.

(iv) Disciplinary Core Ideas.

(I) Temperature is a measure of the average kinetic energy of particles of matter.

(II) The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

(III) Energy is spontaneously transferred out of hotter regions or objects and into colder ones.

(IV) The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful.

(V) Specification of constraints includes consideration of scientific principles and other relevant knowledge that is likely to limit possible solutions.

(VI) A solution needs to be tested, and then modified on the basis of the test results in order to improve it.

(VII) There are systematic processes or evaluating solutions with respect to how well they meet criteria and constraints of a problem.

(v) Crosscutting Concepts.

(I) **Energy and matter.** The transfer of energy can be tracked as energy flows through a designed or natural system.

(B) Performance expectation two (2). Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.

(i) **Clarification statement.** Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different

masses when a specific amount of energy is added.

(ii) **Assessment Boundary.** Assessment does not include calculating the total amount of thermal energy transferred.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan an investigation individually and collaboratively, and in the design: identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

(iv) **Disciplinary Core Ideas.**

(I) Temperature is a measure of the average kinetic energy of particles of matter.

(II) The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter present.

(III) The amount of energy transfer needed to change the temperature of a matter sample by a given amount depends on the nature of the matter, the size of the sample, and the environment.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Proportional relationships (e.g., speed as the ratio of distance travelled to time taken) among different types of quantities provide information about the magnitude of properties and processes.

(3) Waves and their application in technologies for information transfer.

(A) Performance expectation one (1). Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

(i) **Clarification Statement.** Emphasis is on both light and mechanical waves. Examples of models could include drawings, simulations, and written descriptions of light waves through a prism, mechanical waves through gas vs. liquids vs. solids, or sound waves through different mediums.

(ii) **Assessment Boundary.** Assessment is limited to qualitative applications pertaining to electromagnetic and mechanical waves.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop and use a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) A sound wave needs a medium through which it is transmitted.

(II) When light shines on an object, it is reflected, absorbed, or transmitted through the object, depending on the object's material and the frequency (color) of the light.

(III) The path that light can travel can be traced as straight lines, except at surfaces between different transparent materials (e.g., air and water, air and glass) where the light path bends.

(IV) A wave model of light is useful for explaining brightness, color, and the frequency-dependent bending of light at a surface between media.

However, because light can travel through space, it cannot be a matter wave, like sound or water waves.

(v) Crosscutting Concepts.

(I) Structure and function. Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

(b) Life Science. Standards for sixth (6th) grade students from the domain of Life Science address the following topics:

(1) From molecules to organisms: Structures and processes.

(A) Performance expectation one (1). Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.

(i) Clarification statement. Emphasis is on developing evidence that living things are made of cells, distinguishing between living and non-living cells, and understanding that living things may be made of one cell or many varied cells.

(ii) Assessment Boundary. Assessment does not include identification of specific cell types and should emphasize the use of evidence from investigations.

(iii) Science and Engineering Practice.

(I) Planning and carrying out investigations.

Conduct an investigation to produce data to serve as the basis for evidence that meets the goals of an investigation.

(iv) Disciplinary Core Ideas.

(I) All living things are made up of cells, which is the smallest unit that can be said to be alive.

(II) An organism may consist of one single cell (unicellular) or many different numbers and types of cells (multicellular).

(v) Crosscutting Concepts.

(I) Scale, proportion, and quantity. Phenomena that can be observed at one scale may not be observable at another scale.

(B) Performance expectation two (2). Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.

(i) Clarification statement. Emphasis is on the cell functioning as a whole system and the primary role of identified parts of the cell, specifically the nucleus, chloroplasts, mitochondria, cell membrane, and cell wall. Other organelles can be introduced while covering this concept.

(ii) **Assessment Boundary.** Assessment of organelle structure/function relationships limited to cell wall and cell membrane. Assessment of other organelles is limited to their relationship to the whole cell. Assessment does not include biochemical functions of cell or cell parts.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop and use a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Within cells, special structures are responsible for particular functions, and the cell membrane forms the boundary that controls what enters and leaves the cell.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the relationships among its parts.

(C) **Performance expectation three (3).** Use an argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.

(i) **Clarification statement.** Emphasis is on the conceptual understanding that cells form tissues and tissues form organs specialized for particular body functions. Examples could include the interaction of subsystems within a system and the normal functioning of those systems.

(ii) **Assessment Boundary.** Assessment does not include the mechanism of one body system independent of others. Assessment is limited to the circulatory, excretory, digestive, respiratory, muscular, and nervous systems.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Use an oral and written argument supported by evidence to support or refute an explanation or a model for a phenomenon.

(iv) **Disciplinary Core Ideas.**

(I) In multicellular organisms, the body is a system of multiple interacting subsystems. These subsystems are groups of cells that work together to form tissues and organs that are specialized for particular body functions.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Systems may interact with other systems; they may have subsystems and be a part of larger complex systems.

(D) **Performance expectation four (4).** Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

(i) **Clarification Statement.** Examples include: receptors in the eye that respond to light intensity and color; receptors in hair cells of the inner ear that detect vibrations conducted from the eardrum; taste buds that detect chemical qualities of foods including sweetness, bitterness, sourness, saltiness, and umami (savory taste); and receptors in the skin that respond to variations in pressure.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to provide a basic and conceptual explanation of the process. Assessment does not include mechanisms for the transmission of this information.

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Read and comprehend grade appropriate complex texts and/or other reliable media to summarize and obtain scientific and technical ideas.

(iv) **Disciplinary Core Ideas.**

(I) Each sense receptor responds to different inputs (electromagnetic, mechanical, chemical), transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain, resulting in immediate behaviors or memories.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural systems.

(c) **Earth and Space Science.** Standards for sixth (6th) grade students from the domain of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's geologic history.

(i) **Clarification Statement.** Emphasis is on analyses of rock formations and fossils they contain to establish relative ages of major events in Earth's history. Scientific explanations can include models to study the geologic time scale.

(ii) **Assessment Boundary.** Assessment does not include recalling the names of specific periods or epochs and events within them.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past, and will

continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) The geologic time scale interpreted from rock strata provides a way to organize Earth's history.

(II) Major historical events include the formation of mountain chains and ocean basins, the adaptation and extinction of particular living organisms, volcanic eruptions, periods of massive glaciation, and development of watersheds and rivers through glaciation and water erosion.

(III) Analyses of rock strata and the fossil record provide only relative dates, not an absolute scale.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion and quantity.** Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

(2) **Earth's systems.**

(A) **Performance expectation one (1).** Develop a model to describe the cycling of Earth's materials and the flow of energy that drives these processes within and among Earth's systems.

(i) **Clarification statement.** Emphasis is on how energy from the sun and Earth's hot interior drive processes that cause physical and chemical changes to materials within and between the geosphere, hydrosphere, atmosphere, and biosphere.

(ii) **Assessment Boundary.** Assessment does not include the identification or naming of minerals.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop and use a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) All Earth processes are the result of energy flowing and matter cycling within and among the planet's systems. This energy is derived from the sun and Earth's hot interior. The energy that flows and matter that cycles produces chemical and physical changes in Earth's materials.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales, including the atomic scale.

(B) **Performance expectation two (2).**

(i) **Clarification statement.** Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

(ii) **Assessment Boundary.** Assessment does not include identification or naming of specific events.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) The planet's systems interact over scales that range from microscopic to global in size; these interactions have shaped Earth's history and will determine its future.

(II) Water's movements, both on the land and underground, cause weathering and erosion, which can change the land's surface features and create underground formations.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Time, space, and energy phenomena can be observed at various scales, using models to study systems that are too large or too small.

(C) **Performance expectation three (3).** Analyze and interpret data on the patterns of distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

(i) **Clarification statement.** Examples could include identifying patterns on maps of earthquakes and volcanoes relative to plate boundaries, the shapes of the continents, the locations of ocean structures (including mountains, volcanoes, faults, and trenches), or similarities of rock and fossil types on different continents.

(ii) **Assessment Boundary.** Paleomagnetic anomalies in oceanic and continental crust are not discussed.

(iii) **Science and Engineering Practice.**

(I) **Analyze and interpret data.** Analyze and interpret data to determine similarities and differences in findings.

(iv) **Disciplinary Core Ideas.**

(I) Tectonic processes continually generate new ocean sea floor at ridges and destroy old sea floor at trenches.

(II) Maps of ancient land and water patterns, based on investigations of rocks and fossils, make clear how Earth's plates have moved great distances, collided, and spread apart.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns in rate of change and other numerical relationships can provide information about natural and human-designed systems.

(D) Performance expectation four (4). Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.

(i) **Clarification statement.** Emphasis is on the ways water changes its state as it moves through the multiple pathways of the hydrologic cycle. Examples of models can be conceptual or physical.

(ii) **Assessment Boundary.** A quantitative understanding of the latent heats of vaporization and fusion is not assessed.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model to describe unobservable mechanisms.

(iv) **Disciplinary Core Ideas.**

(I) Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation,

(II) Global movements of water and its changes in form are propelled by sunlight and gravity.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Within a natural or designed system, the transfer of energy drives the motion and/or cycling of matter.

(E) Performance expectation five (5). Collect data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

(i) **Clarification statement.** Emphasis is on how air masses flow from regions of high pressure to low pressure, causing weather (defined by temperature, pressure, humidity, precipitation, and wind) at a fixed location to change over time, and how sudden changes in weather can result when different air masses interact. Emphasis is on how weather can be predicted within probabilistic ranges. Examples of data can be provided to students (such as weather maps, diagrams, and visualizations) or obtained through laboratory experiments (such as with condensation).

(ii) **Assessment Boundary.** Assessment does not include recalling the names of cloud types or weather symbols used on weather maps or the reported diagrams from weather stations.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.**

Collect data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.

(iv) **Disciplinary Core Ideas.**

(I) Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.

(II) These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.

(III) Because these patterns are so complex, weather can be predicted only probabilistically.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

(F) Performance expectation six (6). Develop and use a model to describe how unequal heating and rotation of the Earth causes patterns of atmospheric and oceanic circulation that determine regional climates.

(i) **Clarification statement.** Emphasis is on how patterns vary by latitude, altitude, and geographic land distribution. Emphasis of atmospheric circulation is on the sunlight-driven latitudinal banding, the Coriolis effect, and resulting prevailing winds; emphasis of ocean circulation (e.g., Gulf Stream, North Pacific Drift, California Current) is on the transfer of heat by the global ocean convection cycle, which is constrained by the Coriolis effect and the outlines of continents. Interactions between the atmosphere and oceans can affect the ocean's surface temperature (El Niño/La Niña). Examples of models can be diagrams, maps and globes, or digital representations.

(ii) **Assessment Boundary.** Assessment should not be focused on specific weather events, but on the patterns that drive Earth's climate systems.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop and use a model to describe phenomena.

(iv) Disciplinary Core Ideas.

(I) Variations in density due to variations in temperature and salinity drive a global pattern on interconnected ocean currents.

(II) Weather and climate are influenced by interactions involving sunlight, the ocean, the atmosphere, ice, landforms, and living things.

(III) These interactions vary with latitude, altitude, and local and regional geography, all of which can affect oceanic and atmospheric flow patterns.

(IV) The ocean exerts a major influence on weather and climate by absorbing energy from the sun, and globally redistributing it through ocean currents.

(v) Crosscutting Concepts.

(I) **Systems and system models.** Models can be used to represent systems and their interactions (such as inputs, processes, and outputs) and energy, matter, and information flows within the systems.

(3) Earth and human activity.

(A) Performance expectation one (1). Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

(i) **Clarification statement.** Emphasis is on how some natural hazards, such as volcanic eruptions and severe weather, are preceded by phenomena that allow for reliable predictions, but others, such as earthquakes, occur suddenly and with no notice, and thus are not yet predictable. Examples of natural hazards can be taken from interior processes (such as earthquakes and volcanic eruptions), surface processes (such as mass wasting and tsunamis), or severe weather events (such as hurricanes, tornadoes, and floods). Examples of data can include the locations, magnitudes, and frequencies of the natural hazards. Examples of technologies can be global (such as satellite systems to monitor hurricanes or forest fires), or local (such as building basements in tornado-prone regions or reservoirs to mitigate droughts).

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze and interpret data to provide evidence for phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Mapping the history of natural hazards in a region, combined with an understanding of related geologic forces, can help forecast the locations and likelihoods of future events.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Graphs, charts, and images can be used to identify patterns in data.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-77. Science standards for grade 7

(a) **Physical Science.** Standards for seventh (7th) grade students from the domain of Physical Science address the following topics:

(1) **Matter and its interactions.**

(A) **Performance expectation one (1).** Develop models to describe the atomic composition of simple molecules and extended structures.

(i) **Clarification statement.** Emphasis is on developing models of molecules that vary in complexity. Examples of simple molecules could include ammonia and/or methanol. Examples of extended structures could include sodium chloride or diamonds. Examples of molecular-level models could include drawings, 3D ball and stick structures, or computer representations showing different molecules with different types of atoms.

(ii) **Assessment Boundary.** Assessment does not include valence electrons and bonding energy, discussing the ionic nature of subunits of complex structures, or a complete depiction of all individual atoms in a complex molecule or

extended structure.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Use a model to predict the relationships between systems or between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Substances are made from different types of atoms, which combine with one another in various ways.

(II) Atoms form molecules that range in size from two to thousands of atoms.

(III) Solids may be formed from molecules, or they may be extended structures with repeating subunits (e.g., crystals).

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

(B) **Performance expectation two (2).** Analyze and interpret patterns of data related to the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.

(i) **Clarification statement.** Analyze characteristic chemical and physical properties of pure substances. Examples of reactions could include burning sugar or steel wool, fat reacting with sodium hydroxide, and mixing zinc with HCl.

(ii) **Assessment Boundary.** Assessment is limited to analysis of the following properties: color change, formation of a gas, temperature change, density, melting point, boiling point, solubility, flammability, and odor.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze and interpret data to determine similarities and differences in findings.

(iv) **Disciplinary Core Ideas.**

(I) Each pure substance has characteristic physical and chemical properties (for any bulk quantity under given conditions) that can be used to identify it.

(II) Substances react chemically in characteristic ways. In a chemical process, the atoms that make up the original substances are regrouped into different molecules, and these new substances have different properties from those of the reactants.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Macroscopic patterns are related to the nature of microscopic and atomic-level structure.

(C) **Performance expectation three (3).*** Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

(i) **Clarification Statement.** Emphasis is on natural resources that undergo a chemical process to form the synthetic material. Examples of new materials could include new medicine, foods, and alternative fuels.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Gather, read, synthesize information from multiple appropriate sources, and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

(iv) **Disciplinary Core Ideas.**

(I) Each pure substance has characteristics, physical and chemical properties (for any bulk quantity under given conditions), that can be used to identify it.

(II) Substances react chemically in characteristic ways.

(III) In a chemical process, the atoms that make up the original substances regroup into different molecules, and these new substances have different properties from those of the reactants.

(IV) Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

(V) The uses of technologies and any limitations on their use are driven by individual or societal needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

(D) **Performance expectation four (4).** Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.

(E) **Performance expectation five (5).*** Construct, test, and modify a device that releases or absorbs thermal energy by chemical processes to solve a problem.

(2) **Energy.**

(A) **Performance expectation one (1).** Construct and interpret graphical displays of data to describe the proportional relationships of kinetic energy to the mass of an object and to the speed of an object.

(i) **Clarification Statement.** Emphasis is on descriptive relationships between kinetic energy and mass separately from kinetic energy and speed. Examples could include

riding a bicycle at different speeds, rolling different sizes of rocks downhill, and getting hit by a wiffle ball versus a tennis ball.

(ii) **Assessment Boundary.** Does not include mathematical calculations of kinetic energy.

(iii) **Science and Engineering Practice.**

(I) **Analyze and interpret data.** Construct and interpret graphical displays of data to identify linear and nonlinear relationships.

(iv) **Disciplinary Core Ideas.**

(I) Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Proportional relationships (e.g., speed as a ratio of distance traveled to time taken) among different types of quantities provide information about the magnitude of properties and process.

(B) **Performance expectation two (2).** Develop a model to describe that when objects interacting at a distance change their arrangement, different amounts of potential energy are stored in the system.

(i) **Clarification Statement.** Emphasis is on the relative amounts of potential energy, not on calculations of potential energy. Examples of objects within systems interacting at varying distances could include: the Earth and either a roller coaster cart at varying positions on a hill or objects at varying heights on shelves, changing the direction/orientation of a magnet, and a balloon with static electrical charge being brought closer to a classmate's hair. Examples of models could include representations, diagrams, pictures, and written descriptions of systems.

(ii) **Assessment Boundary.** Assessment is limited to two objects and electric, magnetic, and gravitational interactions.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model to predict and/or describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) A system of objects may also contain stored (potential) energy, depending on their relative positions.

(II) When two objects interact, each one exerts a force on the other that can cause energy to be transferred to or from the object.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Models can be used to represent systems and their interactions (such as inputs, processes, and outputs) and energy and matter flows within systems.

(C) Performance expectation three (3). Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

(i) Clarification Statement. Examples of empirical evidence used in arguments could include an inventory or other representation of the energy before and after the transfer in the form of temperature changes or motion of an object.

(ii) Assessment Boundary. Assessment does not include calculations of energy.

(iii) Science and Engineering Practice.

(I) Engaging in argument from evidence.

Construct, use, and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon.

(iv) Disciplinary Core Ideas.

(I) When the motion energy of an object changes, there is inevitably some other change in energy at the same time.

(v) Crosscutting Concepts.

(I) Energy and matter. The transfer of energy can be tracked as energy flows through a designed or natural system.

(b) Life Science. Standards for seventh (7th) grade students from the domain of Life Science address the following topics:

(1) From molecules to organisms: Structure and function.

(A) Performance expectation one (1). Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.

(i) Clarification statement. Emphasis is on tracing the movement of matter and flow of energy.

(ii) Assessment Boundary. Assessment does not include the biochemical mechanisms of photosynthesis.

(iii) Science and Engineering Practice.

(I) Constructing explanations. Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) Disciplinary Core Ideas.

(I) Plants, algae (including phytoplankton), and many microorganisms use the energy from light to make sugars (food) from carbon dioxide from the atmosphere and water through the process of photosynthesis, which also releases oxygen. These sugars can be used immediately or stored for growth or later use.

(II) The chemical reaction by which plants produce complex food molecules (sugars) requires an energy input (i.e., from sunlight) to occur.

(III) In this reaction, carbon dioxide and water combine to form carbon-based organic molecules and release oxygen.

(v) Crosscutting Concepts.

(I) **Energy and matter.** Within a natural system, the transfer of energy drives the motion and/or cycling of matter.

(B) Performance expectation two (2). Develop a model to describe how food molecules in plants and animals are broken down and rearranged through chemical reactions to form new molecules that support growth and/or release energy as matter moves through an organism.

(i) **Clarification statement.** Emphasis is on describing how energy stored within food molecules is released as they are broken apart and rearranged into new molecules.

(ii) **Assessment Boundary.** Assessment does not include details of the chemical reactions for photosynthesis or respiration.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop a model to predict and/or describe phenomena.

(iv) Disciplinary Core Ideas.

(I) Within an individual organism, food moves through a series of chemical reactions in which it is broken down and rearranged to form new molecules, to support growth, or release energy.

(II) Cellular respiration in plants and animals involves chemical reactions with oxygen that release stored energy. In these processes, complex molecules containing carbon react with oxygen to produce carbon dioxide and other materials.

(v) Crosscutting Concepts.

(I) **Energy and matter.** Matter is conserved because atoms are conserved in physical and chemical processes.

(2) Ecosystems: Interactions, Energy, and Dynamics.

(A) Performance expectation one (1). Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

(i) **Clarification Statement.** Emphasis is on cause and effect relationships between resources and growth of individual organisms and the numbers of organisms in ecosystems during periods of abundant and scarce resources.

(ii) **Assessment Boundary.** Determining the carrying capacity of ecosystems is beyond the intent.

(iii) Science and Engineering Practice.

(I) **Analyzing and interpreting data.** Analyze and interpret data to provide evidence for phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Organisms, and populations of organisms, are dependent on their environmental interactions both with other living things and nonliving factors.

(II) In any ecosystem, organisms and populations with similar requirements for food, water, oxygen, or other resources may compete with each other for limited resources, access to which consequently constrains their growth and reproduction.

(III) Growth of organisms and population increases are limited by access to resources.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

(B) Performance expectation two (2). Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

(i) **Clarification Statement.** Emphasis is on constructing explanations that predict consistent patterns of interactions in different ecosystems in terms of the relationships among and between living organisms and nonliving components of ecosystems. Examples of types of interactions could include competition, predation, parasitism, commensalism, mutualism.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation that includes qualitative or quantitative relationships between variables that predict and/or describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Predatory interactions may reduce the number of organisms or eliminate whole populations of organisms. Mutually beneficial interactions, in contrast, may become so interdependent that each organism requires the other for survival. Although the species involved in these competitive, predatory, and mutually beneficial interactions vary across ecosystems, the patterns of interactions of organisms with their environments, both living and nonliving, are shared.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns can be used to identify cause and effect relationships.

(C) Performance expectation three (3). Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

(i) **Clarification Statement.** Emphasis is on describing the conservation of matter and flow of energy into and out of various ecosystems, and on defining the boundaries of the system.

(ii) **Assessment Boundary.** Assessment does not include the use of chemical reactions to describe the processes.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model to describe phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Food webs are models that demonstrate how matter and energy is transferred between producers, consumers, and decomposers as the three groups interact within an ecosystem.

(II) Transfers of matter into and out of the physical environment occur at every level.

(III) Decomposers recycle nutrients from dead plant or animal matter back to the soil in terrestrial environments or to the water in aquatic environments.

(IV) The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** The transfer of energy can be tracked as energy flows through a natural system.

(D) **Performance expectation four (4).** Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

(i) **Clarification Statement.** Emphasis is on recognizing patterns in data and making warranted inferences about changes in populations, and on evaluating empirical evidence supporting arguments about changes to ecosystems.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**

Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or model for a phenomenon.

(iv) **Disciplinary Core Ideas.**

(I) Ecosystems are dynamic in nature; their characteristics can vary over time.

(II) Disruptions to any physical or biological component of an ecosystem can lead to shifts in all its populations.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Small changes in one part of a system might cause large changes in another

part.

(E) Performance expectation five (5).* Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

(i) **Clarification Statement.** Examples of ecosystem services could include water purification, nutrient recycling, and prevention of soil erosion. Examples of design solution constraints could include scientific, economic, and social considerations.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

(iv) **Disciplinary Core Ideas.**

(I) Biodiversity describes the variety of species found in Earth's terrestrial and oceanic ecosystems.

(II) The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.

(III) Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on—for example, water purification and recycling.

(IV) There are systematic processes for evaluating solutions with respect to how well they meet the criteria and constraints of a problem.

(v) **Crosscutting Concepts.**

(I)

(c) Earth and Space Science. Standards for seventh (7th) grade students from the domain of Earth and Space Science address the following topics:

(1) Earth and Human Activity.

(A) Performance expectation one (1). Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

(i) **Clarification Statement.** Emphasis is on how these resources are limited and typically non-renewable, and how their distributions are significantly changing as a result of removal by humans. Examples of uneven distributions of resources as a result of past processes include but are not limited to petroleum (locations of the burial of organic marine sediments and subsequent geological traps), metal ores (locations of past volcanic and hydrothermal activity associated with subduction zones), and soil (locations of active weathering and/or deposition of rock).

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate competing design solutions based on jointly developed and agreed-upon design criteria.

(iv) Disciplinary Core Ideas.

(I) Humans depend on Earth's land, ocean, atmosphere, and biosphere for many different resources.

(II) Minerals, fresh water, and biosphere resources are limited, and many are not renewable or replaceable over human lifetimes.

(III) These resources are distributed unevenly around the planet as a result of past geologic processes.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

(B) Performance expectation two (2).* Apply scientific principles to design a method for monitoring and minimizing human impact on the environment.

(i) **Clarification Statement.** Examples of the design process include examining human environmental impacts, assessing the kinds of solutions that are feasible, and designing and evaluating solutions that could reduce that impact. Examples of human impacts can include water usage (such as the withdrawal of water from streams and aquifers or the construction of dams and levees), land usage (such as urban development, agriculture, or the removal of wetlands), and pollution (such as of the air, water, or land).

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) Science and Engineering Practice.

(I) **Constructing explanations.** Apply scientific principles to design an object, tool, process, or system.

(iv) Disciplinary Core Ideas.

(I) Human activities have significantly altered the biosphere, sometimes damaging or destroying natural habitats and causing the extinction of other species. But changes to Earth's environments can have different impacts (negative and positive) for different living things.

(II) Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

(C) Performance expectation three (3). Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

(i) **Clarification Statement.** Examples of evidence include grade-appropriate databases on human populations and the rates of consumption of food and natural resources (such as freshwater, minerals, and energy). Examples of impacts can include changes to the appearance, composition, and structure of Earth's systems as well as the rates at which they change. The consequences of increases in human populations and consumption of natural resources are described by science, but science does not make the decisions for the actions society takes.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**

Construct an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or model for a phenomenon.

(iv) **Disciplinary Core Ideas.**

(I) Typically, as human populations and per-capita consumption of natural resources increase, so do the negative impacts on Earth unless the activities and technologies involved are engineered otherwise.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

(D) **Performance expectation four (4).** Obtain, evaluate, and communicate evidence of the factors that have caused changes in global temperatures over the past century.

(i) **Clarification Statement.** Examples of evidence can include tables, graphs, and maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; and the impact humans have on the environment.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Communicating, obtaining, and evaluating evidence.** Gather, read, synthesize information from multiple appropriate sources, and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.

(iv) **Disciplinary Core Ideas.**

(I) Understanding atmospheric changes and reducing human vulnerability to whatever climate changes do occur depend on the understanding of climate science, engineering capabilities, and other kinds of knowledge (such as understanding of human behavior) and on applying that knowledge

wisely in decisions and activities.

(v) Crosscutting Concepts.

(I) Stability and change. Stability might be disturbed either by sudden events or gradual changes that accumulate over time.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 22 Ok Reg 1822, eff 6-25-05; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-78. Science standards for grade 8

(a) Physical Science. Standards for eighth (8th) grade students from the domain of Physical Science address the following topics:

(1) Motion and stability: Forces and interactions.

(A) Performance expectation one (1).* Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects in a system.

(i) Clarification statement. Examples of practical problems could include the impact of collisions between two cars, between a car and stationary objects, and between a meteor and a space vehicle.

(ii) Assessment Boundary. Assessment is limited to vertical or horizontal interactions in one dimension.

(iii) Science and Engineering Practice.

(I) Constructing explanations. Apply scientific principles to design an object, tool, process, or system.

(iv) Disciplinary Core Ideas.

(I) For any pair of interacting objects, the force exerted by the first object on the second object is equal in strength to the force that the second object exerts on the first, but in the opposite direction (Newton's third law).

(v) Crosscutting Concepts.

(I) System and system models. Models can be used to represent systems and their interactions (such as inputs, processes, and outputs) and energy, matter, and information flows within the systems.

(B) Performance expectation two (2). Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

(i) Clarification statement. Emphasis is on balanced (Newton's First Law) and unbalanced forces in a system, qualitative comparisons of forces, mass and changes in motion (Newton's Second Law), frame of reference, and specification of units. An increase in force can be caused by increasing the mass, the acceleration, or both the mass and acceleration of an object. An example of evidence could include reasoning from mathematical expressions ($F=ma$).

(ii) Assessment Boundary. Assessment is limited to forces and changes in motion in one-dimension in an inertial reference frame and to change in one variable at a time.

Assessment does not include the use of trigonometry.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan an investigation individually and collaboratively; identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim.

(iv) **Disciplinary Core Ideas.**

(I) The motion of an object is determined by the sum of the forces acting on it; if the total force on the object is not zero its motion will change.

(II) The greater the mass of the object, the greater the force needed to achieve the same change in motion.

(III) For any given object, a larger force causes a larger change in motion.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Explanations of stability and change in natural or designed systems can be constructed by examining the changes over time and forces at different scales.

(C) **Performance expectation three (3).** Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

(i) **Clarification Statement.** Examples of devices that use electric and magnetic forces could include electromagnets, electric motors, or generators. Examples of data could include the effect of the number of turns of wire on the strength of an electromagnet, or the effect of increasing the number of strength of magnets on the speed of an electric motor.

(ii) **Assessment Boundary.** Assessment about questions that require quantitative answers is limited to proportional reasoning. Assessment of Coulomb's Law is not intended.

(iii) **Science and Engineering Practice.**

(I) **Asking questions.** Ask questions that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles.

(iv) **Disciplinary Core Ideas.**

(I) Electric and magnetic (electromagnetic) forces can be attractive or repulsive, and their sizes depend on the magnitudes of the charges, currents, or magnetic strengths involved and on the distances between the interacting objects.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or

designed systems.

(D) Performance expectation four (4). Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.

(i) **Clarification Statement.** Examples of evidence for arguments could include data generated from simulations or digital tools; and charts displaying mass, strength of interaction, distance from the sun, and orbital periods of objects within the solar system.

(ii) **Assessment Boundary.** Assessment does not include Newton's Law of Gravitation or Kepler's Laws. Assessment should be focused on qualitative observations and data, or other quantitative data that does not require mathematical computations beyond basic central tendencies.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**

Construct and present oral and written arguments supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem.

(iv) **Disciplinary Core Ideas.**

(I) Gravitational forces are always attractive.

(II) There is a gravitational force between any two masses, but it is very small except when one or both of the objects have large mass (e.g., the Earth and the sun).

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Models can be used to represent systems and their interactions (such as inputs, processes, and outputs) and energy and matter flows within systems.

(E) Performance expectation five (5). Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

(i) **Clarification Statement.** Examples of this phenomenon could include the interactions of magnets, electrically-charged strips of tape, and electrically charged balloons. Examples of investigations could include first-hand experiences or simulations.

(ii) **Assessment Boundary.** Assessment is limited to electric and magnetic fields, and limited to qualitative evidence for the existence of fields.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.**

Conduct an investigation and evaluate the experimental design to produce data to serve as the basis for evidence that can meet the goals of the investigation.

(iv) **Disciplinary Core Ideas.**

(I) Forces that act at a distance (electric, magnetic, and gravitational) can be explained by fields that extend through space and can be mapped by their effect on a test object (a charged object, or a ball, respectively).

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural or designed systems.

(3) Waves and their applications in technologies for information.

(A) Performance expectation one (1). Use mathematical representations to describe patterns in a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.

(i) **Clarification statement.** Emphasis is on describing waves with both qualitative and quantitative thinking.

(ii) **Assessment Boundary.** Assessment does not include electromagnetic waves and is limited to standard repeating waves.

(iii) Science and Engineering Practice.

(I) **Using mathematical and computational thinking.** Use mathematical representation to describe and/or support scientific conclusions and design solutions.

(iv) Disciplinary Core Ideas.

(I) A simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.

(II) A sound wave needs a medium through which it is transmitted.

(III) Geologists use seismic waves and their reflection at interface between layers to probe structures deep in the planet.

(v) Crosscutting Concepts.

(I) **Patterns.** Graphs and charts can be used to identify patterns in data.

(B) Performance expectation two (2).* Integrate qualitative scientific and technical information to support the claim that digitized signals (sent as wave pulses) are a more reliable way to encode and transmit information.

(i) **Clarification statement.** Emphasis is on a basic understanding that waves can be used for communication purposes. Examples could include using fiber optic cable to transmit light pulses, radio wave pulses in Wi-Fi devices, and conversion of stored binary patterns to make sound or text on a computer screen. Examples of reliability in encoding could include transmitting digital information at a higher quality than analog signals (digital vs. analog photographs or videos, or digital vs. analog thermometer). Examples of reliability in transmission could include the degradation of an analog signal compared to a digital signal.

(ii) **Assessment Boundary.** Assessment does not include binary counting or the specific mechanism of any given device.

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, communication of evidence.** Integrate qualitative scientific and technical information in written text with that contained in media and visual displays to clarify claims and findings.

(iv) **Disciplinary Core Ideas.**

(I) Many modern communication devices use digitized signals (sent as wave pulses) as a more reliable way to encode and transmit information.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

(b) **Life Science.** Performance expectations for eighth (8th) grade students from the domain of Life Science address the following topics:

(1) **From molecules to organisms: Structures and processes.**

(A) **Performance expectation one (1).** Use arguments based on empirical evidence and scientific reasoning to support and explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

(i) **Clarification statement.** Examples of behaviors that affect the probability of animal reproduction could include nest building to protect young from cold, herding of animals to protect young from predators, and vocalization of animals and colorful plumage to attract mates for breeding. Examples of animal behaviors that affect the probability of plant reproduction could include transferring pollen or seeds and creating conditions for seed germination and growth. Examples of plant structures could include bright flowers attracting butterflies that transfer pollen, flower nectar and odors that attract insects that transfer pollen, and hard shells on nuts that squirrels bury.

(ii) **Assessment Boundary.** Assessment should not focus on the identification of the reproductive plant structures.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Use an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for phenomena.

(iv) **Disciplinary Core Ideas.**

(I) Animals engage in characteristic behaviors that increase the odds of reproduction.

(II) Plants reproduce in a variety of ways, sometimes depending on animal behavior and specialized features for reproduction.

(v) Crosscutting Concepts.

(I) Cause and effect. Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

(B) Performance expectation two (2). Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

(i) Clarification Statement. Examples of local environmental conditions could include availability of food, light, space, and water. Examples of genetic factors could include large breed cattle and species of grass affecting growth of organisms. Examples of evidence could include drought decreasing plant growth, fertilizer increasing plant growth, different varieties of plant seeds growing at different rates in different conditions, and fish growing larger in large ponds than they do in small ponds.

(ii) Assessment Boundary. Assessment does not include genetic mechanisms, gene regulation, or biochemical processes.

(iii) Science and Engineering Practice.

(I) Constructing explanations. Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) Disciplinary Core Ideas.

(I) Genetic factors, as well as local conditions, affect the growth of the adult plant.

(v) Crosscutting Concepts.

(I) Cause and effect. Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

(2) Heredity: Inheritance and variation of traits.

(A) Performance expectation one (1). Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.

(i) Clarification Statement. Emphasis is on conceptual understanding that changes in genetic material may result in making different proteins. Examples: Radiation treated plants, genetically modified organisms (e.g., Roundup resistant crops, bioluminescence), mutations both harmful and beneficial.

(ii) Assessment Boundary. Assessment does not include specific changes at the molecular level, mechanisms for protein synthesis, or specific types of mutations.

(iii) Science and Engineering Practice.

(I) Developing and using models. Develop and use a model to describe phenomena.

(iv) Disciplinary Core Ideas.

(I) Genes are located in the chromosomes of cells, with each chromosome pair containing two variants of each of many distinct genes. Each distinct gene chiefly controls the production of specific proteins, which in turn affects the traits of the individual.

(II) Changes (mutations) to genes can result in changes to proteins, which can affect the structures and functions of the organism and thereby change traits.

(III) In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations.

(IV) Though rare, mutations may result in changes to the structure and function of proteins.

(V) Some changes are beneficial, others harmful, and some neutral to the organism.

(v) Crosscutting Concepts.

(I) Structure and function. Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore complex natural structures/systems can be analyzed to determine how they function.

(B) Performance expectation two (2). Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

(i) Clarification Statement. Emphasis is on using models such as Punnett squares, diagrams, and simulations to describe the cause and effect relationship of gene transmission from parent(s) to offspring and resulting genetic variation.

(ii) Assessment Boundary. The assessment should measure the students' abilities to explain the general outcomes of sexual versus asexual reproduction in terms of variation seen in the offspring.

(iii) Science and Engineering Practice.

(I) Developing and using models. Develop and use a model to describe phenomena.

(iv) Disciplinary Core Ideas.

(I) Organisms reproduce, either sexually or asexually, and transfer their genetic information to their offspring.

(II) Variations of inherited traits between parent and offspring arise from genetic differences that result from the subset of chromosomes (and therefore

genes) inherited.

(III) In sexually reproducing organisms, each parent contributes half of the genes acquired (at random) by the offspring. Individuals have two of each chromosome and hence two alleles of each gene, one acquired from each parent. These versions may be identical or may differ from each other.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships may be used to predict phenomena in natural systems.

(3) Biological unity and diversity.

(A) **Performance expectation one (1).** Analyze and interpret data to identify patterns within the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth.

(i) **Clarification statement.** Emphasis is on finding patterns of change in the level of complexity of anatomical structures in organisms and the chronological order of fossils' appearance in the rock layers. The natural laws that operate today are assumed to operate as they have in the past.

(ii) **Assessment Boundary.** Assessment does not include the names of individual species or geological time scales in the fossil record.

(iii) Science and Engineering Practice.

(I) **Analyze and interpret data.** Analyze and interpret data to determine similarities and differences in findings.

(iv) Disciplinary Core Ideas.

(I) The collection of fossils and their placement in chronological order (e.g., through the location of the sedimentary layers in which they are found) is known as the fossil record. It documents the existence, diversity, extinction, and change of many life forms throughout the history of life on Earth.

(II) Because of the conditions necessary for their preservation, not all types of organisms that existed in the past have left fossils that can be retrieved.

(v) Crosscutting Concepts.

(I) **Patterns.** Graphs and charts can be used to identify patterns in data.

(B) **Performance expectation two (2).** Apply scientific ideas to construct an explanation for the patterns of anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer ancestral relationships.

(i) **Clarification statement.** Emphasis is on explanations of the ancestral relationships among organisms in terms of similarities or differences of anatomical features or structures. Examples could include how structural similarities/differences could determine relationships

between two modern organisms (e.g., wings of birds vs. bats vs. insects) or modern fossil organisms (e.g., fossilized horses compared to modern horses, trilobites compared to horseshoe crabs).

(ii) **Assessment Boundary.** Assessment does not include the names of individual species or geological eras in the fossil record.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct a scientific explanation based on valid and reliable evidence.

(iv) **Disciplinary Core Ideas.**

(I) Anatomical similarities and differences between various organisms living today and between them and organisms in the fossil record serve as evidence of ancestral relationships among organisms and changes in populations over time.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Graphs and charts can be used to identify patterns in data.

(C) **Performance expectation three (3).*** Gather and synthesize information about the practices that have changed the way humans influence the inheritance of desired traits in organisms.

(i) **Clarification Statement.** Emphasis is on synthesizing information from reliable sources about the influence of humans on genetic outcomes in artificial selection (such as genetic modification, animal husbandry, gene therapy); and on the impacts these practices have on society, as well as the technologies leading to these scientific discoveries.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to understand and communicate how technology affects both individuals and society.

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Gather, read, synthesize information from multiple appropriate sources; assess the credibility, accuracy, and possible bias of each publication and methods used; and describe how they are supported or not supported by evidence.

(iv) **Disciplinary Core Ideas.**

(I) In artificial selections, humans have the capacity to influence certain characteristics of organisms by selective breeding. One can choose desired parental traits by genes, which are then passed on to offspring.

(II) Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

(D) **Performance expectation four (4).** Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.

(i) **Clarification Statement.** Emphasis is on using mathematical models, probability statements, and proportional reasoning to support explanations of trends in changes to populations over time.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to explain trends in data for the number of individuals with specific traits changing over time. Assessment does not include Hardy Weinberg calculations.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical representation to describe and/or support scientific conclusions and design solutions.

(iv) **Disciplinary Core Ideas.**

(I) Adaptation by natural selection acting over generations is one important process by which species change over time in response to changes in environmental conditions.

(II) Traits that support successful survival and reproduction in the new environment become more common; those that do not become less common. Thus, the distribution of traits in a population change.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Phenomena may have more than one cause, and some cause and effect relationships in systems can only be described using probability.

(c) **Earth and Space Science.** Performance expectations for seventh (7th) grade students from the domain of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

(i) **Clarification Statement.** Earth's rotation relative to the positions of the moon and sun describes the occurrence of tides; the revolution of Earth around the sun explains the annual cycle of the apparent movement of the constellations in the night sky; the moon's revolution around Earth explains the cycle of spring/neap tides and the occurrence of eclipses; and the moon's elliptical orbit mostly explains the occurrence of total and annular eclipses. The position and

tilting of Earth, as it revolves around the sun, explain why seasons occur. Examples of models can be physical, graphical, or conceptual.

(ii) **Assessment Boundary.** Definitions of spring or neap tides should not be included.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop and use a model to describe a phenomenon.

(iv) **Disciplinary Core Ideas.**

(I) Patterns of the apparent motion of the sun, the moon, and stars in the sky can be observed, described, predicted, and explained with models.

(II) The model of the solar system can explain eclipses of the sun and the moon.

(III) Earth's spin axis is fixed in direction over the short term, but tilted relative to its orbit around the sun. The seasons are a result of its tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Patterns can be used to identify cause-and-effect relationships.

(B) **Performance expectation two (2).** Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

(i) **Clarification Statement.** Emphasis for the model is on effects of gravity and inertia as the forces that hold together the solar system and Milky Way Galaxy and controls orbital motions within them. Examples of models can be physical (such as the analogy of distance along a football field or computer visualizations of elliptical orbits) or conceptual (such as mathematical proportions relative to the size of familiar objects such as a school or state.)

(ii) **Assessment Boundary.** Assessment does not include Kepler's Laws of orbital motion or the apparent retrograde motion of the planets as viewed from Earth.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop and use a model to describe a phenomenon.

(iv) **Disciplinary Core Ideas.**

(I) Earth and its solar system are part of the Milky Way Galaxy, which is one of many galaxies in the universe.

(II) The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.

(III) The solar system appears to have formed from a disk of dust and gas, drawn together by gravity.

(v) **Crosscutting Concepts.**

- (I) **Systems and system models.** Models can be used to represent systems and their interactions.
- (C) **Performance expectation three (3).*** Analyze and interpret data to determine scale properties of objects in the solar system.
- (i) **Clarification Statement.** Emphasis is on the analysis of data from Earth-based instruments, space-based telescopes, and spacecraft to determine similarities and differences among solar system objects. Examples of scale properties include the size of an object's layers (such as crust and atmosphere), surface features (such as volcanoes), and orbital radius. Examples of data include statistical information, drawings and photographs, and models.
- (ii) **Assessment Boundary.** Assessment emphasis is on data analysis of properties of the planets and should not include recalling facts about the planets and other solar system bodies.
- (iii) **Science and Engineering Practice.**
- (I) **Analyzing and interpreting data.** Analyze and interpret data to determine similarities and differences in findings.
- (iv) **Disciplinary Core Ideas.**
- (I) The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them.
- (II) Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems.
- (v) **Crosscutting Concepts.**
- (I) **Scale, proportion, and quantity.** Time, space, and energy phenomena can be observed at various scales using models to study systems that are too large or too small.

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210:15-3-79. Physical Science standards for high school

Physical Science. Standards for high school students from the domain of Physical Science address the following topics:

(1) Matter and its interactions.

- (A) **Performance expectation one (1).** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
- (i) **Clarification statement.** Examples of properties that could be predicted from trends and patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and reactions with oxygen.
- (ii) **Assessment Boundary.** Assessment is limited to main group elements. Assessment does not include understanding

of ionization energy and electronegativity.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Use a model to predict the relationships between systems or between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.

(II) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

(B) **Performance expectation two (2).** Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, knowledge of the patterns of chemical properties, and formation of compounds.

(i) **Clarification statement.** Identifying patterns in reactions allows the emphasis to be on student explanation of observed reaction outcomes. Reactions that students could be exposed to are synthesis (limited to elements forming a compound), decomposition (limited to a compound producing two or more elements), combustion, single displacement, or double displacement.

(ii) **Assessment Boundary.** Assessment is limited to chemical reactions involving main group elements.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating pattern of this table reflect patterns of outer electron states.

(II) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

(C) **Performance expectation three (3).** Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

(i) **Clarification statement.** Emphasis is on student reasoning that focuses on the number and energy of collisions (Collision Theory) and relationships between rate and temperature.

(ii) **Assessment Boundary.** Assessment is limited to explaining the result of changing one condition at a time in a simple reaction in which there are only two reactants.

(iii) **Science and Engineering Practice.**

(I) **Constructing Explanations.** Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

(iv) **Disciplinary Core Ideas.**

(I) Chemical processes, their rates, and whether or not energy is stored or released. These can be understood in terms of the collisions of molecules and the rearrangement of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships can be suggested and predicted for complex natural and human-designed systems by examining what is known about smaller scale mechanisms within the system.

(D) **Performance expectation four (4).** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

(i) **Clarification statement.** Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale. Mathematical representations can include balancing chemical equations to represent the laws of conservation of mass, constant composition (definite proportions) and understanding the ratio of the coefficients between reactants and products.

(ii) **Assessment Boundary.** Assessment does not include complex chemical reactions or stoichiometry. Emphasis is on assessing students' use of mathematical reasoning and not on memorization and rote application of problem-

solving techniques.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical representations of phenomena to support claims.

(iv) **Disciplinary Core Ideas.**

(I) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** The total amount of energy and matter in closed systems is conserved.

(2) **Motion and stability: Forces and interactions.**

(A) **Performance expectation one (1).** Analyze and interpret data to support the claim of a causal relationship between the net force on an object and its change in motion, as described in Newton's second law of motion.

(i) **Clarification statement.** Examples of data could include tables or graphs of position or velocity of an object as a function of time. Examples of objects subjected to a net force can include objects in free-fall, objects sliding down a ramp, or moving objects pulled by a constant force.

(ii) **Assessment Boundary.** Assessment is limited to macroscopic objects moving in one-dimensional motion, at non-relativistic speeds. Air resistance is ignored.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims.

(iv) **Disciplinary Core Ideas.**

(I) Newton's second law accurately predicts changes in the motion of macroscopic objects.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) **Performance expectation two (2).** Use mathematical representations to support the explanation that the total momentum of a system of objects is conserved when there is no net force on the system.

(i) **Clarification statement.** Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle.

(ii) **Assessment Boundary.** Assessment is limited to systems of two macroscopic bodies moving in one dimension and does not include naming the types of collisions. Assessment should provide evidence of students' abilities to explain the mathematical relationships between momentum, mass, and velocity.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.

(II) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by change in the momentum of objects outside the system.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

(E) **Performance expectation three (3).*** Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

(i) **Clarification statement.** An example of evaluation and refinement could include determining the success of the device at protecting an object from damage. Examples of devices could include football helmet, parachute, and car restraint systems, such as seatbelts and airbags. Refinement of the device may include modifying one or more parts or all of the device to improve performance of the device.

(ii) **Assessment Boundary.** Assessment is limited to qualitative evaluations and/or algebraic manipulations.

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Apply scientific ideas to solve a design problem, taking into account possible unanticipated effects.

(iv) **Disciplinary Core Ideas.**

(I) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by change in the momentum of objects outside the system.

(II) Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account; and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Systems can be designed to cause a desired effect.

(D) **Performance expectation four (4).** Plan and conduct an investigation to provide evidence that an electric current can cause a

magnetic field and that a changing magnetic field can produce an electric current.

(i) **Clarification statement.** Students' investigations should describe the data that will be collected and the evidence to be derived from that data. Examples could include electromagnets/solenoids, motors, current carrying wires, and compasses.

(ii) **Assessment Boundary.** Assessment is limited to planning and conducting investigations with provided materials and tools.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements; consider limitations on the precision of the data (e.g., number of trials, cost, risk, time); and refine the design accordingly.

(iv) **Disciplinary Core Ideas.**

(I) Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space.

(II) Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

(III) "Electrical energy" may mean energy stored in a battery or energy transmitted by electrical currents.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(3) **Energy.**

(A) **Performance expectation one (1).** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

(i) **Clarification statement.** Emphasis is on utilizing calculations to understand that energy is transferred in and out of systems and conserved, as well as explaining the meaning of mathematical expressions used in the model.

(ii) **Assessment Boundary.** Assessment is limited to two or three components and the transfer of thermal energy, kinetic energy, potential energy, and/or the energies in gravitational, magnetic, or electric fields.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Create a computational model of a phenomenon, process, or system based on basic assumptions.

(iv) Disciplinary Core Ideas.

(I) Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

(II) Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system.

(III) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between two systems.

(IV) Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.

(V) The availability of energy limits what can occur in any system.

(v) Crosscutting Concepts.

(I) **System and system models.** Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models.

(B) Performance expectation two (2). Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.

(i) **Clarification statement.** Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth (considered as stored in fields), and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

(ii) **Assessment Boundary.** Assessment does not include quantitative calculations, chemical energy, or effects of air resistance/friction.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) Disciplinary Core Ideas.

(I) Energy is a quantitative property of a system that depends on the motion and interactions of matter

and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

(II) At the macroscopic scale, energy manifests itself in multiple ways, such as motion, sound, light, and thermal energy.

(III) These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

(v) Crosscutting Concepts.

(I) **Energy and matter.** Energy cannot be created or destroyed—only move between one place and another place, between objects and/or fields, or between system.

(C) Performance expectation three (3).* Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

(i) **Clarification statement.** Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints placed on a device could include the cost of materials, types of materials available, having to use renewable energy, an efficiency threshold, and time to build/operate the device.

(ii) **Assessment Boundary.** Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

(iii) Science and Engineering Practice.

(I) **Designing solutions.** Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.

(iv) Disciplinary Core Ideas.

(I) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

(II) Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

(III) Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

(v) Crosscutting Concepts.

(I) **Energy and matter.** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(D) Performance expectation four (4). Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

(i) **Clarification statement.** Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the thermal energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.

(ii) **Assessment Boundary.** Assessment is limited to devices constructed with materials provided to students. Assessment includes both quantitative and conceptual descriptions of energy change.

(iii) Science and Engineering Practice.

(I) **Planning and carrying out investigations.** Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.

(iv) Disciplinary Core Ideas.

(I) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

(II) Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than surrounding environments cool

down).

(v) Crosscutting Concepts.

(I) Systems and system models. When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.

(4) Waves and their applications in technologies for information.

(A) Performance expectation one (1). Use mathematical representations to explain both qualitative and quantitative relationships among frequency, wavelength, and speed of waves traveling in various media.

(i) Clarification statement. Emphasis is on using mathematical representations to understand how various media change the speed of waves. Examples of waves moving through various media could include: electromagnetic radiation traveling in a vacuum or glass, sound waves traveling through air or water, and seismic waves traveling through the Earth.

(ii) Assessment Boundary. Assessment is limited to algebraic relationships and describing those relationships quantitatively.

(iii) Science and Engineering Practice.

(I) Mathematical and computational thinking. Use mathematical representations of phenomena or design solutions to describe and/or support claims and/or explanations.

(iv) Disciplinary Core Ideas.

(I) The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.

(v) Crosscutting Concepts.

(I) Cause and effect. Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) Performance expectation two (2).* Evaluate questions about the advantages and disadvantages of using a digital transmission and storage of information.

(i) Clarification statement. Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

(ii) Assessment Boundary. (An assessment boundary is not associated with this performance expectation.)

(iii) Science and Engineering Practice.

(I) Asking questions. Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design.

(iv) **Disciplinary Core Ideas.**

(I) Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses.

(II) Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Systems can be designed for greater or lesser stability.

(C) **Performance expectation three (3).** Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

(i) **Clarification statement.** Emphasis is on the idea that different frequencies of electromagnetic radiation have different energies, and the damage to living tissue depends on the energy of the radiation. Examples of published materials could include peer-reviewed scientific articles, trade books, magazines, web resources, videos, and other passages that may reflect bias.

(ii) **Assessment Boundary.** Assessment is limited to qualitative descriptions.

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Evaluate the validity and reliability of multiple claims that appear in scientific and technical texts or media reports, verifying the data when possible.

(iv) **Disciplinary Core Ideas.**

(I) When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat).

(II) Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells.

(III) Photoelectric materials emit electrons when they absorb light of high enough frequency.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships can be suggested and predicted for complex natural and human-designed complex systems by examining what is known about smaller scale mechanisms within the system.

210:15-3-80. Biology standards for high school

Standards for high school students in the subject of Biology address the following topics:

(1) From molecules to organisms: Structures and processes.

(A) Performance expectation one (1). Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.

(i) Clarification statement. Emphasis is on the conceptual understanding that the sequence of nucleotides in DNA determines the amino acid sequence of proteins through the processes of transcription and translation.

(ii) Assessment Boundary. Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structure and functions, or the biochemistry of protein synthesis.

(iii) Science and Engineering Practice.

(I) Constructing Explanations. Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) Disciplinary Core Ideas.

(I) Systems of specialized cells within organisms help them perform the essential functions of life.

(II) All cells contain genetic information in the form of DNA molecules.

(III) Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of the cells.

(v) Crosscutting Concepts.

(I) Structure and function. The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.

(B) Performance expectation two (2). Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

(i) Clarification statement. Emphasis is on developing a model in which relevant parts (e.g., an organ system, organs, and their component tissues) and processes (e.g., transport of fluids, motion) of body systems in multicellular organisms are identified and described.

(ii) Assessment Boundary. Assessment does not include interactions and functions at the molecular or chemical

reaction level and is limited to two systems interacting at a time.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) Disciplinary Core Ideas.

(I) Multicellular organisms have a hierarchical structural organization, in which any one system is made up of numerous parts and is itself a component of the next level.

(v) Crosscutting Concepts.

(I) **Systems and system models.** Models (e.g., physical, mathematical, computer) can be used to simulate systems and interactions, including energy, matter, and information flow within and between systems at different scales.

(C) Performance expectation three (3). Plan and conduct an investigation to provide evidence of the importance of maintaining homeostasis in living organisms.

(i) **Clarification statement.** A state of homeostasis (stability) must be maintained for organisms to remain alive and functional even as external conditions change within some range. Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, root development in response to water levels, and cell response to hypertonic and hypotonic environments.

(ii) **Assessment Boundary.** Assessment does not include the cellular processes involved in the feedback mechanism.

(iii) Science and Engineering Practice.

(I) **Planning and conducting investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence.

(iv) Disciplinary Core Ideas.

(I) Feedback mechanisms maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range. Outside that range (e.g., at too high or low external temperature, with too little food or water available) the organism cannot survive.

(v) Crosscutting Concepts.

(I) **Stability and change.** Feedback (negative or positive) can stabilize or destabilize a system.

(D) Performance expectation four (4). Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

(i) **Clarification statement.** Emphasis is not on the details of each phase in mitosis but on the conceptual understanding that mitosis produces genetically identical cells via DNA replication and cell division and that immature cells may become specialized through differentiation.

(ii) **Assessment Boundary.** Assessment does not include specific gene control mechanisms or rote memorization of the steps of mitosis.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) In multicellular organisms, individual cells grow and then divide via a process called mitosis, thereby allowing the organisms to grow.

(II) The organism begins as a single cell (fertilized egg) that divides successively to produce many cells, with each parent cell passing identical genetic material (two variants of each chromosome pair) to both daughter cells.

(III) Cellular division and differentiation produce and maintain a complex organism, composed of systems of tissues and organs that work together to meet the needs of the whole organism.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Models (e.g., physical, mathematical, computer) can be used to simulate systems and interactions, including energy, matter, and information flow within and between systems at different scales.

(E) **Performance expectation five (5).** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

(i) **Clarification statement.** Emphasis is on illustrating inputs and outputs of matter and the transfer and transformation of energy in photosynthesis by plants and other photosynthesizing organisms. Examples of models could include diagrams, chemical equations, or conceptual models developed from investigations.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to describe the inputs and outputs of photosynthesis, not the specific biochemical steps (e.g., photosystems, electron transport, and Calvin Cycle).

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or

between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) The process of photosynthesis converts light energy to stored chemical energy by converting carbon dioxide plus water into sugars plus released oxygen.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(F) Performance expectation six (6). Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

(i) **Clarification statement.** Emphasis is on using evidence from models and/or simulations to support explanations for how organisms take in matter and rearrange the atoms in chemical reactions to form amino acids and/or other large carbon-based molecules.

(ii) **Assessment Boundary.** Assessment does not include the details of the specific chemical reactions or identification of macromolecules.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation.

(iv) **Disciplinary Core Ideas.**

(I) The sugar molecules thus formed contain carbon, hydrogen, and oxygen: their hydrocarbon backbones are used to make amino acids and other carbon-based molecules that can be assembled into large molecules (such as proteins or DNA), used, for example, to form new cells.

(II) As matter and energy flow through different organization levels of living systems, chemical elements are recombined in different ways to form different products.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(G) Performance expectation seven (7). Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

(i) **Clarification statement.** Emphasis is on the conceptual understanding of the inputs and outputs of the process of cellular respiration. Examples of models could include diagrams, chemical equations, or conceptual models

developed from investigations.

(ii) **Assessment Boundary.** Assessment should not include identification of the steps or specific processes involved in cellular respiration (e.g., glycolysis, Krebs's Cycle, and electron transport).

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) As matter and energy flow through different organization levels of living systems, chemical elements are recombined in different ways to form different products.

(II) As a result of these chemical reactions, energy is transferred from one system of interacting molecules to another.

(III) Cellular respiration is a chemical process in which the bonds of food molecules and oxygen molecules are broken and new compounds are formed that can transport energy to muscles.

(IV) Cellular respiration also releases the energy needed to maintain body temperature despite ongoing energy transfer to the surrounding environment.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy cannot be created or destroyed. It only moves from one place to another, between objects and/or fields, or between systems.

(2) **Ecosystems: Interactions, energy, and dynamics.**

(A) **Performance expectation one (1).** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacities of ecosystems at different scales.

(i) **Clarification statement.** Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate, and competition. Examples of mathematical comparisons could include graphs, charts, histograms, or population changes gathered from simulations or historical data sets.

(ii) **Assessment Boundary.** Assessment does not include deriving mathematical equations to make comparisons.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical, computation, and/or algorithmic representations of phenomena to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) Ecosystems have carrying capacities, which are limits to the number of organisms and populations

they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges as predation, competition, and disease.

(II) Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

(v) Crosscutting Concepts.

(I) **Scale, proportion, and quantity.** The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.

(B) Performance expectation two (2). Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

(i) **Clarification statement.** Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.

(ii) **Assessment Boundary.** Assessment is limited to provided data.

(iii) Science and Engineering Practice.

(I) **Using mathematics and computational thinking.** Use mathematical representations to describe and/or support scientific conclusions.

(iv) Disciplinary Core Ideas.

(I) Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges as predation, competition, and disease.

(II) Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

(III) A complex set of interactions within an ecosystem can keep its number and types of organisms relatively constant over long periods of time under stable conditions.

(IV) If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original state (i.e., the ecosystem is resilient) as opposed to becoming a very different ecosystem.

(V) Extreme fluctuations in conditions or the size of any populations, however, can challenge the functions of ecosystems in terms of resources and habitat availability.

(v) Crosscutting Concepts.

(I) Scale, proportion, and quantity. Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

(C) Performance expectation three (3). Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

(i) Clarification statement. Emphasis is on describing the role of aerobic and anaerobic respiration in the conservation of matter and flow of energy into, out of, and within various ecosystems (e.g., chemosynthetic bacteria near deep ocean vents, yeast in various environments, muscle cells during exertion, water-logged plants).

(ii) Assessment Boundary. Assessment focuses on the conceptual understanding and does not include the specific chemical processes of either aerobic or anaerobic respiration.

(iii) Science and Engineering Practice.

(I) Constructing explanations. Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) Disciplinary Core Ideas.

(I) Photosynthesis and cellular respiration (including anaerobic processes) provide most of the energy for life processes.

(v) Crosscutting Concepts.

(I) Energy and matter. Energy drives the cycling of matter within and between systems.

(D) Performance expectation four (4). Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

(i) Clarification statement. Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen, and nitrogen being conserved as they move through an ecosystem.

(ii) Assessment Boundary. The assessment should provide evidence of students' abilities to develop and use energy pyramids, food chains, food webs, and other models from data sets.

(iii) Science and Engineering Practice.

(I) **Using mathematics and computational thinking.** Use mathematical representation to describe and/or support scientific conclusions.

(iv) **Disciplinary Core Ideas.**

(I)

(II)

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy cannot be created or destroyed. It only moves between one place and another, between objects and/or fields, or between systems.

(E) **Performance expectation five (5).** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

(i) **Clarification statement.** Examples of models could include simulations and mathematical models. The emphasis is on the movement of carbon.

(ii) **Assessment Boundary.** Assessment does not include the specific chemical steps of photosynthesis and respiration.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Photosynthesis and cellular respiration are important components of the carbon cycle, in which carbon is exchanged among the biosphere, atmosphere, oceans, and geosphere through chemical, physical, geological, and biological processes.

(II) The main way that solar energy is captured and stored on Earth is through the complex chemical process known as photosynthesis.

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** Models (e.g., physical, mathematical, computer) can be used to simulate systems and interactions; including energy, matter, and information flow within and between systems at different scales.

(F) **Performance expectation six (6).** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

(i) **Clarification statement.** Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to derive trends from graphical representations of population trends. Assessments should focus on describing drivers of ecosystem stability and change, not on the organismal mechanisms of responses and interactions.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merit of arguments.

(iv) **Disciplinary Core Ideas.**

(I) A complex set of interactions within an ecosystem can keep its number and types of organisms relatively constant over long periods of time under stable conditions.

(II) If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient) as opposed to becoming a very different ecosystem.

(III) Extreme fluctuations in conditions or the size of any populations, however, can challenge the functions of ecosystems in terms of resources and habitat availability.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

(G) **Performance expectation seven (7).** Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.

(i) **Clarification statement.** Emphasis is on advantages of grouping behaviors (e.g., flocking, schooling, herding) and cooperative behaviors (e.g., hunting, migrating, swarming) on survival and reproduction.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to:

(I) distinguish between group versus individual behavior;

(II) identify evidence supporting the outcomes of group behavior; and

(III) develop logical and reasonable arguments based on evidence.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merit of arguments.

(iv) **Disciplinary Core Ideas.**

(I) Group behavior has evolved because membership can increase the chances of survival for

individuals and their genetic relatives.

(v) Crosscutting Concepts.

(I) Cause and effect. Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(3) Heredity: Inheritance and variation of traits.

(A) Performance expectation one (1). Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

(i) Clarification statement. Emphasis is on the use of models of DNA to formulate questions, the answers to which would clarify the cause and effect relationships (including distinguishing between causal and correlational relationships) between DNA, the proteins it codes for, and the resulting traits observed in an organism.

(ii) Assessment Boundary. Assessment does not include the phases of meiosis or the biochemical mechanism of specific steps in the process.

(iii) Science and Engineering Practice.

(I) Asking questions. Ask questions that arise from examining models or a theory, to clarify and/or seek additional information and relationships.

(iv) Disciplinary Core Ideas.

(I) All cells contain genetic information in the form of DNA molecules.

(II) Genes are regions in the DNA that contain the instructions that code for the formation of proteins, which carry out most of the work of the cells.

(III) Each chromosome consists of a single, very long DNA molecule, and each gene on the chromosome is a particular segment of that DNA.

(IV) The instructions for forming species' characteristics are carried in DNA. All cells in an organism have the same genetic content, but the genes used (expressed) by the cell may be regulated in different ways.

(V) Not all DNA codes for protein; some segments of DNA are involved in regulatory or structural functions, and some have no, as of yet, known functions.

(v) Crosscutting Concepts.

(I) Cause and effect. Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) Performance expectation two (2). Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

(i) **Clarification statement.** Emphasis is on using data to support arguments for the way variation occurs.

(ii) **Assessment Boundary.** Assessment does not include the phases of meiosis or the biochemical mechanisms of specific steps in the process.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Make and defend a claim based on evidence about the natural world or the effectiveness of a design solution that reflects scientific knowledge and student-generated evidence.

(iv) **Disciplinary Core Ideas.**

(I) In sexual reproduction, chromosomes can sometimes swap sections during the process of meiosis (cell division), thereby creating new genetic combinations and thus more genetic variation.

(II) Although DNA replication is tightly regulated and remarkably accurate, errors do occur and result in mutations, which can also cause mutations in genes, and variables in mutations are also inherited.

(III) Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in the population; thus, the variation and distribution of traits observed depends on both genetic and environmental factors.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(C) **Performance expectation three (3).** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

(i) **Clarification statement.** Emphasis is on distribution and variation of traits in a population and the use of mathematics (e.g., calculations of frequencies in Punnett squares, graphical representations) to describe the distribution of traits in a population, not individuals.

(ii) **Assessment Boundary.** Emphasis is on students' use of genetic models to explain the variation and patterns observed in a population as a combination of genetic and environmental factors. Assessment does not include Hardy-Weinberg calculations.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation coefficient for linear fits) to scientific questions and problems, using digital tools when feasible.

(iv) **Disciplinary Core Ideas.**

(I) Environmental factors also affect expression of traits, and hence affect the probability of occurrences of traits in the population; thus, the variation and distribution of traits observed depends on both genetic and environmental factors.

(v) Crosscutting Concepts.

(I) **Scale, proportion, and quantity.** Algebraic thinking is used to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth).

(4) Biological diversity and unity.

(A) Performance expectation one (1). Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

(i) **Clarification statement.** Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence should include similarities in DNA and amino acid sequences, but could also include fossil record, anatomical structures, and the order of appearance of structures in embryological development.

(ii) **Assessment Boundary.** Emphasis is on students' abilities to use evidence such as DNA and amino acid sequences, cladograms, analogous/homologous structures, and fossil records to communicate their understanding of common ancestry and biological evolution.

(iii) Science and Engineering Practice.

(I) Obtaining, evaluating, and communicating information. Communicate scientific information (e.g., about phenomena) in multiple formats (including orally, graphically, textually, and mathematically).

(iv) Disciplinary Core Ideas.

(I) Genetic information provides evidence of common ancestry and diversity. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence.

(II) Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that

environment.

(v) Crosscutting Concepts.

(I) Patterns. Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

(B) Performance expectation two (2). Construct an explanation based on evidence that biological diversity is influenced by (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

(i) Clarification statement. Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to survive and reproduce. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.

(ii) Assessment Boundary. Assessment does not include genetic drift, gene flow through migration, and co-evolution.

(iii) Science and Engineering Practice.

(I) Constructing explanations. Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do in the future.

(iv) Disciplinary Core Ideas.

(I) Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information-that is, trait variation-that leads to differences in performance among individuals.

(v) Crosscutting Concepts.

(I) Cause and effect. Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(C) Performance expectation three (3). Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

(i) Clarification statement. Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations for adaptations.

(ii) **Assessment Boundary.** Emphasis is on students' abilities to analyze shifts in numerical distribution of traits as evidence to support explanations. Analysis is limited to basic statistical and graphical analysis, not allele or gene frequency calculations.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Apply concepts of statistics and probability (including determining function fits to data, slope, intercept, and correlation for coefficient for linear fits) to scientific and engineering questions and problems, using digital tools when feasible.

(iv) **Disciplinary Core Ideas.**

(I) Natural selection occurs only if there is both (1) variation in the genetic information between organisms in a population and (2) variation in the expression of that genetic information-that is, trait variation-that leads to differences in performance among individuals.

(II) The traits that positively affect survival are more likely to be reproduced, and thus are more common in the population.

(III) Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment. That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

(IV) Adaptation also means that the distribution of traits in a population can change when conditions change.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations and phenomena.

(D) **Performance expectation four (4).** Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

(i) **Clarification statement.** Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or adaptation of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.

(ii) **Assessment Boundary.** (An assessment boundary is not associated with this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) Natural selection leads to adaptation, that is, to a population dominated by organisms that are anatomically, behaviorally, and physiologically well suited to survive and reproduce in a specific environment.

(II) That is, the differential survival and reproduction of organisms in a population that have an advantageous heritable trait leads to an increase in the proportion of individuals in future generations that have the trait and to a decrease in the proportion of individuals that do not.

(III) Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline- and sometimes the extinction-of some species.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(F) **Performance expectation five (5).** Evaluate the evidence supporting claims that changes in environmental conditions may result in: 1) increases in the number of individuals of some species, 2) the emergence of new species over time, and 3) the extinction of other species.

(i) **Clarification statement.** Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.

(ii) **Assessment Boundary.** (An assessment boundary is not associated with this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate the evidence behind currently accepted explanations or solutions to determine the merits of arguments.

(iv) **Disciplinary Core Ideas.**

(I) Changes in the physical environment, whether naturally occurring or human induced, have thus contributed to the expansion of some species, the emergence of new distinct species as populations diverge under different conditions, and the decline- and sometimes the extinction-of some species.

(II) Species become extinct because they can no longer survive and reproduce in their altered environment. If members cannot adjust to change that is too fast or drastic, the opportunity for the species' adaptation over time is lost.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-81. Chemistry standards for high school

Standards for high school students in the subject of Chemistry address the following topics:

(1) Matter and its interactions.

(A) Performance expectation one (1). Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

(i) Clarification statement. Examples could include trends in ionization energy, atomic radius, or electronegativity. Examples of properties that could be predicted from patterns could include reactivity of metals, types of bonds formed, numbers of bonds formed, and ion formation.

(ii) Assessment Boundary.

(iii) Science and Engineering Practice.

(I) Developing and using models. Use a model to predict the relationships between systems or between components of a system.

(iv) Disciplinary Core Ideas.

(I) Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons.

(II) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

(v) Crosscutting Concepts.

(I) Patterns. Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

(B) Performance expectation two (2). Construct and revise an explanation for the outcome of a simple chemical reaction based on

the outermost electron states of atoms, trends in the periodic table, knowledge of the patterns of chemical properties, and formation of compounds.

(i) **Clarification statement.** Periodic trends (ionization energy, electronegativity, reactivity), patterns of valence electrons, and classifying reaction types should be utilized when constructing and revising explanations for the prediction of products (e.g., synthesis/combination, decomposition, combustion, single displacement, double displacement, oxidation/reduction, acid/base).

(ii) **Assessment Boundary.** Assessment is limited to chemical reactions involving main group elements and polyatomic ions (e.g., Nitrate, Nitrite, Sulfate, Hydroxide, Carbonate, and Phosphate).

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, and peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states.

(II) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena.

(C) **Performance expectation three (3).** Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale level to infer the strength of electrical forces between particles.

(i) **Clarification statement.** Emphasis is on understanding the strengths of forces between particles, not on naming specific intermolecular forces (such as dipole-dipole). Examples of particles could include ions, atoms, molecules, and networked materials (such as graphite). Examples of bulk properties of substances could include the melting point and boiling point, vapor pressure, and surface tension. The intent of the performance expectation is limited to evaluation of bulk scale properties and not microscale

properties.

(ii) **Assessment Boundary.** Assessment does not include calculations related to any bulk-scale property.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements; consider limitations on the precision of the data (e.g., number of trials, cost, risk, time); and refine the design accurately.

(iv) **Disciplinary Core Ideas.**

(I) The structure and interactions of matter at the bulk-scale are determined by electrical forces within and between atoms.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials.

(D) **Performance expectation four (4).** Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.

(i) **Clarification statement.** Emphasis is on the idea that a chemical reaction is a system that involves an overall change in energy that is due to the absorption of energy when bonds are broken and the release of energy when new bonds are formed. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.

(ii) **Assessment Boundary.** Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart.

(II) Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes

in kinetic energy.

(v) Crosscutting Concepts.

(I) Energy and matter. Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(E) Performance expectation five (5). Apply scientific principles and evidence to provide an explanation about the effects of changing the conditions of the reacting particles on the rate at which a reaction occurs.

(i) Clarification statement. Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules (Collision Theory). Examples of reaction conditions that affect rate could include temperature, concentration, surface area/particle size, pressure, or the addition of a catalyst.

(ii) Assessment Boundary. Assessment is limited to explaining the result of changing one condition at a time in a simple reaction in which there are only two reactants.

(iii) Science and Engineering Practice.

(I) Constructing Explanations. Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

(iv) Disciplinary Core Ideas.

(I) Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangement of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.

(v) Crosscutting Concepts.

(I) Cause and effect. Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.

(F) Performance expectation six (6).* Refine the design of a chemical system by specifying a change in conditions that would produce a change in the amounts of products at equilibrium.

(i) Clarification statement. Emphasis is on the application of Le Châtelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Designs may include ways to achieve the desired effect on a system at equilibrium by changing temperature, pressure, and/or adding or removing reactants or products.

(ii) **Assessment Boundary.** Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.

(iv) **Disciplinary Core Ideas.**

(I) In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.

(II) Criteria may need to be broken down into simpler ones that can be approached systematically, and decisions about the priority of certain criteria over others (trade-offs) may be needed.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

(G) **Performance expectation seven (7).** Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.

(i) **Clarification statement.** Mathematical representations could include balanced chemical equations that represent the laws of conservation of mass and constant composition (definite properties) and mass-to-mass stoichiometry. The mole concept and stoichiometry are used to show proportional relationships between masses of reactants and products.

(ii) **Assessment Boundary.** Assessment does not include complex chemical reactions. Emphasis is on assessing students' use of mathematical reasoning and does not include recall of mathematical equations and rote application of problem-solving techniques.

(iii) **Science and Engineering Practice.**

(I) Using mathematics and computational thinking. Use mathematical representations of phenomena to support claims.

(iv) **Disciplinary Core Ideas.**

(I) The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** The total amount of energy and matter in closed systems is conserved.

(H) **Performance expectation eight (8).** Develop models to illustrate the changes in the composition of the nucleus of the atom

and the energy released during the processes of fission, fusion, and radioactive decay.

(i) **Clarification statement.** Emphasis is on qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations. Examples of nuclear processes could include the formation of elements through fusion in stars, generation of electricity in a nuclear power plant, or the use of radioisotopes in nuclear medicine.

(ii) **Assessment Boundary.** Assessment does not include quantitative calculation of energy released (i.e., binding energy). Assessment is limited to alpha, beta, and gamma radioactive decay.

(iii) **Science and Engineering Practice.**

(I) Developing and using models. Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Nuclear processes, including fusion, fission, and radioactive decay of unstable nuclei, involve release or absorption of energy.

(II) The total number of neutrons plus protons does not change in any nuclear process.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** The total amount of energy and matter in closed systems is conserved.

(2) **Motion and stability: Forces and interactions.**

(A) **Performance expectation one (1).*** Communicate scientific and technical information about why the molecular-level structure of designed materials determines how the material functions.

(i) **Clarification statement.** Emphasis is on the attractive and repulsive forces that determine the functioning of the material. Examples could include why electrically conductive materials are often made of metal, flexible but durable materials are made up of long chained molecules, and pharmaceuticals are designed to interact with specific receptors. Scientific and technical information should include molecular structures of specific designed materials and limit comparison to two substances of the same type.

(ii) **Assessment Boundary.** Assessment is limited to provided molecular structures or specific designed materials.

(iii) **Science and Engineering Practice.**

(I) Obtaining, evaluating, and communicating information. Communicate scientific and technical information (e.g., about the process of development and the design and performance of a proposed process or system) in multiple formats (including oral, graphical, textual, and mathematical).

(iv) **Disciplinary Core Ideas.**

(I) Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and the transformations of matter, as well as the contact forces between material objects.

(v) Crosscutting Concepts.

(I) **Structure and function.** Investigating or designing net systems or structures requires a detailed examination of the properties of different materials, the structures of different materials, the structures of different components, and the connections of components to reveal its function and/or solve a problem.

(3) Energy.

(A) Performance expectation one (1).* Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

(i) **Clarification statement.** Emphasis is on both qualitative and quantitative evaluations of devices. Sources of energy could include those from chemical or nuclear reactions. Examples of devices could include lemon or potato clock, a voltaic cell (batteries), hand warmers, solar panels, solar ovens, and nuclear power generation through simulations. Examples of constraints placed on a device could include the cost of materials, types of materials available, having to use renewable energy, an efficiency threshold, and time to build and/or operate the device.

(ii) **Assessment Boundary.** Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

(iii) Science and Engineering Practice.

(I) **Designing solutions.** Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.

(iv) Disciplinary Core Ideas.

(I) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

(II) Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

(III) Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs

and risks.

(v) Crosscutting Concepts.

(I) Energy and matter. Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(B) Performance expectation two (2). Plan and conduct an investigation to provide evidence that the transfer of thermal energy between components in a closed system involves changes in energy dispersal and heat content and results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

(i) Clarification statement. Emphasis is on analyzing data from student investigations and using mathematical thinking to describe the thermal energy changes both quantitatively and conceptually. Examples of investigations could include calorimetry (i.e., dissolving a substance in water, mixing two solutions, and combining two components) where students measure temperatures and calculate heat.

(ii) Assessment Boundary. Assessment is limited to conceptual understanding of energy and investigations based on materials and tools provided to students.

Assessment includes both quantitative and conceptual descriptions of energy change.

(iii) Science and Engineering Practice.

(I) Planning and carrying out investigations. Plan and conduct investigations individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements; consider limitations on the precision of the data (e.g., number of trials, cost, risk, time); and refine the design accordingly.

(iv) Disciplinary Core Ideas.

(I) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

(II) Uncontrolled systems always evolve toward more stable states—that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than surrounding environments cool down).

(v) Crosscutting Concepts.

(I) Systems and system models. When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.

(4) Waves and their applications in technologies for information transfer.

(A) Performance expectation one (1). Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

(i) **Clarification statement.** Emphasis is on using mathematical relationships to understand how various media change the speed of waves. Examples of different media that could be explored include electromagnetic radiation traveling in a vacuum or glass, sound waves traveling through air or water, or seismic waves traveling through Earth.

(ii) **Assessment Boundary.** Assessment is limited to algebraic relationships and describing those relationships qualitatively.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends of the type of wave and the medium through which it is passing.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) Performance expectation two (2). Develop an argument for how scientific evidence supports the explanation that electromagnetic radiation can be described either by the wave model or the particle model, and that for some situations one model is more useful than the other.

(i) **Clarification statement.** Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.

(ii) **Assessment Boundary.** Assessment does not include using quantum theory.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments.

(iv) **Disciplinary Core Ideas.**

(I) Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other.

(II) **Boundary:** The discussion at this grade level is qualitative only; it can be based on the fact that two sounds can pass a location in different directions without getting mixed up.

(III) **Electromagnetic radiation** (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons. The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features.

(v) Crosscutting Concepts.

(I) **Systems and system models.** Models (e.g., physical, mathematical, computer) can be used to simulate systems and interactions, including energy, matter, and information flow within and between systems at different scales.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-82. Physics standards for high school

Standards for high school students in the subject of Physics address the following topics:

(1) Matter and its interactions.

(A) **Performance expectation one (1).** Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

(i) **Clarification statement.** Emphasis is on qualitative models, such as pictures or diagrams, and on the scale of energy released in nuclear processes relative to other kinds of transformations. Examples of processes could include the formation of elements through fusion in stars, generation of electricity in a nuclear power plant, or the use of radioisotopes in nuclear medicine.

(ii) **Assessment Boundary.** Assessment does not include quantitative calculation of energy released (i.e., binding energy). Assessment is limited to alpha, beta, and gamma radioactive decay.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) Disciplinary Core Ideas.

(I) Nuclear processes, including fusion, fission, and radioactive decay of unstable nuclei, involve release or absorption of energy.

(II) The total number of neutrons plus protons does not change in any nuclear process.

(v) Crosscutting Concepts.

(I) **Energy and matter.** In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons are conserved.

(2) Motion and stability: Forces and interactions.

(A) **Performance expectation one (1).** Analyze and interpret data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

(i) **Clarification statement.** Examples of data could include tables or graphs of position or velocity of an object as a function of time. Examples of objects subjected to a net force can include objects in free-fall, objects sliding down a ramp, or moving objects pulled by a constant force. The relationships $F_{\text{net}} = ma$ should be explored qualitatively and quantitatively.

(ii) **Assessment Boundary.** Assessment is limited to macroscopic objects moving in one-dimensional motion, at non-relativistic speeds.

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze data using tools, technologies, and/or models (e.g., computations, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.

(iv) **Disciplinary Core Ideas.**

(I) Newton's Second Law accurately predicts changes in the motion of macroscopic objects.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) **Performance expectation two (2).** Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

(i) **Clarification statement.** Emphasis is on the quantitative conservation of momentum in interactions and the qualitative meaning of this principle. Examples could include one-dimensional elastic or inelastic collisions between objects within the system.

(ii) **Assessment Boundary.** Assessment is limited to systems of two macroscopic bodies moving in one dimension and does not include naming the types of collisions.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object.

(II) If a system interacts with the objects outside itself, the total momentum of the system can change; however, any such change is balanced by change in the momentum of objects outside the system.

(v) Crosscutting Concepts.

(I) **Systems and system models.** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined.

(C) Performance expectation three (3).* Apply scientific and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic object during a collision.

(i) **Clarification statement.** An example of evaluation could include determining the success of the device at protecting an object from damage. Examples of devices could include a football helmet, parachute, and car restraint systems such as seatbelts and airbags. Refinement of the device may include modifying one or more parts or all of the device to improve performance of the device.

(ii) **Assessment Boundary.** Assessment is limited to qualitative evaluations and/or algebraic manipulations.

(iii) Science and Engineering Practice.

(I) **Designing solutions.** Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

(iv) Disciplinary Core Ideas.

(I) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by change in the momentum of objects outside the system.

(II) Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Systems can be designed to cause a desired effect.

(D) Performance expectation four (4). Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.

(i) **Clarification statement.** Emphasis is on both quantitative and conceptual descriptions of interactions

between masses in gravitational fields and electrical charges in electric fields.

(ii) **Assessment Boundary.** Assessment is limited to systems with two objects.

(iii) **Science and Engineering Practice.**

(I) **Using Mathematics and Computational**

Thinking. Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) Newton's Law of Universal Gravitation and Coulomb's Law provide the mathematical models to describe and predict the effects of gravitational and electrostatic forces between distant objects.

(II) Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space.

(III) Magnets or electric fields cause magnetic fields; electric charges or changing magnetic fields causes electric fields.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Different patterns may be observed at each of the scales at which a system is studied and can provide for causality in explanations of phenomena.

(E) **Performance expectation five (5).** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can cause an electric current.

(i) **Clarification statement.** Students' investigations should describe the data that will be collected and the evidence to be derived from that data. Examples could include electromagnets/solenoids, motors, current carrying wires, and compasses.

(ii) **Assessment Boundary.** Assessment is limited to planning and conducting investigations with provided materials and tools.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements; consider limitations on the precision of the data (e.g., number of trials, cost, risk, time); and refine the design accordingly.

(iv) **Disciplinary Core Ideas.**

(I) Forces at a distance are explained by fields (gravitational, electric, and magnetic) permeating space that can transfer energy through space.

(II) Magnets or electric currents cause magnetic fields; electric charges or changing magnetic fields cause electric fields.

(III) "Electrical energy" may mean energy stored in a battery or energy transmitted by electric currents.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(3) **Energy.**

(A) **Performance expectation one (1).** Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

(i) **Clarification statement.** Emphasis is on utilizing calculations to understand that energy is transferred in and out of systems and conserved, as well as explaining the meaning of mathematical expressions used in the model.

(ii) **Assessment Boundary.** Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, potential energy, and/or the energies in gravitational, magnetic, or electric fields.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Create a computational model of a phenomenon, process, or system based on basic assumptions.

(iv) **Disciplinary Core Ideas.**

(I) Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

(II) Conservation of energy means energy cannot be created or destroyed and the total change of energy in a system is always equal to the energy transferred into or out of the system.

(III) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

(IV) Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g. relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior.

(V) The availability of energy limits what can occur in any system.

(v) Crosscutting Concepts.

(I) **Systems and system models.** Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models.

(B) Performance expectation two (2). Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as either motions of particles or energy stored in fields.

(i) **Clarification statement.** Examples of phenomena at the macroscopic scale could include the conversion of kinetic energy to thermal energy, the energy stored due to position of an object above the earth (considered as stored in fields), and the energy stored between two electrically-charged plates. Examples of models could include diagrams, drawings, descriptions, and computer simulations.

(ii) **Assessment Boundary.** Assessment does not include quantitative calculations.

(iii) Science and Engineering Practice.

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.

(iv) Disciplinary Core Ideas.

(I) Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system.

(II) That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms.

(III) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

(IV) These relationships are better understood at the microscopic scale, at which all of the different manifestations of energy can be modeled as a combination of energy associated with the motion of particles and energy associated with the configuration (relative position of the particles). In some cases, the relative position energy can be thought of as stored in fields (which mediate interactions between particles). This last concept includes radiation, a phenomenon in which energy stored in fields moves across space.

(v) Crosscutting Concepts.

(I) **Energy and matter.** Energy cannot be created or destroyed-only moves between one place and

another place, between objects and/or fields, or
between system

(C) Performance expectation three (3).* Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

(i) **Clarification statement.** Emphasis is on both qualitative and quantitative evaluations of devices. Examples of devices could include Rube Goldberg devices, wind turbines, solar cells, solar ovens, and generators. Examples of constraints placed on a device could include the cost of materials, types of materials available, having to use renewable energy, an efficiency threshold, and time to build and/or operate the device.

(ii) **Assessment Boundary.** Assessment for quantitative evaluations is limited to total output for a given input. Assessment is limited to devices constructed with materials provided to students.

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations.

(iv) **Disciplinary Core Ideas.**

(I) At the macroscopic scale, energy manifests itself in multiple ways, such as in motion, sound, light, and thermal energy.

(II) Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the extent possible and stated in such a way that one can tell if a given design meets them.

(III) Modern civilization depends on major technological systems. Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(D) Performance expectation four (4). Plan and conduct an investigation to provide evidence that the transfer of thermal energy between components in a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

(i) **Clarification statement.** Emphasis is on analyzing data from student investigations and using mathematical

thinking to describe the energy changes both quantitatively and conceptually. Examples of investigations could include mixing liquids at different initial temperatures or adding objects at different temperatures to water.

(ii) **Assessment Boundary.** Assessment is limited to investigations based on materials and tools provided to students. Assessment includes both quantitative and conceptual descriptions of energy change.

(iii) **Science and Engineering Practice.**

(I) **Planning and carrying out investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements; consider limitations on the precision of the data (e.g., number of trials, cost, risk, time) and refine the design accordingly.

(iv) **Disciplinary Core Ideas.**

(I) Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

(II) Uncontrolled systems always evolve toward more stable states that is, toward more uniform energy distribution (e.g., water flows downhill, objects hotter than their surrounding environment cool down).

(v) **Crosscutting Concepts.**

(I) **Systems and system models.** When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models.

(E) **Performance expectation five (5).** Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.

(i) **Clarification statement.** Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other, including an explanation of how the change in energy of the objects is related to the change in energy of the field. Examples of electric field phenomena may include volcanic lightning or laser printing and examples of magnetic field phenomena may include a mag-lev or magnetic braking.

(ii) **Assessment Boundary.** Assessment is limited to systems containing two objects

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or

between components of a system.

(iv) **Disciplinary Core Ideas.**

(I) When two objects interact, each one exerts a force on the other. These forces can transfer energy between the objects. Forces between two objects at a distance are explained by force fields (gravitational, electric, or magnetic) between them.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy cannot be created or destroyed. It only moves between one place to another, between objects and/or fields, or between systems.

(4) Waves and their applications in technologies for information transfer.

(A) Performance expectation one (1). Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

(i) **Clarification statement.** Emphasis is on using mathematical relationships to understand how various media change the speed of waves. Examples of data could include electromagnetic radiation traveling in a vacuum and glass, sound waves traveling through air and water, and seismic waves traveling through the Earth.

(ii) **Assessment Boundary.** Assessment is limited to algebraic relationships and describing those relationships qualitatively.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical, computational, and/or algorithmic representations of phenomena or design solutions to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) The wavelength and frequency of a wave are related to one another by the speed of travel of the wave, which depends on the type of wave and the medium through which it is passing.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) Performance expectation two (2).* Evaluate questions about the advantages and disadvantages of using a digital transmission and storage of information.

(i) **Clarification statement.** Examples of advantages could include that digital information is stable because it can be stored reliably in computer memory, transferred easily, and copied and shared rapidly. Disadvantages could include issues of easy deletion, security, and theft.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Asking questions.** Evaluate questions that challenge the premises(s) of an argument, the interpretation of a data set, or the suitability of a design.

(iv) **Disciplinary Core Ideas.**

(I) Information can be digitized (e.g., picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses.

(II) Modern civilization depends on major technological systems.

(III) Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Systems can be designed for greater or lesser stability.

(C) **Performance expectation three (3).** Develop an argument for how scientific evidence supports the explanation that electromagnetic radiation can be described either by the wave model or the particle model, and in some situations one model is more useful than the other.

(i) **Clarification statement.** Emphasis is on how the experimental evidence supports the claim and how a theory is generally modified in light of new evidence. Examples of a phenomenon could include resonance, interference, diffraction, and photoelectric effect.

(ii) **Assessment Boundary.** Assessment does not include using quantum theory.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**

Construct, use, and/or present an oral and written argument or counterarguments based on data and evidence.

(iv) **Disciplinary Core Ideas.**

(I) Waves can add or cancel one another as they cross, depending on their relative phase (i.e., relative position of peaks and troughs of the waves), but they emerge unaffected by each other.

(II) Boundary: The discussion at this grade level is qualitative only; it can be based on the fact that two sounds can pass a location in different directions without getting mixed up.

(III) Electromagnetic radiation (e.g., radio, microwaves, light) can be modeled as a wave of changing electric and magnetic fields or as particles called photons.

(IV) The wave model is useful for explaining many features of electromagnetic radiation, and the particle model explains other features.

(v) Crosscutting Concepts.

(I) **Systems and system models.** Models (e.g., physical, mathematical, computer) can be used to simulate systems and interactions (including energy, matter and information flows) within and between systems at different scales.

(D) Performance expectation four (4). Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.

(i) **Clarification statement.** Emphasis is on the idea that different frequencies of light have different energies, and the damage to living tissue from electromagnetic radiation depends on the energy of the radiation. Examples of published materials could include peer-reviewed scientific articles, trade books, magazines, web resources, videos, and other passages that may reflect bias.

(ii) **Assessment Boundary.** Assessment is limited to qualitative descriptions.

(iii) Science and Engineering Practice.

(I) **Obtaining, evaluating, and communicating information.** Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.

(iv) Disciplinary Core Ideas.

(I) When light or longer wavelength electromagnetic radiation is absorbed in matter, it is generally converted into thermal energy (heat).

(II) Shorter wavelength electromagnetic radiation (ultraviolet, X-rays, gamma rays) can ionize atoms and cause damage to living cells.

(III) Photoelectric materials emit electrons when they absorb light of high enough frequency.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Cause and effect relationships can be suggested and predicted for complex natural and human-designed systems by examining what is known about smaller scale mechanisms within the system.

(E) Performance expectation five (5).* Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

(i) **Clarification statement.** Examples could include solar cells capturing light and converting it to electricity and transmitting an audio file through a modulated laser signal. Other examples can be found in medical imaging and

communications technology.

(ii) **Assessment Boundary.** Assessments are limited to qualitative information. Assessments do not include band theory.

(iii) **Science and Engineering Practice.**

(I) **Obtaining, evaluating, and communicating information.** Communicate scientific and/or technical information (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).

(iv) **Disciplinary Core Ideas.**

(I) Solar cells are human-made devices that capture the sun's energy and produce electrical energy.

(II) Information can be digitized (e.g., a picture stored as the values of an array of pixels); in this form, it can be stored reliably in computer memory and sent over long distances as a series of wave pulses.

(III) Photoelectric materials emit electrons when they absorb light of a high enough frequency.

(IV) Multiple technologies based on the understanding of waves and their interactions with matter are part of every day experiences in the modern world (e.g., medical imaging, communications, scanners) and in scientific research. They are essential tools for producing, transmitting, and capturing signals and for storing and interpreting the information contained in them.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Cause and effect relationships can be suggested and predicted for complex natural and human-designed systems by examining what is known about smaller scale mechanisms within the system.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

210:15-3-83. Earth and Space Science and Environmental Science standards for high school

(a) **Earth and Space Science.** Standards for high school students in the subject of Earth and Space Science address the following topics:

(1) **Earth's place in the universe.**

(A) **Performance expectation one (1).** Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to convert matter to energy that eventually reaches Earth in the form of radiation.

(i) **Clarification statement.** Emphasis is on the energy transfer mechanisms that allow energy from nuclear fusion in the sun's core to reach Earth. Examples of evidence for

the model include observations of the masses and lifetimes of other stars, as well as the ways that the sun's radiation varies due to sudden solar flares ("space weather"), the 11-year sunspot cycle, and non-cyclic variations over centuries.

(ii) **Assessment Boundary.** Assessment does not include details of the atomic and sub-atomic processes involved with the sun's nuclear fusion.

(iii) **Science and Engineering Practice.**

(I) **Develop and use models.** Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.

(iv) **Disciplinary Core Ideas.**

(I) The star called the sun is changing and will burn out over a lifespan of approximately 10 billion years.

(II) Nuclear Fusion processes in the center of the sun release the energy that ultimately reaches Earth as radiation.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

(B) **Performance expectation two (2).** Construct an explanation of how the universe formed as a single point and continues to expand based on astronomical evidence of light spectra, motion of distant galaxies, and the composition of matter in the universe.

(i) **Clarification statement.** Emphasis is on the astronomical evidence of the red shift of light from galaxies as an indication that the universe is currently expanding, the remnant cosmic microwave background radiation, and the observed composition of ordinary matter of the universe, primarily found in stars and interstellar gases.

(ii) **Assessment Boundary.** Details about the mapped distribution of galaxies and clusters are not assessed.

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.

(iv) **Disciplinary Core Ideas.**

(I) The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.

(II) Observations of distant galaxies receding from our own, the measured composition of stars and non-stellar gases, and maps of spectra of the primordial radiation (cosmic microwave background) that still fills the universe are used as

evidence to support the explanation of formation.

(III) Other than the hydrogen and helium formed at the time of formation, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy. Heavier elements are produced when certain massive stars achieve a supernova stage and explode.

(IV) Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities.

(v) Crosscutting Concepts.

(I) **Matter and energy.** Energy cannot be created or destroyed. It only moves between one place to another, between objects and/or fields, or between systems.

(C) Performance expectation three (3). Construct an explanation about the process that causes stars to produce elements throughout their life cycle.

(i) **Clarification statement.** Emphasis is on the way nucleosynthesis, and therefore the different elements created, depend on the mass of a star and the stage of its lifetime.

(ii) **Assessment Boundary.** Details of the many different nucleosynthesis pathways for stars of different masses are not assessed.

(iii) Science and Engineering Practice.

(I) **Constructing explanations.** Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation.

(iv) Disciplinary Core Ideas.

(I) The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.

(II) Other than the hydrogen and helium formed at the time of formation, nuclear fusion within stars produces all atomic nuclei lighter than and including iron, and the process releases electromagnetic energy.

(v) Crosscutting Concepts.

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(D) Performance expectation four (4). Use mathematical or computational representations to predict the motion of orbiting objects in the solar system.

(i) **Clarification statement.** Emphasis is on Newtonian gravitational laws governing orbital motions, which apply to human-made satellites as well as planets and moons (e.g., graphical representations of orbits).

(ii) **Assessment Boundary.** Mathematical representations for the gravitational attraction of bodies and Kepler's Laws of orbital motions should not deal with more than two bodies, nor involve calculus.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical representations of phenomena or design solutions to support and revise explanations.

(iv) **Disciplinary Core Ideas.**

(I) The solar system consists of the sun and a collection of objects of varying sizes and conditions—including planets and their moons—that are held in orbit around the sun by its gravitational pull on them.

(II) Kepler's laws describe common features of the motions of orbiting objects, including their elliptical paths around the sun. Orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system.

(v) **Crosscutting Concepts.**

(I) **Patterns.** Mathematical representations are needed to identify some patterns.

(E) **Performance expectation five (5).** Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

(i) **Clarification statement.** Emphasis is on the ability of plate tectonics to explain the ages of crustal rocks.

Examples include evidence of the ages of oceanic crust increasing with distance from mid-ocean ridges (a result of plate spreading) and the ages of North American continental crust decreasing with distance away from a central ancient core (a result of past plate interactions).

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merit of arguments.

(iv) **Disciplinary Core Ideas.**

(I) Plate tectonics is the unifying theory that explains the past and current movements of the rocks at Earth's surface and provides a framework for understanding its geologic history.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

(F) **Performance expectation six (6).** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other

planetary surfaces to construct an account of changes in Earth's formation and early history.

(i) **Clarification statement.** Emphasis is on using available evidence within the solar system to reconstruct the early history of Earth, which formed along with the rest of the solar system. Examples of evidence include the absolute ages of ancient materials (obtained by radiometric dating of meteorites, moon rocks, and Earth's oldest minerals), the sizes and compositions of solar system objects, and the impact cratering record of planetary surfaces.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

(iv) **Disciplinary Core Ideas.**

(I) Although active geologic processes, such as plate tectonics and erosion, have destroyed or altered most of the very early rock record on Earth, other objects in the solar system, such as lunar rocks, asteroids, and meteorites, have changed little over billions of years. Studying these objects can provide information about Earth's formation and early history.

(II) Spontaneous radioactive decays follow a characteristic exponential decay law. Nuclear lifetimes allow radiometric dating to be used to determine the ages of rocks and other materials.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

(2) **Earth's systems.**

(A) **Performance expectation one (1).** Develop a model to illustrate how Earth's internal and surface processes operate at different scales of space and time to form continental and ocean-floor features.

(i) **Clarification statement.** Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and mountain building) and destructive mechanisms (such as weathering, erosion, and landslides or mudslides).

(ii) **Assessment Boundary.** Assessment does not include memorization of formation details of specific geographic features of Earth's surface.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

(II) Plate tectonics is the unifying theory that explains the past and current movements of rocks at Earth's surface and provides a framework for understanding its geologic history.

(III) Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within the Earth's crust.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly.

(B) **Performance expectation two (2).** Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks and interactions that cause changes to other Earth's systems.

(i) **Clarification statement.** Examples could be taken from system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion, which limits additional vegetation patterns; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent. Examples could also include climate feedbacks that increase surface temperatures through geologic time.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims.

(iv) **Disciplinary Core Ideas.**

(I) Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

(II) The foundation for Earth's global climate system is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Feedback (negative or positive) can stabilize or destabilize a system.

(C) **Performance expectation three (3).** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

(i) **Clarification statement.** Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of the Earth's surface features as well as three-dimensional structure in the subsurface, obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and predictions of the composition of Earth's layers from high-pressure laboratory experiments.

(ii) **Assessment Boundary.** Emphasis is on the processes occurring in the layers of the Earth.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Evidence from deep probes and seismic waves, reconstructions of historical changes in Earth's surface features, its magnetic field, and an understanding of physical and chemical processes lead to a model of Earth with a hot but solid inner core, a liquid outer core, a solid mantle and crust.

(II) Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.

(III) The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection.

(IV) Plate tectonics can be viewed as the surface expression of mantle convection.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Energy drives the cycling of matter within and between systems.

(D) **Performance expectation four (4).** Analyze and interpret data to explore how variations in the flow of energy into and out of Earth's systems result in changes in atmosphere and climate.

(i) **Clarification statement.** Changes differ by timescale, from sudden (large volcanic eruption, ocean circulation), to intermediate (ocean circulation, solar output, human activity) and long-term (Earth's orbit and the orientation of

its axis and changes in atmospheric composition). Examples of human activities could include fossil fuel combustion, cement production, or agricultural activity and natural processes such as changes in incoming solar radiation or volcanic activity. Examples of data can include tables, graphs, maps of global and regional temperatures, and atmospheric levels of gases.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze data using computational models in order to make valid and reliable scientific claims.

(iv) **Disciplinary Core Ideas.**

(I) The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term (tectonic cycles).

(II) The foundation for Earth's global climate system is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

(III) Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the Earth. These phenomena cause a cycle of ice ages and other changes in climate.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(E) **Performance expectation five (5).** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

(i) **Clarification statement.** Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of

water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Planning and conducting investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence.

(iv) **Disciplinary Core Ideas.**

(I) The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy; transmit sunlight; expand upon freezing; dissolve and transport materials; and lower the viscosities and melting points of rocks.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.

(F) **Performance expectation six (6).** Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

(i) **Clarification statement.** Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms. Examples could include more carbon absorbed in the oceans leading to ocean acidification or more carbon present in the atmosphere.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.

(II) Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.

(v) Crosscutting Concepts.

(I) Energy and matter. Energy drives the cycling of matter within and between systems.

(G) Performance expectation seven (7). Engage in argument from evidence for how the simultaneous co-evolution of Earth's systems and life on Earth led to periods of stability and change over geologic time.

(i) Clarification statement. Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors influence conditions for life, which in turn continuously alters Earth's surface. Examples include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and affected animal life; how microbial life on land increased the formation of soil, which in turn allowed for the development of land plant species; or how the changes in coral species created reefs that altered patterns of erosion and deposition along coastlines and provided habitats to support biodiversity. Geologic timescale should be considered with the emphases above.

(ii) Assessment Boundary. Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

(iii) Science and Engineering Practice.

(I) Engaging in argument from evidence.

Construct an oral and written argument or counter-argument based on data and evidence.

(iv) Disciplinary Core Ideas.

(I) Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.

(II) The many dynamic and delicate feedback mechanisms between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it.

(v) Crosscutting Concepts.

(I) Stability and change. Much of science deals with constructing explanations of how things change and how they remain stable.

(3) Earth and human activities.

(A) Performance expectation one (1). Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate affect human activity.

(i) Clarification statement. Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface

processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Natural hazards and other geologic events exhibit some non-random patterns of occurrence. Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) Resource availability has guided the development of human society.

(II) Natural hazards and other geologic events have shaped the course of human history; they have significantly altered the sizes of human populations and have driven human migrations.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) **Performance expectation two (2).*** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios on large and small scales.

(i) **Clarification statement.** Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples of large-scale solutions include developing best practices for agricultural; soil use; forestry; mining; and production of conventional, unconventional, or renewable energy resources. Examples of small-scale solutions could include mulching lawn clippings or adding biomass to gardens.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental,

ethical considerations).

(iv) **Disciplinary Core Ideas.**

(I) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors

(II) When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Using concepts of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.

(C) **Performance expectation three (3).** Construct a scientific explanation from evidence for how geological processes cause uneven distribution of natural resources.

(i) **Clarification statement.** Emphasis is on how geological processes have led to geological sedimentary basins that provide significant accumulations of crude oil and natural gas in some areas and not others, how geological processes lead to diverse soil profiles that support a diversity and range of agricultural crops, and how plate tectonics leads to concentrations of mineral deposits.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) Most elements exist in Earth's crust at concentrations too low to be extracted, but in some locations-where geological processes have concentrated them-extraction is economically viable.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(b) **Environmental Science.**

(1) **Earth's systems.**

(A) Performance expectation one (1). Develop a model to illustrate how Earth's internal and surface processes operate at different scales of space and time to form continental and ocean-floor features.

(i) **Clarification statement.** Emphasis is on how the appearance of land features (such as mountains, valleys, and plateaus) and sea-floor features (such as trenches, ridges, and seamounts) are a result of both constructive forces (such as volcanism, tectonic uplift, and mountain building) and destructive mechanisms (such as weathering, mass wasting, and coastal erosion, and landslides or mudslides).

(ii) **Assessment Boundary.** Assessment does not include memorization of formation details of specific geographic features of Earth's surface.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

(II) Plate tectonics is the unifying theory that explains the past and current movements of rocks at Earth's surface and provides a framework for understanding its geologic history.

(III) Plate movements are responsible for most continental and ocean-floor features and for the distribution of most rocks and minerals within the Earth's crust.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly.

(B) Performance expectation two (2). Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks and interactions that cause changes to other Earth systems.

(i) **Clarification statement.** Examples could be taken from system interactions, such as how the loss of ground vegetation causes an increase in water runoff and soil erosion, which limits additional vegetation patterns; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; or how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent. Examples could also include climate feedbacks that increase surface temperatures through geologic time.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Analyzing and interpreting data.** Analyze data using tools, technologies, and/or models in order to make valid and reliable scientific claims.

(iv) **Disciplinary Core Ideas.**

(I) Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes.

(II) The foundation for Earth's global climate system is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Feedback (negative or positive) can stabilize or destabilize a system.

(C) **Performance expectation three (3).** Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

(i) **Clarification statement.** Emphasis is on both a one-dimensional model of Earth, with radial layers determined by density, and a three-dimensional model, which is controlled by mantle convection and the resulting plate tectonics. Examples of evidence include maps of the Earth's surface features as well as three-dimensional structure in the subsurface, obtained from seismic waves, records of the rate of change of Earth's magnetic field (as constraints on convection in the outer core), and prediction of the composition of Earth's layers from high-pressure laboratory experiments.

(ii) **Assessment Boundary.** Emphasis is on the processes occurring in the layers of the Earth.

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Energy drives the cycling of matter within and between systems.

(II) Motions of the mantle and its plates occur primarily through thermal convection, which involves the cycling of matter due to the outward flow of energy from Earth's interior and gravitational movement of denser materials toward the interior.

(III) The radioactive decay of unstable isotopes continually generates new energy within Earth's crust and mantle, providing the primary source of the heat that drives mantle convection.

(IV) Plate tectonics can be viewed as the surface expression of mantle convection.

(v) Crosscutting Concepts.

(I) Energy and matter. Energy drives the cycling of matter within and between systems.

(D) Performance expectation four (4). Analyze and interpret data to explore how variations in the flow of energy into and out of Earth's systems causes changes to atmosphere and climate.

(i) Clarification statement. Changes differ by timescale, from sudden (large volcanic eruption, ocean circulation) to intermediate (ocean circulation, solar output, human activity) and long-term (Earth's orbit and the orientation of its axis and changes in atmospheric composition). Examples of human activities could include fossil fuel combustion, cement production, or agricultural activity and natural processes such as changes in incoming solar radiation or volcanic activity. Examples of data can include tables, graphs, and maps of global and regional temperatures, and atmospheric levels of gases.

(ii) Assessment Boundary. (An assessment boundary is not applicable to this performance expectation.)

(iii) Science and Engineering Practice.

(I) Analyzing and interpreting data. Analyze data using computational models in order to make valid and reliable scientific claims.

(iv) Disciplinary Core Ideas.

(I) The geological record shows that changes to global and regional climate can be caused by interactions among changes in the sun's energy output or Earth's orbit, tectonic events, ocean circulation, volcanic activity, glaciers, vegetation, and human activities. These changes can occur on a variety of time scales from sudden (e.g., volcanic ash clouds) to intermediate (ice ages) to very long-term (tectonic cycles).

(II) The foundation for Earth's global climate system is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space.

(III) Cyclical changes in the shape of Earth's orbit around the sun, together with changes in the tilt of the planet's axis of rotation, both occurring over hundreds of thousands of years, have altered the intensity and distribution of sunlight falling on the Earth. These phenomena cause a cycle of ice ages and other changes in climate.

(v) Crosscutting Concepts.

(I) Cause and effect. Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(E) Performance expectation five (5). Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

(i) **Clarification statement.** Emphasis is on how the structure of water affects its physical and chemical properties. These properties can lead to mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Planning and conducting investigations.** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence.

(iv) **Disciplinary Core Ideas.**

(I) The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy; transmit sunlight; expand upon freezing; dissolve and transport materials; and lower the viscosities and melting points of rocks.

(v) **Crosscutting Concepts.**

(I) **Structure and function.** The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials.

(F) Performance expectation six (6). Develop a quantitative model to describe the cycling of carbon among the hydrosphere, atmosphere, geosphere, and biosphere.

(i) **Clarification statement.** Emphasis is on modeling biogeochemical cycles that include the cycling of carbon through the ocean, atmosphere, soil, and biosphere (including humans), providing the foundation for living organisms. Examples could include more carbon absorbed in the oceans leading to ocean acidification or more carbon present in the atmosphere.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Developing and using models.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(iv) **Disciplinary Core Ideas.**

(I) Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.

(II) Changes in the atmosphere due to human activity have increased carbon dioxide concentrations and thus affect climate.

(v) **Crosscutting Concepts.**

(I) **Energy and matter.** Develop a model based on evidence to illustrate the relationships between systems or components of a system.

(G) **Performance expectation seven (7).** Engage in argument from evidence for how the simultaneous co-evolution of Earth's systems and life on Earth led to periods of stability and change over geologic time.

(i) **Clarification statement.** Emphasis is on the dynamic causes, effects, and feedbacks between the biosphere and Earth's other systems, whereby geoscience factors influence conditions for life, which in turn continuously alters Earth's surface. Examples include how photosynthetic life altered the atmosphere through the production of oxygen, which in turn increased weathering rates and affected animal life; how microbial life on land increased the formation of soil, which in turn allowed for the development of land plant species; or how the changes in coral species created reefs that altered patterns of erosion and deposition along coastlines and provided habitats to support biodiversity. Geologic timescale should be considered with the emphases above.

(ii) **Assessment Boundary.** Assessment does not include a comprehensive understanding of the mechanisms of how the biosphere interacts with all of Earth's other systems.

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.**

Construct an oral and written argument or counterargument based on data and evidence.

(iv) **Disciplinary Core Ideas.**

(I) Gradual atmospheric changes were due to plants and other organisms that captured carbon dioxide and released oxygen.

(II) The many dynamic and delicate feedback mechanisms between the biosphere and other Earth systems cause a continual co-evolution of Earth's surface and the life that exists on it.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

(2) **Earth and human activities.**

(A) **Performance expectation one (1).** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate affect human activity.

(i) **Clarification statement.** Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils such as river deltas, and high concentrations of minerals and fossil fuels. Examples of natural hazards can be from interior processes (such as volcanic eruptions and earthquakes), surface processes (such as tsunamis, mass wasting and soil erosion), and severe weather (such as hurricanes, floods, and droughts). Natural hazards and other geologic events exhibit some non-random patterns of occurrence. Examples of the results of changes in climate that can affect populations or drive mass migrations include changes to sea level, regional patterns of temperature and precipitation, and the types of crops and livestock that can be raised.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Constructing explanations.** Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.

(iv) **Disciplinary Core Ideas.**

(I) Resource availability has guided the development of human society.

(II) Natural hazards and other geologic events have shaped the course of human history; they have significantly altered the sizes of human populations and have driven human migrations.

(v) **Crosscutting Concepts.**

(I) **Cause and effect.** Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.

(B) **Performance expectation two (2).*** Evaluate competing design solutions for developing, managing, and utilizing natural resources based on cost-benefit ratios on large and small scales.

(i) **Clarification statement.** Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples of large-scale solutions

include developing best practices for agriculture; soil use, forestry; mining; and production of conventional, unconventional, or renewable energy resources. Examples of small-scale solutions could include mulching lawn clippings or adding biomass to gardens.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Engaging in argument from evidence.** Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations).

(iv) **Disciplinary Core Ideas.**

(I) All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors.

(II) When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** Using concepts of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.

(C) **Performance expectation three (3).** Use computational simulations to illustrate changes between the relationships of natural resources, human populations, and biodiversity and their sustainability within Earth systems.

(i) **Clarification statement.** Emphasis is on the importance of responsible stewardship of Earth's resources. Examples of factors that affect the management of natural resources include costs of resource extraction and waste management, per-capita consumption, and the development of new technologies. Examples of factors that affect human sustainability include agricultural efficiency, levels of consumption, and urban planning.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Create a computational model or simulation of a phenomenon, design device, process, or system.

(iv) **Disciplinary Core Ideas.**

(I) The sustainability of human societies and biodiversity that supports them requires responsible management of natural resources.

(v) Crosscutting Concepts.

(I) **Stability and change.** Change and rates of change can be quantified and modeled over very short or very long periods of time. Some systems' changes are irreversible.

(D) Performance expectation four (4).* Evaluate design solutions for a major global or local environmental problem that reduces or stabilizes the impacts of human activities on natural systems.

(i) **Clarification statement.** Examples of major global or local problems could include water pollution or availability, air pollution, deforestation, or energy production. Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use. Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) Science and Engineering Practice.

(I) **Constructing explanations.** Design or refine a solution to a complex problem, based on scientific knowledge, student generated sources of evidence, prioritized criteria, and tradeoff considerations.

(iv) Disciplinary Core Ideas.

(I) Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation.

(II) When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts.

(v) Crosscutting Concepts.

(I) **Stability and change.** Feedback (negative or positive) can stabilize or destabilize a system.

(3) Ecosystems: Interaction, energy, and dynamics.

(A) Performance expectation one (1). Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

(i) **Clarification statement.** Emphasis is on quantitative analysis and comparison of the relationships among interdependent factors including boundaries, resources, climate and competition. Examples of mathematical comparisons could include graphs, charts, histograms, or population changes gathered from simulations or historical

data sets.

(ii) **Assessment Boundary.** Assessment does not include deriving mathematical equations to make comparisons.

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical, computational, and/or algorithmic representations of phenomena to describe and/or support claims and/or explanations.

(iv) **Disciplinary Core Ideas.**

(I) Ecosystems have carrying capacities, which are limits to the number of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges as predation, competition, and disease.

(II) Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

(v) **Crosscutting Concepts.**

(I) **Scale, proportion, and quantity.** The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.

(B) Performance expectation two (2). Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

(i) **Clarification statement.** Examples of mathematical representations include finding the average, determining trends, and using graphical comparisons of multiple sets of data.

(ii) **Assessment Boundary.** The assessments should provide evidence of students' abilities to analyze and interpret the effect new information has on explanations (e.g., DDT effects on raptor populations, effects of water temperature below reservoirs on fish spawning, invasive species effects when spread to larger scale).

(iii) **Science and Engineering Practice.**

(I) **Using mathematics and computational thinking.** Use mathematical representation to describe and/or support scientific conclusions.

(iv) **Disciplinary Core Ideas.**

(I) Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease.

(II) Organisms would have the capacity to produce populations of great size were it not for the fact that

environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem.

(III) A complex set of interactions within an ecosystem can keep its number and types of organisms relatively constant over long periods of time under stable conditions.

(IV) If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient) as opposed to becoming a very different ecosystem.

(V) Extreme fluctuations in conditions or the size of any populations, however, can challenge the functions of ecosystems in terms of resources and habitat availability.

(v) Crosscutting Concepts.

(I) **Scale, proportion, and quantity.** Using the concept of orders of magnitude allows one to understand how a model at one scale relates to a model at another scale.

(C) Performance expectation three (3). Use a mathematical representation to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

(i) **Clarification statement.** Emphasis is on using a mathematical model of stored energy in biomass to describe the transfer of energy from one trophic level to another and that matter and energy are conserved as matter cycles and energy flows through ecosystems. Emphasis is on atoms and molecules such as carbon, oxygen, hydrogen and nitrogen being conserved as they move through an ecosystem.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to develop and use energy pyramids, food chains, food webs, and other models from data sets.

(iii) Science and Engineering Practice.

(I) **Using mathematics and computational thinking.** Use mathematical representation to describe and/or support scientific conclusions.

(iv) Disciplinary Core Ideas.

(I) Plants or algae form the lowest level of the food chain.

(II) At each link upward in a food web, only a small fraction of the matter consumed at the lower level is transferred upward to produce growth and release energy in cellular respiration at the higher level.

(III) Given this inefficiency, there are generally fewer organisms at higher levels of a food web.

(IV) Some matter reacts to release energy for life functions, some matter is stored in newly made structures, and much is discarded.

(V) The chemical elements that make up the molecules of organisms pass through food webs and into and out of the atmosphere and soil, and they are combined and recombined in different ways.

(VI) At each link in an ecosystem, matter and energy are conserved.

(v) Crosscutting Concepts.

(I) **Energy and matter.** Energy cannot be created or destroyed. It only moves between one place to another, between objects and/or fields, or between systems.

(D) Performance expectation four (4). Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

(i) **Clarification statement.** Examples of changes in ecosystem conditions could include modest biological or physical changes, such as moderate hunting or a seasonal flood; and extreme changes, such as volcanic eruption or sea level rise.

(ii) **Assessment Boundary.** The assessment should provide evidence of students' abilities to derive trends from graphical representations of population trends. Assessments should focus on describing drivers of ecosystem stability and change, not on the organismal mechanisms of responses and interactions.

(iii) Science and Engineering Practice.

(I) **Engaging in argument from evidence.** Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merit of arguments.

(iv) Disciplinary Core Ideas.

(I) A complex set of interactions within an ecosystem can keep its number and types of organisms relatively constant over long periods of time under stable conditions.

(II) If a modest biological or physical disturbance to an ecosystem occurs, it may return to its more or less original status (i.e., the ecosystem is resilient) as opposed to becoming a very different ecosystem.

(III) Extreme fluctuations in conditions or the size of any populations, however, can challenge the functions of ecosystems in terms of resources and habitat availability.

(v) Crosscutting Concepts.

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

(E) Performance expectation five (5).* Design, evaluate, and refine a solution for reducing the impacts of human activities on the

environment and biodiversity.

(i) **Clarification statement.** Examples of human activities can include habitat destruction, pollution, introduction of invasive species, overexploitation, climate change, overpopulation, urbanization, and building dams.

(ii) **Assessment Boundary.** (An assessment boundary is not applicable to this performance expectation.)

(iii) **Science and Engineering Practice.**

(I) **Designing solutions.** Design, evaluate, and refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.

(iv) **Disciplinary Core Ideas.**

(I) Anthropogenic changes (induced by human activity) in the environment can disrupt an ecosystem and threaten the survival of some species.

(II) Biodiversity is increased by the formation of new species (speciation) and decreased by the loss of species (extinction).

(III) Humans depend on the living world for the resources and other benefits provided by biodiversity, but human activity is also having adverse impacts on biodiversity. Thus, sustaining biodiversity so that ecosystem functioning and productivity are maintained is essential to supporting and enhancing life on Earth.

(IV) Sustaining biodiversity also aids humanity by preserving landscapes of recreational or inspirational value.

(v) **Crosscutting Concepts.**

(I) **Stability and change.** Much of science deals with constructing explanations of how things change and how they remain stable.

[Source: Added at 28 Ok Reg 2264, eff 7-25-11; Amended at 31 Ok Reg 1195, eff 9-12-14; Amended at 38 Ok Reg 1754, eff 9-11-21]

PART 11. SOCIAL STUDIES

210:15-3-90. Overview [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-90.1. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-90.2. Pre-Kindergarten: Our America [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-90.3. Kindergarten: Symbols of America [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-91. Social Studies for grade 1 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-91.1. Grade 1: American Heroes [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-92. Social Studies for grade 2 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-92.2. Grade 2: Our Democratic Heritage [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-93. Social Studies for grade 3 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-93.3. Grade 3: Oklahoma Studies [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-94. Social Studies for grade 4 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-94.4. Grade 4: United States Studies: Regional Geography and History - The Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-95. Social Studies for grade 5 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 21 Ok Reg 192, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1200, eff 5-27-04; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-95.5. Grade 5: United States Studies: Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1607-1806 [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-96. World studies for grade 6 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-96.6. Grade 6: World Geography: The Western Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions

[REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-97. World geography for grade 7 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-97.7. Grade 7: World Geography: The Eastern Hemisphere - The Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-98. United States History 1760-1877 for grade 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-98.8. Grade 8: Creating the United States. The Foundation, Formation, and Transformation of the American Nation, 1754-1877 [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-99. Economics for high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-99.9. High School Economics: Incentives and Disincentives: Land, Labor, Capital, and Entrepreneurship [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-100. Oklahoma history for high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 27 Ok Reg 799, eff 2-15-10 (emergency); Amended at 27 Ok Reg 2489, eff 7-25-10; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-100.1. Oklahoma History and Government - The Foundation, Formation, and Transformation of the State of Oklahoma [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-100.2. High School Psychology: Foundations and Formation of Human Development [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-100.3. High School Sociology: Formations and Patterns of Group Behavior [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-101. United States Government for high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-101.1. United States government - freedom for all: securing rights and defining responsibilities [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-102. United States history 1850 to the present for high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 651, eff 1-13-09 (emergency); Amended at 26 Ok Reg 1439, eff 6-11-09; Amended at 27 Ok Reg 2489, eff 7-25-10; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-102.2. United States History - Creating the United States: The American Nation in Transformation, 1878 to the Present [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-103. World geography for high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-103.3. High school world history - cultural connections, turning points, and transformation of the world into the modern era [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-104. World History for high school [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 27 Ok Reg 2489, eff 7-25-10; Revoked at 29 Ok Reg 1701, eff 7-26-12]

210:15-3-104.4. World Human Geography - The Why of Where: Places, Patterns of Settlement, and Global Interactions [REVOKED]

[Source: Added at 29 Ok Reg 1701, eff 7-26-12; Revoked at 36 Ok Reg 781, eff 7-25-19]

210:15-3-104.5. Social Studies Standards: Overview

(a) **Purpose.** Having a literate citizenry rests on a commitment to democratic values and practicing them. It requires the ability to use knowledge about one's community, nation, and world. It also requires the ability to apply inquiry processes, as well as to employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving the democratic way of life. This will also enable our students to become participating members of a global community. A well-rounded, vigorous social studies education encourages and enables each student to acquire a core of basic knowledge, an arsenal of useful skills, and a way of thinking drawn from many academic disciplines. Thus equipped, students are prepared to become informed, contributing, and participating citizens in this democratic republic - the United States of America.

(b) **Structure.** The standards are comprised of two primary components, content standards and social studies practices. The content standards designate specific learning targets at each grade level or course. These content standards are derived from the major disciplines of the social sciences: history, geography, civics, and economics. The social studies practices define basic skills and disciplinary tools to

prepare students for college, career, and civic life. These practices are meant to be integrated with the instruction of content standards.

(c) **Social Studies Content Strands.** Social studies is a systematic and coordinated discipline designed to promote civic competence by drawing upon four content strands: history, geography, civics, and economics. These strands draw from all fields of study related to the social sciences to provide a framework used in the development of the content standards for social studies and are to be threaded through an integrated program, from grades pre-K through twelve (12), as appropriate at each level. While at some grades and for some courses, specific strands will be more dominant than others, all strands are represented and interrelated in the standards for each grade and course.

(1) **Strand 1: History.** History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, ideals, and cultural values, and resolved their problems. A balanced study of history helps students understand the "how and why" of past societies' successes and the consequences of their choices. By studying the choices and decisions of the past, students can confront today's problems with a deeper awareness of their alternatives and likely consequences.

(2) **Strand 2: Geography.** Geography has more to do with asking questions and solving problems than with rote memorization of isolated facts. It is the study of the earth's surface and the processes that shape it, the relationships between the relationships between people and environments, and the connections between people and places. As a discipline, geography provides the skills to help students answer questions about where things are, how they got there, and how they interact with other things - in the past, now, and in the future.

(3) **Strand 3: Civics.** "Civics" is defined to mean the study of the rights and duties of Oklahoma and United States citizens and of how those governments work. This strand helps students understand the essential principles and workings of their political system and those of others, as well as the relationship of American politics and government to world affairs. The goal of civics is to develop literate, informed, competent, and responsible citizens who are politically aware, active and committed to the fundamental values and principles of American constitutional democracy.

(4) **Strand 4: Economics.** Economics provides students with an understanding of how individuals, communities, states, and nations allocate both scarce and abundant resources. A clear understanding of economics enables students to comprehend the various competing economic philosophies, ideas, and forces that affect them every day, to measure the effectiveness of each, and to identify and evaluate the consequences of personal decisions and public policies. Students then will understand how a market economy effectively functions, preparing them to be producers, consumers, and citizens.

(d) **Social Studies Practices.** The social studies practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards. The five (5) social studies practices are designed to support student mastery of the content through a progression of skills from pre-kindergarten through twelfth grade.

(1) **Engage in Civic Discourse.** This practice involves understanding civic virtues and the role of civic institutions. Students will gain knowledge of the history, principles, and foundations of American democracy to participate in civic and democratic processes. Students will identify the institutions of American government to analyze their role as responsible citizens. Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

(A) Students will demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guided official government institutions.

(B) Students will demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect.

(C) Students will demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems.

(2) **Analyze and Address Authentic Civic Issues.** This practice involves understanding the importance of critical questioning to solve real world problems. Students will develop essential questions to frame independent inquiry related to the past and present. Students will identify and address public problems individually and collaboratively to improve communities and society. Students will determine the kinds of sources that will be helpful in answering essential, compelling, and supporting questions addressing authentic civic issues.

(A) Students will demonstrate the capability for developing essential, compelling, and supporting questions that address authentic civic issues.

(B) Students will demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, the structure of an explanation, and other sources.

(3) **Acquire, Apply, and Evaluate Evidence.** This practice involves understanding and using strategies to analyze evidence in the social sciences. Students will evaluate historical, geographic, and economic information. Students will draw conclusions from primary and secondary sources to formulate informed decisions. Students will use interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.

(A) Students will develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility.

(B) Students will demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed.

(C) Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.

(4) **Read Critically and Interpret Information Sources.** This practice involves understanding the purpose of engaging with text. Students will evaluate factual information and points of view as presented in text. Students will read historical and contemporary texts to engage in collaborative discussion. Students will engage in critical, active reading of

grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.

(A) Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

(B) Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives.

(5) Engage in Evidence-Based Writing. This practice involves understanding the multiple purposes of the writing process. Students will develop written products designed for a variety of social studies related investigations. Students will use and integrate evidence to present knowledge and support opinion. Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.

(A) Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.

(B) Students will engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-104.6. Social Studies Standards for Pre-Kindergarten

(a) Pre-Kindergarten Content Standard 1. The student will exhibit traits of good citizenship.

(1) Describe the importance of rules and personal responsibilities including working together to make decisions as a member of a family and classroom community.

(2) Explain the need to respect the uniqueness of individuals in our class and community.

(3) Describe the concept of being a citizen.

(4) Identify the United States flag as a symbol of the country.

(b) Pre-Kindergarten Content Standard 2. The student will demonstrate knowledge of basic physical and human geographic concepts.

(1) Explain that a map is a drawing of a place.

(2) Use basic directional terms in relation to the student's relative location.

(3) Describe a classroom as a community.

(4) Identify family customs and traditions as basic elements of culture.

(c) Pre-Kindergarten Content Standard 3. The student will understand that history relates to events and people of other times and places.

(1) Explain history as things that happened in the past.

(2) Describe how we honor people and events of the past.

(3) Use words and phrases, such as before and after, as they relate to chronology and time in order to explain how things change.

(4) Explain that lessons can be learned from the past.

(d) Pre-Kindergarten Content Standard 4. The student will identify basic economic concepts.

(1) Identify basic needs all people share.

- (2) Explain that people work to earn money to buy things they need and want.
- (3) Explain how resources are used by people to meet their needs.
- (4) Describe how various school personnel provide needed services.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105. Social Studies Standards for Kindergarten

(a) Kindergarten Content Standard 1. The student will exhibit traits of good citizenship.

- (1) Describe the importance of rules, personal responsibilities, and natural consequences as a member of a family, class, and school.
- (2) Identify ways to be an active member of the community.
- (3) Identify the United States flag as a symbol of the country, explaining the stripes as symbols for the first states and the stars as symbols for the current states in our country.
- (4) Identify the purpose of the Pledge of Allegiance and explain appropriate flag etiquette.
- (5) Identify other important United States symbols including the Statue of Liberty located in New York Harbor.

(b) Kindergarten Content Standard 2. The student will demonstrate knowledge of basic physical and human geographic concepts.

- (1) Explain that a globe is a model of the Earth and that a map is a drawing of a place; construct basic maps.
- (2) Identify basic cardinal directions and relative location terms.
- (3) Identify the shape of Oklahoma on a map.
- (4) Explain that the school is part of a larger community and one's community is within the state of Oklahoma.
- (5) Describe what makes one's community alike or different from other communities.
- (6) Describe family and community customs and traditions as basic elements of culture.

(c) Kindergarten Content Standard 3. The student will understand that history relates to events and people of other times and places.

- (1) Explain how events of the past may have affected our community and the way we live today.
- (2) Explain how we honor people and events of the past.
- (3) Use words and phrases related to chronology and time to explain how things change including before/after and today/tomorrow/yesterday.
- (4) Explain that different types of sources can be used to learn about the past.

(d) Kindergarten Content Standard 4. The student will identify basic economic concepts.

- (1) Describe the basic needs of all people: food, clothing, and shelter; differentiate between these needs and a want.
- (2) Explain the relationship between work and earning money.
- (3) Identify ways that people use their money, including spending and saving.
- (4) Explain how various community members including police officers, firefighters, soldiers, school personnel, business professionals, and medical personnel impact the student's life.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.1. Social Studies Standards for First Grade

(a) **First Grade Content Standard 1.** The student will analyze their role as a citizen in a community.

- (1) Describe the need for written laws and the main purpose of government, including the concept of consequences for one's actions when a law or rule is violated.
- (2) Describe how citizens within communities work together to accomplish common tasks and fulfil roles of authority.
- (3) Explain patriotic traditions including the Pledge of Allegiance; describe appropriate flag etiquette and proper behavior during the playing of *The Star-Spangled Banner*.
- (4) Identify important symbols of the United States including the bald eagle and the Liberty Bell, and explain their meanings.

(b) **First Grade Content Standard 2.** The student will demonstrate knowledge of basic geographic concepts.

- (1) Describe the difference between physical and political maps; construct basic maps of specific places.
- (2) Identify cardinal directions and use them to identify specific locations on a map.
- (3) Identify the difference between continents and oceans.
- (4) Compare the features of urban and rural communities.
- (5) Describe community customs and traditions as basic elements of culture.

(c) **First Grade Content Standard 3.** The student will examine important events and historical figures in the nation's past.

- (1) Explain why people may see events from different points of view.
- (2) Describe the contributions of people and groups that have shaped our history and ways we commemorate important places and events of the past.
- (3) Read and construct basic timelines to understand the chronology of events in history.
- (4) Identify primary sources and how they help us to learn about the past.

(d) **First Grade Content Standard 4.** The student will describe the characteristics of the American economic system.

- (1) Explain the costs and benefits of spending and saving in order to meet needs and wants.
- (2) Describe ways people are paid for their labor and how goods and services are purchased using money and credit.
- (3) Identify and explain the roles of consumers and producers in the American economy.
- (4) Describe the role of banks in the community.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.2. Social Studies Standards for Second Grade

(a) **Second Grade Content Standard 1.** The student will explain the importance of the basic principles that provide the foundation of the American system of government.

- (1) Describe the Constitution of the United States as the structure for our national government.
- (2) Summarize the five key individual rights and liberties protected by the First Amendment to the Constitution of the United States.

- (3) Explain how active citizens participate in the government by voting to elect officials that represent them.
- (4) Identify the basic roles of national leaders including the President of the United States, the members of the United States Congress, and the justices of the Supreme Court.
- (5) Explain how all people can play an important role in their community.
- (b) **Second Grade Content Standard 2.** The student will describe the physical and human characteristics of their environment.
 - (1) Construct basic maps using cardinal directions and map symbols.
 - (2) Describe absolute and relative location using latitude, longitude, and hemispheres on basic maps and globes.
 - (3) Use political maps to locate the state of Oklahoma and the six bordering states.
 - (4) Identify and locate basic landforms, bodies of water, continents, and oceans on a map.
 - (5) Describe how communities modify the environment to meet their needs.
 - (6) Describe customs, traditions, clothing, food, housing, and music as basic elements of various cultures represented within the local community.
- (c) **Second Grade Content Standard 3.** The student will examine the lives of notable Americans who expanded peoples' rights and freedoms throughout our history.
 - (1) Analyze the contributions of people and groups who have shaped our history and who are honored by holidays and commemorative months.
 - (2) Compare perspectives of people in the past to people in the present.
 - (3) Compare different accounts of the same historical event using primary and secondary sources.
 - (4) Explain possible reasons for events in the past.
- (d) **Second Grade Content Standard 4.** The student will understand basic economic concepts in the American economy.
 - (1) Explain the importance of supply and demand in the consumer and producer relationship.
 - (2) Explain how barter and trade can lead to interdependence among communities.
 - (3) Describe the connection between taxes and community services, including schools, sanitation and water, fire and police protection, parks and recreation, libraries, and roads.
 - (4) Describe how setting goals and creating a budget helps people pay for things they need and want.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.3. Social Studies Standards for Third Grade

- (a) **Third Grade Content Standard 1.** The student will analyze the traits of good citizens.
 - (1) Examine and determine the main purposes of Oklahoma's state government and identify elected leaders of the state of Oklahoma and the three branches of government.
 - (2) Explain that tribal governments in Oklahoma have a right to self-government, known as sovereignty.
 - (3) Describe the historical significance of the symbols of Oklahoma including the Oklahoma State Seal and the Oklahoma Flag; explain how the name of Oklahoma is derived from the Choctaw language.

- (4) Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.
- (5) Define the concept of civic virtue and responsibilities of the citizen at the local, state, and tribal levels, including respect for diversity.

(b) **Third Grade Content Standard 2.** The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.

- (1) Examine Oklahoma's political and physical features.
 - (A) Identify the state of Oklahoma using relative location, absolute location (latitude and longitude), direction, scale, size, and shape using physical and political maps.
 - (B) Interpret thematic maps of Oklahoma with the essential map elements of title, legend, scale, and directional indicators.
 - (C) Identify Oklahoma's major landforms and bodies of water on a physical map.
 - (D) Identify Oklahoma's major metropolitan centers and cities on a political map.
 - (E) Describe the climate and various natural vegetation zones found in Oklahoma.
 - (F) Identify the six states bordering Oklahoma on a map.
- (2) Examine the interaction of the environment and the peoples of Oklahoma.
 - (A) Describe how early American Indians used Oklahoma's natural resources, such as bison hunting, fur trading, and farming.
 - (B) Describe how pioneers to Oklahoma adapted to and modified their environment, such as sod houses, windmills, and crops.
 - (C) Summarize how the weather and the environment have impacted the economy of Oklahoma in events such as the Dust Bowl, floods, and tornadoes.
 - (D) Summarize how Oklahomans affect and change their environment such as the construction of the McClellan-Kerr Arkansas River Navigational System, creation of recreational lakes by the building of dams, irrigation of croplands, and the establishment of wildlife refuges.
- (3) Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.

(c) **Third Grade Content Standard 3.** The student will analyze the significant events and historic personalities contributing to the development of the state of Oklahoma.

- (1) Understand and describe the relationship between historic events and chronology through the creation of basic timelines.
- (2) Read and interpret primary sources related to key events in Oklahoma's past.
- (3) Describe American Indian pre-contact cultures that have inhabited what is now Oklahoma, such as the Spiro Mound Builders.
- (4) Identify cultural similarities and differences of the existing sovereign tribal nations in Oklahoma, especially those near the local community.
- (5) Describe early expeditions into Oklahoma such as those of Coronado, Washington Irving, and George Catlin.
- (6) Describe the migrations, settlements, relocations, and forced removals of American Indians.

- (7) Describe cowboy life and cattle drives as typified by experiences along such routes as the Chisholm Trail and the impact of Mexican ranching traditions on the cattle industry and cowboy culture.
- (8) Distinguish between the points of view of both American Indians and settlers regarding the opening of territories in Oklahoma for settlement.
- (9) Commemorate Statehood Day, November 16, as the joining of Indian and Oklahoma Territories.
- (10) Describe the contributions of Oklahoma's military personnel, including the Buffalo Soldiers, the code talkers, and the 45th Infantry.
- (11) Explain how Oklahomans come together to help one another during difficult times, such as recovering from the bombing of the Oklahoma City Murrah Building, exhibiting what has become known as the "Oklahoma Standard".
- (12) Examine notable historic and present-day Oklahomans, utilizing biographies and information texts, such as Jim Thorpe, Sequoyah, Will Rogers, Wiley Post, Mickey Mantle, Shannon Lucid, Bill Pickett, Clara Luper, and Maria Tallchief.

(d) **Third Grade Content Standard 4.** The student will identify and describe basic economic activities creating prosperity in the state of Oklahoma.

- (1) Compare differences among human, natural, and capital resources to produce goods and services.
- (2) Summarize how the factors of scarcity and surplus and the laws of supply and demand of natural and human resources require people to make choices about producing and consuming goods and services.
- (3) Examine how the development of Oklahoma's major economic activities have contributed to the growth of the state, including the mining and energy industry, agriculture, aviation, tourism, tribal enterprises, and military installations.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.4. Social Studies Standards for Fourth Grade

(a) **Fourth Grade Content Standard 1.** The student will describe the features of self-government and the role of citizens of the United States.

- (1) Describe the concepts of democracy and representative government, including the rule of law, equality, the common good, and individual rights.
 - (A) Explain the concept of civic responsibilities, including respect for the law, the necessity for compromise, civic participation, and public service.
 - (B) Understand the necessity of respect for diversity of the individual and diversity of groups comprising American society.
- (2) Compare powers exercised by the local, state, and national levels of governments, recognizing tribal sovereignty as a tribal nation's inherent right to self-govern.
- (3) Summarize the role of citizens as responsible stewards of natural resources and the environment.
 - (A) Describe the benefits of participation in recycling and non-littering activities.
 - (B) Identify present-day examples of ways to conserve natural resources and the development of alternative, sustainable energy sources.

(b) Fourth Grade Content Standard 2. The student will examine the physical geography and environments of the United States.

(1) Use maps and other geographic representations (such as globes and graphs), tools, and technologies to acquire, process, and report information from a spatial perspective.

(A) Use and describe various elements of maps, including keys/legends, scale, cardinal directions, and intermediate directions.

(B) Interpret aerial photographs, satellite images, and thematic maps to locate and identify physical and human features of the United States and North America.

(C) Use latitude and longitude to identify the location of physical and human features of the United States.

(2) Identify major physical features in the United States and analyze how physical processes shape places.

(A) Identify and describe the physical characteristics of places, including the major landforms, bodies of water, vegetation, and climates in the United States.

(B) Describe the location and characteristics of the major ecosystems in the United States.

(3) Explain how people create regions using common geographic characteristics.

(A) Identify and describe the major physical, cultural, and economic regions of the United States, comparing one's own region to the other regions.

(B) Explain how and why regions change over time by comparing regions in the past with life in the same regions in the present.

(4) Describe how physical processes of the Earth's surface impact humans and their environment.

(A) Identify and describe the different climates in the United States using maps, globes, and graphs.

(B) Explain how climate and natural processes including floods, wind, and storms impact how we live.

(5) Identify and locate on a political map the fifty states and the United States capitol.

(c) Fourth Grade Content Standard 3. The student will analyze the human characteristics of the United States and how geography impacts historic events.

(1) Identify and describe early settlement patterns of regions in the United States.

(A) Draw conclusions from maps to show how climate, vegetation, natural resources, and historic events affect the location and growth of settlements.

(B) Identify major American Indian groups and their ways of life in each region, including economic activities, customs, and viewpoints on land usage and ownership.

(C) Summarize the reasons for key expeditions of North America by Spain, France, and England, and their impact on the development of each region.

(D) Identify push and pull factors of human migration.

(E) Evaluate the impact of the Columbian Exchange on American Indian groups, African slaves and European settlers, including agriculture, trade, culture, military alliances, control of territory,

and the sudden and significant decline of indigenous peoples.
(2) Examine the characteristics of culture, including the distribution and complexity of the regions of the United States.

(A) Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.

(B) Explain how the characteristics of culture affect the ways in which people live.

(d) Fourth Grade Content Standard 4. The student will identify basic economic activities of the United States.

(1) Analyze how humans adapt to and modify their environments in order to survive and grow.

(A) Explain how humans depend upon the physical environment for food, shelter, and economic activities.

(B) Distinguish between renewable and nonrenewable resources.

(C) Explain how physical environments can provide both opportunities and limitations for human activity.

(2) Describe the patterns and networks of economic interdependence among regions of the United States.

(A) Identify and locate on a map the major cities of the United States, including their relative location to natural resources and transportation routes.

(B) Identify the major economic activities of each region of the United States by comparing how people satisfy their basic needs through the production of goods and services.

(C) Describe the relative location of the natural resources, such as fossil fuels, minerals, and soils, and their relationship to each region's major economic activities, including agriculture, manufacturing, transportation, energy, and services.

(3) Explain how economic activities can threaten the physical environment.

(A) Identify ways in which humans can change ecosystems, such as clearing forests, draining wetlands, and diverting waterways, but examining present-day issues related to the use of resources.

(B) Identify examples of changes in land use in local communities and how the physical environment can be stressed by human activities.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.5. Social Studies Standards for Fifth Grade

(a) Fifth Grade Content Standard 1. The student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.

(1) Summarize reasons for European colonization of North America and the impact on the development of the American colonies.

(2) Examine the economic and political motivations for English settlements at Roanoke and Jamestown.

(3) Explain the economic and political motivations of immigrants and indentured servants who came to Virginia.

(4) Explain the early successes and challenges of the Jamestown settlement including the leadership of John Smith, interrelationships with American Indians, challenges of the Starving Times, and the export of natural

resources for profit.

(5) Explain the English commitment to the permanent settlement at Jamestown as evidenced through the events of 1619 including:

- (A) Representative government established through the House of Burgesses
- (B) Private ownership of land
- (C) Introduction of Africans as slave labor
- (D) Arrival of women and families

(6) Analyze the religious, economic, and political motivations of immigrants and indentured servants who migrated to Plymouth.

(7) Explain the early successes and challenges of the Plymouth settlement including:

- (A) Practice of self-government established by the Mayflower Compact
- (B) Contributions of American Indians including Chief Massasoit and Squanto
- (C) Leadership of William Bradford

(8) Explain how American Indian agricultural practices, such as the Three Sisters, contributed to the early survival of the colonists.

(b) **Fifth Grade Content Standard 2.** The student will compare the development of the New England Colonies, the Middle Colonies, and the Southern Colonies.

(1) Explain the contributions of important citizens and groups to the foundation of the colonies, including the Puritans and Quakers, Roger Williams, Anne Hutchinson, William Penn, Lord Baltimore, and James Oglethorpe.

(2) Compare the economic development of the three colonial regions including:

- (A) Agriculture and exports affected by climate and natural resources
- (B) A labor system utilizing indentured servants
- (C) Slave labor central to the growth of the economy

(3) Explain the international economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage.

(4) Analyze the forms of self-government in the three colonial regions, including the role of religion in the establishment of some colonial governments, the Virginia House of Burgesses, and New England town hall meetings.

(5) Explain the evolving relationships between American Indians and the British colonists involving territorial claims.

(6) Explain that tribal sovereignty is a tribal nation's inherent right to self-govern.

(7) Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, women, and children.

(8) Compare the experiences of both free and enslaved Africans in the British colonies, including resistance efforts by enslaved peoples and attempts to maintain aspects of African culture.

(c) **Fifth Grade Content Standard 3.** The student will examine the foundations of the American nation established during the Revolutionary Era.

(1) Examine the causes and effects of significant events leading to armed conflict between the thirteen American colonies and Great Britain, including:

- (A) French and Indian War
- (B) Proclamation of 1763
- (C) Sugar and Stamp Acts
- (D) Townshend Act
- (E) Colonial arguments regarding taxation and rightful representation in Parliament
- (F) Boycotts of British goods and the efforts of the Committees of Correspondence
- (G) Quartering Act
- (H) Boston Massacre
- (I) Tea Act and the Boston Tea Party
- (J) Coercive Acts (Intolerable Acts)
- (K) British raids on Lexington and Concord
- (L) Publication of *Common Sense* by Thomas Paine

(2) Analyze the ideals stated in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, used to:

- (A) Identify natural, unalienable rights, such as life, liberty, and the pursuit of happiness
- (B) Declare the equality of all individuals
- (C) Define the purpose of government
- (D) Establish the principle of self-government and consent of the governed
- (E) Explain specific colonial grievances

(3) Explain the importance of the Articles of Confederation as the first American national system of government under which the colonies waged a war in order to gain independence.

(4) Compare the Iroquois Confederacy's representative government to the early attempts of the colonies to unite as one nation.

(5) Compare the advantages and disadvantages of the British and the American colonies at the eve of and during the Revolutionary War, including political and military leadership, military strength, population, resources, foreign alliances, and motivations for fighting.

(6) Analyze the relationships of significant military and diplomatic events of the Revolutionary War, including the leadership of General George Washington; experiences of Valley Forge; impact of the battles of Bunker Hill, Trenton, Saratoga, and Yorktown; and the Treaty of Paris in 1783.

(7) Identify the points of view of major groups that remained loyal to Britain, joined the patriot cause, or remained neutral.

(8) Identify the contributions of key individuals involved in the American Revolution including Patrick Henry, Samuel Adams, John Adams, Abigail Adams, Paul Revere, Nathan Hale, John Paul Jones, Thayendanegea (Joseph Brant), Nancy Ward the Beloved Woman of the Cherokee, Marquis de Lafayette, Benjamin Franklin, Mercy Otis Warren, and Phyllis Wheatley.

(d) **Fifth Grade Content Standard 4.** The student will examine the formation of the American system of government following the American Revolution.

(1) Evaluate issues and events that led to the Constitutional Convention, including a weak national government and Shays' Rebellion.

- (2) Identify key leaders and explain the debates and compromises of the Constitutional Convention, including:
 - (A) Virginia and New Jersey Plans
 - (B) Great Compromise
 - (C) Three-fifths compromise and its maintenance of the institution of slavery
 - (D) Father of the Constitution, James Madison
 - (E) President of the Convention, George Washington
 - (3) Examine the purposes and basic responsibilities of government as described in the Preamble of the Constitution of the United States, which established the supreme law of the land.
 - (4) Describe the relationship between the federal government and sovereign American Indian nations, as established under the Constitution of the United States.
 - (5) Compare the viewpoints of the Federalists, led by James Madison, and Anti-Federalists, such as George Mason, over the addition of a Bill of Rights.
 - (6) Explain how the Constitution of the United States was amended to include the Bill of Rights and summarize the liberties protected in each of the ten amendments.
- (e) **Fifth Grade Content Standard 5.** The student will describe the structure and responsibilities of the American system of government and the role of the individual citizen.
- (1) Examine the key principles of government established in the Constitution of the United States, including:
 - (A) Separation of powers among three branches of government
 - (B) The system of checks and balances
 - (C) Shared powers between the federal and state governments
 - (2) Describe the roles of Congress, the President, and the Supreme Court in the legislative process.
 - (3) Describe the responsibilities of United States citizens, including:
 - (A) Registration and voting in public elections
 - (B) Becoming informed voters
 - (C) Engagement in civil discourse
 - (D) Service on trial juries
 - (E) Payment of taxes
 - (F) Obedience to laws
 - (G) Registration for military service

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.6. Social Studies Standards for Sixth Grade

- (a) **Sixth Grade Content Standard 1.** The student will analyze data from a geographic perspective using the skills and tools of geography.
- (1) Apply geographic information to support analysis from primary and secondary sources located in a variety of texts.
 - (2) Describe how various map projections distort the surface of the Earth and apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
 - (3) Integrate visual information, draw conclusions, and make predictions from geographic data and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.

- (4) Integrate visual information and develop the skill of mental mapping of the political and physical features of Earth's surface in order to organize information about people, places, and environments.
- (5) Describe and analyze the role of geographic factors on current events and issues.

(b) Sixth Grade Content Standard 2. The student will analyze the physical systems of the major regions of the Western Hemisphere.

- (1) Use visual information to identify and describe on a physical map the landforms, bodies of water, climate, and vegetation zones that are important to each region.
- (2) Explain how the processes and factors of latitude, elevation, Earth-Sun relationships, prevailing winds, and proximity to bodies of water influence climate.
- (3) Describe the predominant natural resources found in each region.
- (4) Describe the relationship, and summarize the impact, of the distribution of major renewable and nonrenewable resources on each region.

(c) Sixth Grade Content Standard 3. The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.

- (1) Identify on a political map the major countries and population centers of each region.
- (2) Identify and describe cultural traits of language, ethnic heritage, religion, and traditions practiced among peoples.
- (3) Analyze the impact of geography on population distribution, growth, and change, applying geographic concepts of population density and the availability of resources.
- (4) Describe how the push and pull factors of migration have affected settlement patterns and the human characteristics of places over time.
- (5) Compare the systems of government, including representative government (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, absolute monarchy).
- (6) Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.
- (7) Identify and explain topics related to indigenous sovereignty.
- (8) Evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a nation and region.
- (9) Describe benefits and limitations of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships.
- (10) Identify the common characteristics of developed and developing countries, including the impact of education and technology; analyze data used by geographers such as literacy rate, life expectancy, per capita income, and infant mortality.

(d) Sixth Grade Content Standard 4. The student will analyze the interactions of humans and their environment in the Western Hemisphere.

- (1) Describe the commercial agriculture and industrial regions that support human development.
- (2) Evaluate the effects of human modification on the natural environment through transformation caused by subsistence and commercial agriculture, industry, demand for energy, and urbanization.

- (3) Analyze the impact of climate and natural disasters on human populations, including forced migration, scarcity of consumer goods, economic activities, and loss of life.
- (4) Analyze environmental challenges of each region.
- (5) Evaluate the role of ecotourism in creating environmental awareness of resources, climate, cultures, and wildlife.
- (6) Describe the role of citizens as responsible stewards of natural resources and the environment.

(e) Sixth Grade Content Standard 5. The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Western Hemisphere.

- (1) Define the concept of region and identify the major political, physical, cultural, and economic regions.
- (2) Explain how cultural diffusion, both voluntary and forced, impacts societies of a region.
- (3) Describe patterns of global economic interdependence and trade, including the concepts of balance of trade and supply and demand; compare measures of economic growth including Gross Domestic Product (GDP) and Gross National Product (GNP).
- (4) Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.
- (5) Analyze reasons for conflict and cooperation among and between groups, societies, nations, and regions.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.7. Social Studies Standards for Seventh Grade

(a) Seventh Grade Content Standard 1. The student will analyze data from a geographic perspective using the skills and tools of geography.

- (1) Integrate specific geographic information to support analysis from primary and secondary sources located in texts, documents, newspapers, magazines, journals, political cartoons, and online news sources.
- (2) Apply the concepts of scale, distance, direction, relative location, absolute location, and latitude and longitude.
- (3) Explain the relationship between the continents, world oceans, and major cultural regions.
- (4) Integrate visual information and apply the skill of mental mapping of the political and physical features of Earth's surface in order to organize information about people, places, and environments.
- (5) Integrate visual information, draw conclusions and make predictions from geographic data, and analyze spatial distribution and patterns by interpreting that data as displayed on geographic tools.
- (6) Describe and analyze the role of geographic factors on current events and issues.

(b) Seventh Grade Content Standard 2. The student will analyze the physical systems of the major regions of the Eastern Hemisphere.

- (1) Identify on a physical map the major landforms and bodies of water of each region.
- (2) Describe the distribution of major renewable and nonrenewable resources of each region.
- (3) Explain how the competition for scarce resources can cause both economic and political conflict and cooperation.

(c) Seventh Grade Content Standard 3. The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Eastern Hemisphere.

- (1) Identify on a political map the major countries and population centers of each region.
- (2) Compare common cultural traits, including language, ethnic heritage, social systems, and traditions, and explain how these traits can both unify or divide people.
- (3) Evaluate the impact of a region's major religions, including geographic hearths, major beliefs, customs, and the significance of religion in contemporary societies; explain how religion can both unify or divide people.
- (4) Evaluate and summarize the impact of geography on population distribution, density, growth, change, settlement patterns, the availability of resources, and migration, including push and pull factors.
- (5) Describe reasons for and analyze from multiple perspectives the challenges and benefits of migration on native and immigrant populations.
- (6) Describe the distribution of resources and evaluate how the three levels of economic activities (primary, secondary, tertiary) contribute to the development of a country or region.
- (7) Compare the structures of representative governments and authoritarian systems.
- (8) Identify the role of the citizen in the selection of government officials and lawmaking; compare individual liberties under different forms of government.
- (9) Identify and explain the advantages and disadvantages of traditional market and command economic systems.
- (10) Explain the role of government policies in utilizing wealth from natural resources to finance development.
- (11) Assess the influence of economic development and distribution of wealth on society.
- (12) Distinguish between developed and developing regions using the Human Development Index; analyze data used by geographers, including literacy rate, life expectancy, infant mortality, and per capita income.

(d) Seventh Grade Content Standard 4. The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.

- (1) Analyze the impact of climate events, weather patterns, and natural disasters on human populations and the environment, resulting in forced migrations, scarcity of consumer goods, economic activities, and loss of life.
- (2) Explain how climate change is affecting environments and human populations.
- (3) Explain the differences among subsistence, cash crop, and commercial agriculture, including impact on economic development.
- (4) Evaluate the effects of human modification of and adaptation to the natural environment through transformation caused by agriculture, the use of modern irrigation methods, industry, demand for energy, and urbanization.
- (5) Summarize the role of ecotourism in creating environmental awareness of resources, climate, cultures, and wildlife.

(6) Describe the role of citizens as responsible stewards of natural resources and the environment.

(e) **Seventh Grade Content Standard 5.** The student will compare common physical and human characteristics of regions which create identity or uniqueness and influence people's perceptions of the Eastern Hemisphere.

(1) Define the concept of region and explain how and why regions change over time through physical and human processes which operate to modify the Earth's surface.

(2) Describe how cultural diffusion, both voluntary and forced, impacts society.

(3) Explain patterns of global interdependence and world trade, including the impact of changing technology on trade routes.

(4) Explain patterns of global economic interdependence and world trade, focusing on the concepts of balance of trade and supply and demand; compare the economic measurements of productivity, Gross Domestic Product (GDP) and Gross National Product (GNP).

(5) Analyze global interdependence which explains the outsourcing of technological and manufacturing jobs to developing regions.

(6) Analyze reasons for conflict and cooperation among groups, societies, and countries, including the creation and involvement of supranational organizations.

(7) Describe how political, economic, and cultural forces challenge contemporary political arrangements leading to the devolution of states (civil wars, terrorism, genocide, and ethnic separatism).

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-105.8. Social Studies Standards for Eighth Grade

(a) **Eighth Grade Content Standard 1.** The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.

(1) Describe the political climate in the British colonies prior to the French and Indian War including the policy of salutary neglect, mercantilism through the Navigation Acts and colonial reaction through the Albany Plan of Union; compare the Iroquois Confederacy to early attempts to unite the colonies.

(2) Summarize the political and economic consequences of the French and Indian War including imperial policies of taxation, the Proclamation of 1763 and the migration of colonists into American Indian sovereign territories.

(3) Summarize British attempts to regulate the colonies and colonial responses including:

(A) Sugar Act

(B) Stamp Act Congress Resolves

(C) Committees of Correspondence

(D) Legal principle of taxation and political representation

(E) Townshend Act and boycott of British goods

(F) Quartering Act

(G) Boston Massacre

(H) Tea Act and Boston Tea Party

(I) Coercive Acts (Intolerable Acts)

(J) First Continental Congress

- (K) British raids on Lexington and Concord
- (4) Analyze the significance of the Second Continental Congress including:
 - (A) Formation of the Continental Army
 - (B) Establishment of currency
 - (C) Olive Branch Petition
 - (D) French alliance negotiated by Benjamin Franklin
 - (E) Committee to draft a Declaration of Independence
- (5) Analyze the ideological and propaganda war between Great Britain and the colonies including:
 - (A) Points of view of the Patriots and Loyalists
 - (B) Writings of Mercy Otis Warren and Phyllis Wheatley
 - (C) Use of Paul Revere's engraving of the Boston Massacre
 - (D) Rejection of the Olive Branch Petition
 - (E) "Give Me Liberty or Give Me Death" speech attributed to Patrick Henry
 - (F) *Common Sense* pamphlet by Thomas Paine
- (6) Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins including:
 - (A) John Locke's theory on natural and unalienable rights, including life, liberty, and the pursuit of happiness
 - (B) The ideals of equality for all individuals, including the impact of the First Great Awakening
 - (C) The purpose of government as a social contract requiring the consent of the governed
 - (D) Economic and political grievances against British policies

(b) Eighth Grade Content Standard 2. The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.

- (1) Explain the purpose of the Articles of Confederation which established the first American national system of government to support and conduct a war against Britain.
- (2) Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality, including:
 - (A) Patriots and Loyalists and their political, economic, and family interests
 - (B) American Indians and the preservation of their homelands, cultures, and trade
 - (C) Women and their political status
 - (D) Free and enslaved blacks and their petitions to colonial governments for a ban on slavery.
- (3) Identify and evaluate the contributions of individuals and significant groups toward winning independence from British rule.
- (4) Compare the advantages and disadvantages of the British and American colonists including political and military leadership, military strength, population and resources, motivation, foreign alliances, financial and military support, and the British recruitment of enslaved black men in exchange for freedom.
- (5) Summarize the impact of key military and diplomatic events of the Revolutionary War including:
 - (A) Military leadership of General George Washington

- (B) Victories at Boston, Trenton, and Saratoga
- (C) Publication of Thomas Paine's *The Crisis*
- (D) Valley Forge encampment
- (E) French alliance, negotiated by Benjamin Franklin
- (F) Victory at Yorktown
- (G) Treaty of Paris, 1783

(c) **Eighth Grade Content Standard 3.** The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States as the supreme law of the land.

(1) Examine the strengths and weaknesses of the Articles of Confederation that led to the Constitutional Convention in Philadelphia in 1787, including:

- (A) Resolution of disputes over the western territories as resolved by the Northwest Ordinance
- (B) Organization and leadership necessary to win the war
- (C) Lack of a common national currency
- (D) Lack of a common defense
- (E) Lack of a national judiciary
- (F) Mismanagement of war debts due to an inability to tax
- (G) Unanimous vote required to amend the Articles
- (H) Civil unrest as typified in Shays' Rebellion

(2) Analyze the significance of the Constitutional Convention; contributions of the Framers; major debates and compromises including the Virginia and New Jersey Plans and the Great Compromise; the leadership of James Madison, Father of the Constitution; and George Washington, President of the Convention.

(3) Describe how the framers of the Constitution addressed the issue of slavery, including the Three-Fifths Compromise which maintained the institution of slavery in both northern and southern states, the Fugitive Slave Clause, and the delayed ban on the slave trade.

(4) Explain the significance of the Commerce Clause in establishing a constitutional relationship between Indian tribes and the United States government.

(5) Examine the concept of self-government, the purpose, and the responsibilities of government as expressed in the Preamble to the Constitution of the United States.

(6) Analyze the key principles of government established by the Constitution of the United States including:

- (A) Federalism (reserved and concurrent powers)
- (B) Separation of powers among three branches of government (legislative, executive, judicial)
- (C) A system of checks and balances among the three branches
- (D) Popular sovereignty and consent of the governed
- (E) Judicial review
- (F) Rule of law

(7) Examine the Federalist and Anti-Federalist arguments for and against the ratification of the Constitution as expressed in the *Federalist Papers* authored by James Madison, Alexander Hamilton, and John Jay, and the writings of Anti-Federalists such as George Mason, including concerns over a strong central government and the omission of a bill of rights.

(8) Explain how the Constitution of the United States was amended to include a Bill of Rights; identify and analyze the guarantees of individual

rights and liberties as expressed in each of the ten amendments.

(9) Identify the structure and responsibilities of the elected and appointed officials of the three branches of government in relationship to the legislative process, including the role of Congress and the President, as well as the Supreme Court's power of judicial review.

(10) Describe the responsibilities of United States citizens such as:

- (A) Registering and voting in public elections
- (B) Engaging in informed civil discourse
- (C) Serving on a jury
- (D) Paying taxes
- (E) Obeying laws
- (F) Registering for military service

(d) **Eighth Grade Content Standard 4.** The student will examine the political and economic changes that occurred during the Early Federal Period.

(1) Analyze the impact of the Whiskey Rebellion and enforcement of the government's right to tax.

(2) Describe President Washington's attempt to develop a cohesive Indian policy, which included respectful interactions with American Indian leaders, treaties to delineate tribal lands, and precedent-setting practices of assimilation.

(3) Describe the advice in President Washington's Farewell Address and its impact.

(4) Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans in the *Virginia and Kentucky Resolutions*.

(e) **Eighth Grade Content Standard 5.** The student will analyze the political and geographic changes that occurred during the Jeffersonian Era.

(1) Explain the impact of the peaceful transfer of power from one political party to another, as exhibited by the presidential election of 1800.

(2) Analyze the impact of the Supreme Court under the leadership of Chief Justice John Marshall and the *Marbury v. Madison* decision which confirmed the principle of judicial review.

(3) Analyze the acquisition of the Louisiana territory, the contributions of the Lewis and Clark Corps of Discovery Expedition and the eventual establishment of the Indian Territory.

(f) **Eighth Grade Content Standard 6.** The student will examine the political, economic, and social transformations during the "Era of Good Feelings".

(1) Explain how the War of 1812 confirmed American independence and fueled a spirit of nationalism, reflected in the lyrics of our national anthem, "The Star-Spangled Banner", by Francis Scott Key.

(2) Examine the Monroe Doctrine as a policy of isolationism which was designed to protect American interests in the Western Hemisphere.

(3) Analyze the impact of *McCulloch v. Maryland*, which established federal supremacy concerning taxation.

(4) Examine the increased tension between Southern sectional and Northern nationalist perspectives.

(5) Summarize the impact of the Missouri Compromise on the expansion of slavery into new territories.

(g) **Eighth Grade Content Standard 7.** The student will examine the political, economic, and social transformations of the Jacksonian Era.

- (1) Describe the factors that led to the election of Andrew Jackson including the "Corrupt Bargain" election of 1824, the expansion of voting rights, and Jackson's political success by identifying with the "common man".
- (2) Analyze the impact the Nullification Crisis had on the development of the states' rights debate.
- (3) Analyze the impact of Jackson's policies and decisions concerning Native American nations and their tribal sovereignty as a nation's inherent right to self-govern, including:
 - (A) Non-adherence to federal treaties
 - (B) Disregard for the *Worcester v. Georgia* decision
 - (C) Forced removals of American Indians

(h) Eighth Grade Content Standard 8. The student will examine the political, economic, social, and geographic changes that occurred during the period of westward expansion.

- (1) Examine the concept and opposing perspectives toward Manifest Destiny as a motivation and justification for westward expansion.
- (2) Explain the territorial growth of the United States including the annexation of Texas, Mexican Cession, and the Gadsden Purchase; describe the need to maintain a balance of "free" and "slave" states.
- (3) Identify push and pull factors of mass migration and the settlement of western territories including the California Gold Rush, settlement of Oregon, and the Mormon migration.
- (4) Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tension regarding the expansion of slavery.

(i) Eighth Grade Content Standard 9. The student will analyze the social and economic transformations of the early nineteenth century.

- (1) Explain the impact of the Industrial Revolution in the North including the concentration of population, manufacturing, and transportation.
- (2) Describe the plantation system and its reliance on a slave labor system in the South, including how Eli Whitney's invention of the cotton gin increased the profitability of the crop and led to the expansion of slavery.
- (3) Compare perspectives and experiences of both free and enslaved blacks, including the:
 - (A) Everyday life of free African Americans
 - (B) Everyday acts of resistance to slavery
 - (C) Efforts of Harriet Tubman and the Underground Railroad
 - (D) Nat Turner's Rebellion
 - (E) Legal restrictions and Slave Codes
- (4) Summarize the impact of the Abolitionist Movement, including the writings and work of Frederick Douglass and William Lloyd Garrison.
- (5) Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women's Suffrage Movement, including the *Declaration of Sentiments* and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.

(j) Eighth Grade Content Standard 10. The student will analyze major political, economic, and social events that resulted in the Civil War.

- (1) Summarize the importance of slavery as the principal cause of increased sectional polarization leading to the Civil War.

- (2) Evaluate the goals of the Compromise of 1850 regarding the issue of slavery.
- (3) Evaluate the impact of the publication of *Uncle Tom's Cabin*, by Harriet Beecher Stowe, on anti-slavery sentiments.
- (4) Analyze the impact of the Kansas-Nebraska Act on the issue of popular sovereignty in new territories regarding the institution of slavery, repeal of the Missouri Compromise, and factional feuds in Bleeding Kansas.
- (5) Summarize the *Dred Scott v. Sanford* case which declared slaves as property and motivated John Brown's Raid on the federal arsenal at Harper's Ferry.

(k) **Eighth Grade Content Standard 11.** The student will analyze the course and consequences of the Civil War.

- (1) Analyze the immediate impact of the presidential election of 1860, including:
 - (A) Secession of southern states which declared slavery as the central factor for seceding
 - (B) Lincoln's goal to preserve the Union
 - (C) Formation of the Confederate States of America
 - (D) Confederate attack on Fort Sumter
 - (E) Tensions over strategic border states
- (2) Compare the advantages and disadvantages of the Union and the Confederacy including natural resources, population, industrialization, and the military leadership of Ulysses S. Grant and Robert E. Lee.
- (3) Evaluate the impact and contributions of specific groups in the Civil War including free and enslaved African Americans, American Indians, women, and immigrants.
- (4) Discuss the key strategies utilized during the war, such as the Anaconda Plan, Total War, and the southern defense strategy.
- (5) Summarize the significance of the key battles of the war, including Antietam, Gettysburg, Vicksburg, and Lee's surrender at Appomattox.
- (6) Analyze the *Emancipation Proclamation*, including its role in expanding the goals of the war and its impact on slavery; identify the significance of Juneteenth in relationship to the emancipation.
- (7) Explain how the *Gettysburg Address* clarified the Union's motivation for winning the war.
- (8) Evaluate the impact of Lincoln's assassination, loss of his leadership,

(l) **Eighth Grade Content Standard 12.** The student will analyze the political, social, and economic transformations during the Reconstruction Era to 1877.

- (1) Compare the major plans and policies proposed for Reconstruction.
- (2) Analyze the impact of state and federal legislation following the Civil War, including:
 - (A) 13th, 14th, and 15th Amendments
 - (B) Black Codes and Jim Crow laws
 - (C) Establishment of the Freedmen's Bureau
- (3) Compare the emerging social structure of the South, including the:
 - (A) Influx of carpetbaggers and scalawags
 - (B) Rise of the Ku Klux Klan and its acts of intimidation and violence
 - (C) Election of blacks to government positions
 - (D) Expansion of the tenant and sharecropper systems
 - (E) Migration of former slaves

- (4) Assess the impact of the presidential election of 1876 as an end to reconstruction in the South, including decline of black leadership, loss of enforcement of the 14th and 15th Amendments, and the development of segregated societies.
- (5) Evaluate the impact of federal policies including:
 - (A) Homestead Act of 1862 and the resulting movement westward to free land
 - (B) Impact of continued displacement of American Indians
 - (C) President Grant's Peace Policy on Indian affairs
 - (D) The development of the Transcontinental Railroad

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-106. Economics

(a) Economics Content Standard 1. The student will develop and apply economic reasoning and decision-making skills.

- (1) Define and apply basic economic concepts of money supply, scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations.
- (2) Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.
- (3) Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity.
- (4) Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions might not maximize their material wealth.

(b) Economics Content Standard 2. The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them, and for whom they are produced.

- (1) Compare the world's basic economic systems of market (free enterprise), command, and mixed market economies, identifying countries that have adopted each and comparing the results such economic systems have produced in those countries as measured by GDP, national prosperity, and individual income and wealth.
- (2) Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology as well as the place of imports and exports in economic systems.
- (3) Answer how the three basic economic questions affect personal income and in turn impact the economic system.
- (4) Explain the costs and benefits of government fiduciary policy and regulations including the impact both have on competition.
- (5) Describe the impact of comparative and absolute advantage upon the three basic economic questions.

(c) Economics Content Standard 3. The student will explain how prices are set in a market economy and will determine how price provides incentives to buyers and sellers.

- (1) Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.
- (2) Explain what causes shortages and surpluses including government-imposed price floors, price ceilings, and other government regulations and the impact they have on prices and people's decisions to buy or sell.

- (3) Evaluate the role of the government within the economy as to defining, establishing, and enforcing property rights.
- (d) **Economics Content Standard 4.** The student will evaluate how changes in the level of competition in different markets affect prices.
 - (1) Explain how competition impacts the free market production and the allocation of goods and services to consumers.
 - (2) Explain how people's own self-interest, incentives, and disincentives influence market decisions.
- (e) **Economics Content Standard 5.** The student will describe the role of economic institutions including banks, credit unions, corporations, governments, and not-for-profits in a market economy.
 - (1) Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy.
 - (2) Describe how banks allow people to pool their incomes and provide future income through investment in stocks.
 - (3) Identify how credit unions, corporations, and not-for-profits influence a market economy.
 - (4) Explain how successive deposits and loans made by commercial banks can cause the money supply to expand.
- (f) **Economics Content Standard 6.** The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
 - (1) Explain how individuals, businesses, and the overall economy benefit from the various uses of money, such as trading, borrowing, investing, and diversifying, versus saving money.
 - (2) Identify the components of the money supply and the different functions of money; give examples of each.
 - (3) Explain how the value of money is determined by the goods and services it can buy.
- (g) **Economics Content Standard 7.** The student will evaluate how interest rates impact decisions in the market economy.
 - (1) Define interest rates and inflation; analyze the relationship between interest rates and inflation rates to both the borrower and the lender.
 - (2) Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy.
- (h) **Economics Content Standard 8.** The student will analyze the role of entrepreneurs and laborers within a market economy.
 - (1) Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource.
 - (2) Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs.
 - (3) Evaluate the costs and benefits of incorporation, including the expansion of resources and reduction of risks.
- (i) **Economics Content Standard 9.** The student will evaluate the economic role of government in a free market and a mixed market economy.
 - (1) Explain the aspects of and differences between a free market and a mixed market economy.
 - (2) Explain the purpose, costs, and benefits of government assistance programs and government funded services and projects.

(3) Evaluate the impact of voters' decisions as they relate to governmental economic policy.

(j) Economics Content Standard 10. The student will examine current economic conditions in the United States.

(1) Determine how interest rates, unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, government-enforced price ceilings, labor supply, and inflation impact current economic conditions in the United States.

(2) Explain how these conditions have an impact on consumers, producers, and government policy makers.

(3) Explain how changes in supply and demand cause prices to change and in turn, cause buyers and sellers to change, including changes in price of productive resources and technologies used to make the product, profit opportunities available to producers for selling other products, number of sellers in a market, consumer incomes, consumer options, and the number of consumers in a market.

(k) Economics Content Standard 11. The student will identify the basic measures of a nation's economic output and income.

(1) Explain Gross Domestic Product (GDP) and Gross National Product (GNP) and how they are used to describe economic output over time; compare the GDP of various countries representing market, command, and mixed economic systems.

(2) Describe the impact on the economy when GDP and GNP are growing or declining.

(3) Evaluate the impact of self-interest, competition, collusion, technological advancement, standard of living, the business cycle, and fluctuation to the GDP.

(4) Examine the differences between the nominal and the real GDP.

(l) Economics Content Standard 12. The student will explain the role of inflation and unemployment in an economic system.

(1) Define inflation and determine how it is measured, including the impact inflation has on different sectors of the United States economy.

(2) Define the causes of unemployment, as well as the different types of unemployment; determine how unemployment is measured that the impact it has on different sectors of the United States economy.

(m) Economics Content Standard 13. The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government.

(1) Compare fiscal and monetary policy and the impact each has on the economy.

(2) Explain the role of the Federal Reserve System within government economic policy.

(3) Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-107. Oklahoma History

(a) Oklahoma History Content Standard 1. The student will describe the state's geography and the historic foundations laid by Native American, European, and American cultures.

- (1) Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms.
- (2) Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders.
- (3) Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies.
- (4) Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices.

(b) Oklahoma History Content Standard 2. The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.

- (1) Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks.
- (2) Describe the major trading and peacekeeping goals of early military posts including Fort Gibson.
- (3) Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations.
- (4) Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho.

(c) Oklahoma History Content Standard 3. The student will evaluate the major political and economic events that transformed the land and its people from the outbreak of the Civil War through allotment and land openings.

- (1) Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty, including:
 - (A) Required enrollment of the Freedmen
 - (B) Second Indian Removal
 - (C) Significance of the Massacre at the Washita
 - (D) Reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands
 - (E) Establishment of the western military posts including the role of the Buffalo Soldiers
 - (F) Construction of railroads through Indian Territory
- (2) Assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities.
- (3) Analyze the influence of the idea of Manifest Destiny on the Boomer Movement.
- (4) Compare multiple points of view to evaluate the impact of the General Allotment Act and Dawes Act which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means.

- (5) Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act.

(d) Oklahoma History Content Standard 4. The student will analyze the formation of constitutional government in Oklahoma.

- (1) Compare the governments among the American Indian nations and the movement for the state of Sequoyah.
- (2) Describe the proposal for an all-black state advocated by Edward McCabe.
- (3) Explain the impact of the Enabling Act on single statehood.
- (4) Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories, including the impact of the Progressive and Labor Movements resulting in statehood on November 16, 1907.
- (5) Compare Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers.
- (6) Describe the division, function, and sharing of powers among levels of government including city, county, state, and tribal.
- (7) Identify major sources of local and state revenues and the services provided including education, health and human services, transportation, courts, corrections, and public safety.
- (8) Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall.

(e) Oklahoma History Content Standard 5. The student will examine Oklahoma's political, social, cultural, and economic transformation during the early decades following statehood.

- (1) Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government, and sovereignty including:
 - (A) Passage of the Indian Citizenship Act of 1924
 - (B) Effects of the federal policy of assimilation, including Indian boarding schools (1880s-1940s)
 - (C) Authority to select tribal leaders as opposed to appointment by the federal government
 - (D) Exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs
- (2) Examine multiple points of view regarding the evolution of race relations in Oklahoma, including:
 - (A) Growth of all-black towns (1865-1920)
 - (B) Passage of Senate Bill 1 establishing Jim Crow laws
 - (C) Rise of the Ku Klux Klan
 - (D) Emergence of "Black Wall Street" in the Greenwood District
 - (E) Causes of the Tulsa Race Riot and its continued social and economic impact
 - (F) The role labels play in understanding historic events, for example "riot" versus "massacre"
- (3) Analyze how various segments of Oklahoma society including agricultural, mining, and state politics were influenced by the organized labor and socialist movements.

- (4) Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs, including J.J. McAlester, Frank Phillips, E.W. Marland, and Robert S. Kerr, and the designation of Tulsa as the "Oil Capital of the World".
 - (5) Evaluate the impact of the boom and bust cycle of Oklahoma's agricultural production due to mechanization and the needs of World War I, including its effect as a precursor of the Great Depression.
 - (6) Analyze William H. "Alfalfa Bill" Murray's response to the conditions created by the Great Depression.
 - (7) Describe the impact of environmental conditions and human mismanagement of resources resulting in the Dust Bowl and the migration of the "Okies", the national perceptions of Oklahomans, and the New Deal policies regarding conservation of natural resources.
 - (8) Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers,
- (f) Oklahoma History Content Standard 6.** The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.
- (1) Evaluate the progress of race relations and actions of civil disobedience in the state including:
 - (A) Judicial interpretation of the Equal Protection Clause of the 14th Amendment which ultimately resulted in the desegregation of public facilities and public schools and universities
 - (B) Landmark Supreme Court cases of *Sipuel v. Board of Regents of the University of Oklahoma* (1948) and *McLaurin v. Oklahoma Board of Regents for Higher Education* (1950)
 - (C) Lunch counter sit-ins organized by Clara Luper and the National Association for the Advancement of Colored People (NAACP)
 - (D) Leadership of Governor Gary in the peaceful integration of the public common and higher education systems
 - (2) Analyze the impact of economic growth in various sectors including:
 - (A) Impact of rural to urban migration
 - (B) Development of wind, water, and timber resources
 - (C) Continuing role of agriculture
 - (D) Emergence of tourism as an industry
 - (E) Development of the aerospace and aviation industry including the Federal Aviation Administration (FAA) and the influence of weather research on national disaster preparedness
 - (F) Oil and gas boom and bust, including the discovery of new fossil fuel resources
 - (G) Improvement of the state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System
 - (3) Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater, and dance, such as Ralph Ellison and the Five Indian Ballerinas.
 - (4) Summarize the impact of individual Oklahomans' leadership on state and national politics including political realignment.

- (5) Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming.
- (6) Examine the migrations of major cultural and ethnic groups, including Asians, African Americans, American Indians, and Latinos to the state of Oklahoma, and their impact on the social and economic transformation of the modern state of Oklahoma.
- (7) Analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the act, concept of the "Oklahoma Standard", and the creation of the Oklahoma City National Memorial and Museum.
- (8) Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in *The Grapes of Wrath*, the musical *Oklahoma!*, Route 66, and the professional basketball team the Oklahoma City Thunder.
- (9) Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-108. Psychology

(a) **Psychology Content Standard 1.** The student will examine the foundations of psychology and its origins as a separate social science discipline.

- (1) Analyze the definition of psychology in the context of psychology as an empirical science and the major approaches to psychology including cognitive-behavioral, psychoanalytic, cognitive, and humanistic.
- (2) Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson, and Karen Horney.
- (3) Classify the various subfields in psychology including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology.

(b) **Psychology Content Standard 2.** The student will examine the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues.

- (1) Describe the scientific method as the framework for research and apply the principles of research design to an appropriate experiment.
- (2) Compare quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.
- (3) Identify ethical standards psychologists must address regarding research with human and non-human participants.
- (4) Explore the various modes of psychological testing including personality, intelligence, and projective, while assessing the reliability of each.

(c) **Psychology Content Standard 3.** The student will investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior.

- (1) Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala.

- (2) Examine the structure and function of the nervous and endocrine systems and how they affect behavior.
- (3) Identify the parts of a neuron and explain neurotransmission, including the role and impact of various neurotransmitters.
- (4) Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems.
- (5) Describe the interaction of a person and the environment in determining perception, including Gestalt principles and how one's experiences and expectations influence perception.
- (6) Identify various stages of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs.

(d) Psychology Content Standard 4. The student will analyze physical, social, emotional, moral, and cognitive development from conception through the latter stages of adulthood.

- (1) Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.
- (2) Compare the theories of Jean Piaget, Sigmund Freud, Lawrence Kohlberg, Carl Jung, and Erick Erickson regarding human development.

(e) Psychology Content Standard 5. The student will understand how organisms adapt to their environment through learning and cognition.

- (1) Identify and explain the major theories of learning including Ivan Pavlov's classical conditioning, B.F. Skinner's and Albert Bandura's operant conditioning, and Bandura's observational learning.
- (2) Describe the process, organization, and factors that influence memory and recall.
- (3) Analyze strategies and impediments involved in problem solving and decision making, and how this knowledge could be applied to daily life.

(f) Psychology Content Standard 6. The student will understand the principles of motivation and emotion.

- (1) Compare the predominant theories of motivation and emotion including the biological, social-cognitive, humanistic, and cultural theories.
- (2) Analyze the biological and environmental influences on positive and negative emotion.

(g) Psychology Content Standard 7. The student will understand how society and culture influence a person's behavior and mental processes.

- (1) Evaluate the factors that lead to conformity, obedience, and nonconformity as demonstrated in experiments including the Stanford Prison Experiment, Milgram Experiment, or Solomon Ash's studies.
- (2) Explain how bias, discrimination, and use of stereotypes influence behavior with regard to gender, race, sexual orientation, and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment, and the Clark Doll Experiment.
- (3) Examine influences on aggression and conflict, including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder.

(h) Psychology Content Standard 8. The student will examine how psychological disorders are diagnosed, classified, and treated.

- (1) Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders.

(2) Describe symptoms and causes of major categories of psychological disorders including schizophrenia, mood, anxiety, personality, somatoform, and dissociative disorders.

(3) Compare available treatment options and how they evolved through history and among different cultures.

(i) **Psychology Content Standard 9.** The student will evaluate the many factors that promote mental health.

(1) Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.

(2) Describe the characteristics of and factors that promote resilience and optimism.

(3) Analyze the relationship between psychological health and physiological health.

(4) Identify mental health disorders such as eating disorders and obsessive compulsive disorders.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-109. United States Government

(a) **United States Government Content Standard 1.** The student will compare the formation of contemporary governments in terms of access, use, and justification of power.

(1) Compare the essential characteristics of limited versus unlimited governments.

(2) Compare historic and contemporary examples of unlimited governments to examples of limited systems.

(3) Compare the advantages and disadvantages of the ways governmental power is distributed, shared, and structured in unitary, federal, and confederal systems in terms of effectiveness, prevention of abuse of power, and responsiveness to the popular will.

(4) Compare the role of government in market and command economic systems.

(b) **United States Government Content Standard 2.** The student will describe the historical and philosophical foundations of the republican system of government in the United States.

(1) Summarize the major documents contributing to the formation of constitutional government in the United States, including the Magna Carta, the Mayflower Compact, and the English Bill of Rights.

(2) Identify the central ideas and importance of the concept of inalienable rights, including life, liberty, and the pursuit of happiness, the social contract, and the grievances stated in the *Declaration of Independence* and reflected in the Constitution of the United States.

(3) Evaluate the necessity of a written constitution to set forth enumerated powers, to organize government, and to distribute powers among the three branches of government, the states, and the people.

(4) Compare the points of view toward the structure and powers of government as expressed in the *Federalist Papers*, authored by Madison, Hamilton, and Jay, as well as the writings of the Anti-Federalists.

(5) Analyze the constitutional amendment process including the 27 amendments to the Constitution of the United States.

(c) **United States Government Content Standard 3.** The student will analyze the fundamental principles of the American system of government resulting in a

republic, as established in the Constitution of the United States, the "supreme law of the land."

- (1) Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time.
- (2) Analyze the system of federalism including the:
 - (A) Enumerated (express) powers
 - (B) Implied powers
 - (C) Powers denied to the national government
 - (D) Reserved powers to the states
 - (E) Concurrent powers
- (3) Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments.
- (4) Explain that tribal sovereignty is a tribal nation's inherent power to self-govern, such as challenges made regarding the Major Crimes Act.
- (5) Analyze how the Commerce Clause established the initial constitutional relationship between the Indian tribes and the United States government.
- (6) Explain how power is separated as well as shared under the American system including the:
 - (A) System of separation of powers
 - (B) System of checks and balances
 - (C) Principle of judicial review
- (7) Evaluate the importance of the rule of law on the purposes and functions of government; explain how the rule of law provides for the protection of individual liberties, including due process and equality under the law.
- (8) Analyze the concept of popular sovereignty, including the government's responsibility to legitimize majority rule while protecting minority rights.
- (9) Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights and how they are protected at the state level through the doctrine of incorporation using the 14th Amendment.
- (10) Analyze historic and contemporary examples of landmark Supreme Court decisions which have addressed and clarified individual rights under the First Amendment, including:
 - (A) *Gitlow v. New York* (1925)
 - (B) *West Virginia v. Barnette* (1943)
 - (C) *Engel v. Vitale* (1962)
 - (D) *Tinker v. Des Moines* (1969)
 - (E) *Texas v. Johnson* (1989)
- (11) Analyze historic and contemporary examples of landmark Supreme Court cases which have specified individual rights of due process under the Constitution, including:
 - (A) *Mapp v. Ohio* (1961)
 - (B) *Gideon v. Wainwright* (1963)
 - (C) *Miranda v. Arizona* (1966)
 - (D) *Roe v. Wade* (1973)
 - (E) *Furman v. Georgia* (1972)

(d) **United States Government Content Standard 4.** The student will examine the Constitution of the United States by comparing the legislative, executive, and judicial branches of government as they address the needs of the public.

(1) Explain the purposes of government expressed in the Preamble and how the Constitution of the United States preserves the core principles of American society.

(2) Examine the structure, functions, and authority exercised by the executive, legislative, and judicial branches of government.

(A) Identify the constitutional qualifications for holding public office and the terms of office, including the composition of Congress, the Supreme Court, and the executive branch.

(B) Explain the steps of the legislative process, including the role of Congress and the president.

(C) Explain the role of the executive branch, including the function of the bureaucracy in implementing public policy.

(D) Identify the issues and describe the significance of landmark Supreme Court decisions including *Marbury v. Madison* (1803), *McCulloch v. Maryland* (1819), *United States v. Nixon* (1974), *Bush v. Gore* (2000), and *Citizens United v. F.E.C.* (2010).

(E) Examine how government exercises its authority in real world situations including current issues and events.

(e) **United States Government Content Standard 5.** The student will be able to evaluate the significance of civic participation in order to ensure the preservation of our constitutional government.

(1) Define civic virtue and explain the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying state and federal taxes prior to the April 15 annual deadline, and respecting legitimate authority.

(2) Explain the naturalization process under the laws of the United States.

(3) Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable.

(4) Analyze factors affecting the political process and their role in government, including the role of political parties, interest groups, mass media, public opinion, and campaign funding.

(5) Explain the steps of the electoral process including the components of local and national campaigns, the nominative process, and the Electoral College.

(f) **United States Government Content Standard 6.** The student will examine the United States public policy formation process.

(1) Examine the budget process including significant policy issues and examples of economic trade-offs that occur when addressing competing public needs.

(2) Examine how the government influences the economy using fiscal and monetary policy.

(3) Explain the role of the national government in formulating and carrying out domestic policy.

(4) Evaluate the role of the national government in formulating and carrying out foreign policy, national defense, and participation in international alliances and organizations.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

(a) United States History Content Standard 1. The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post-Reconstruction Era, 1865 to the 1920s.

- (1) Explain the constitutional issues that arise in the post-Civil War era including federalism, separation of powers, and the system of checks and balances.
- (2) Analyze the post-Reconstruction civil rights struggles.
 - (A) Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations.
 - (B) Examine the purposes and effects of the 13th, 14th, and 15th Amendments.
 - (C) Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan.
- (3) Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians.
 - (A) Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization.
 - (B) Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentleman's Agreement, federal court decisions, the Supreme Court's application of the 14th Amendment, and the Immigration Act of 1924.
 - (C) Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership.
 - (D) Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his "Cooper Union" speech, Quanah Parker, and Chief Joseph as expressed in his "I Will Fight No More Forever" speech.

(b) United States History Content Standard 2. The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and significant reform movements from the 1870s to the 1920s.

- (1) Evaluate the transformation of American society, economy, and politics during the American Industrial Revolution.
 - (A) Analyze the impact of capitalism, laissez-faire policy, and the role of leading industrialists as "robber barons", "captains of industry", and "philanthropists" including John D. Rockefeller, and Andrew Carnegie and his Gospel of Wealth on American society.
 - (B) Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process.
 - (C) Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis, and Upton Sinclair, in changing government policies regarding child labor, working conditions, and regulation of big business.

- (D) Analyze major social reform movements including the Women's Suffrage and Temperance Movement, and the leadership of Susan B. Anthony, Alice Paul, and Jane Addams.
 - (E) Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs.
 - (F) Assess and summarize changing race relations as exemplified in the *Plessy v. Ferguson* case.
 - (G) Compare early civil rights leadership including the viewpoints of Booker T. Washington and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks.
- (2) Evaluate the rise and reforms of Populism and the Progressive Movement including:
- (A) Direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines
 - (B) Impact of William Jennings Bryan and his "Cross of Gold" speech on the political landscape
 - (C) Series of events leading up to, and the effects of, the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States
- (3) Analyze and summarize the key personalities, actions, and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by:
- (A) Comparing the policies of Roosevelt and Taft on environmental conservation and trust busting
 - (B) Evaluating the 1912 presidential election including the role of Roosevelt's "Bull Moose Party" and Eugene V. Debs' Socialist Party
 - (C) Describing the policies of Wilson on the issue of women's right to vote

(c) United States History Content Standard 3. The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries, 1890 to 1920.

- (1) Evaluate the impact of American imperialism on international relations and explain its impact on developing nations.
- (A) Compare the economic, religious, social, and political rationales for American imperialism including the concept of "white man's burden", the annexation of Hawaii, the impact of Admiral Alfred T. Mahan and the actions of the Anti-Imperialist League.
 - (B) Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain.
 - (C) Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines.
 - (D) Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal.

(2) Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society.

(A) Summarize the transformation of the United States from a position of neutrality to engagement in World War I, including the Zimmerman Telegram and the threats to international trade caused by unrestricted submarine warfare.

(B) Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration.

(C) Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials.

(D) Evaluate Wilson's foreign policy as proposed in his Fourteen Points, and the reasons for the nation's return to isolationism highlighted by the Senate's rejection of the League of Nations.

(d) **United States History Content Standard 4.** The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy, and society.

(1) Examine the economic, political, and social transformations between the World Wars.

(A) Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age.

(B) Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks.

(C) Assess the impact of the *Indian Citizenship Act of 1924* on the American Indian nations.

(D) Examine growing labor unrest and industry's reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor.

(E) Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern convenience including the automobile.

(2) Analyze the effects of the destabilization of the American economy.

(A) Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's pro-business and laissez-faire policies.

(B) Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression.

(C) Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932.

(D) Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.

(3) Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies.

(A) Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's First Inaugural Address.

(B) Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA).

(C) Summarize the causes and impact of the Dust Bowl including the government's responses.

(e) **United States History Content Standard 5.** The student will analyze the United States' role in international affairs by examining the major causes, events, and effects of the nation's involvement in World War II, 1933 to 1946.

(1) Describe the transformations in American society and government policy as the nation mobilized for entry into World War II.

(A) Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia, including the Neutrality Acts and the Lend-Lease program.

(B) Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt's "Four Freedoms" speech.

(C) Examine President Franklin Roosevelt's "Day Which Will Live In Infamy" speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent and the treatment of Americans of German and Italian descent, including the *Korematsu v. United States* decision.

(2) Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower.

(3) Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.

(f) **United States History Content Standard 6.** The student will analyze the origins of international alliances and efforts at containment of Communism following World War II.

(1) Analyze the origins of international alliances and efforts at containment of Communism following World War II.

(A) Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan.

(B) Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and the North Atlantic Treaty Organization (NATO) by the United States and the formation of the Warsaw Pact by the Soviet Union.

(C) Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.

(D) Evaluate the Kennedy administration's international goals as expressed in his "Inaugural Address" in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, the National Aeronautics and Space Administration (NASA), and the establishment of the Peace Corps.

(2) Describe domestic events related to the Cold War and its aftermath.

(A) Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials.

(B) Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik, and the space race.

(C) Evaluate the continuing role of radio, television, and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections.

(3) Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment.

(4) Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.

(g) **United States History Content Standard 7.** The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.

(1) Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement.

(A) Assess the effects of President Truman's decision to desegregate the United States Armed Forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between *de jure* and *de facto* segregation.

(B) Evaluate the events arising from "separate but equal" policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including:

(i) Brown v. Board of Education of Topeka decision

(ii) Montgomery Bus Boycott

(iii) Desegregation of Little Rock Central High School

(iv) Oklahoma City lunch counter sit-ins led by Clara Luper

- (v) Freedom Rides
- (vi) Marches on Washington and Selma to Montgomery
- (vii) Adoption of the 24th Amendment
- (viii) Passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965

(C) Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr., and his "I Have A Dream" speech, the leadership of Malcolm X, and the role of organizations, such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives.

(2) Analyze the ongoing social and political transformations within the United States.

(A) Summarize and examine the United States Supreme Court's use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties.

(B) Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society.

(C) Describe the goals and effectiveness of American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM), and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz.

(D) Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez.

(E) Compare the changing roles of women from the Post-War Era through the 1970s including the goals of the Women's Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court's ruling in *Roe v. Wade*.

(F) Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford's decision to pardon former President Nixon.

(h) United States History Content Standard 8. The student will analyze the impact of foreign and domestic policies from 1977 to 2001.

(1) Evaluate President Jimmy Carter's foreign policy in the Middle East including the Camp David Accords, the Organization of Petroleum Exporting Countries (OPEC) oil embargo, and the response to the 1979 Iran hostage crisis.

(2) Analyze the economic and political impact of the rise of conservatism and President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal, and Reagan's "Tear Down This Wall" speech in West Berlin.

(3) Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire.

(4) Describe the goal of President George H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf.

(5) Describe and evaluate the influence of William J. Clinton's presidency, including the:

(A) Continuing global influence of the United States including the North American Free Trade Agreement (NAFTA) and the NATO interventions to restore stability to the former Yugoslav republics

(B) Political impact of Clinton's impeachment

(6) Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security.

(i) **United States History Content Standard 9.** The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.

(1) Assess George W. Bush's presidency, including the causes, conduct, and consequences of the United States led wars in Afghanistan and Iraq, efforts to counter and combat terrorism, and domestic issues such as the Federal Emergency Management Agency (FEMA) response to Hurricane Katrina and the Great Recession.

(2) Assess Barack Obama's presidency, including the significance of his election, the wars in Afghanistan and Iraq, handling of economic conditions, establishment of Deferred Action for Childhood Arrivals (DACA), and reforms to healthcare.

(3) Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-111. World Geography

(a) **World Geography Content Standard 1.** The student will use maps and other geographic representations, tools, and technologies to acquire, research, process, and solve problems from a spatial perspective.

(1) Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.

(2) Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.

(3) Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.

(4) Utilize geographic technologies of Geographical Information System (GIS), remote sensing, and Global Positioning System (GPS) sources of geographical data including census data, population pyramids, cartograms, and satellite imagery.

(b) **World Geography Content Standard 2.** The student will analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.

(1) Analyze geographic data measuring population including density, distribution, patterns of composition (age, sex, race, and ethnicity), and

population trends and projections.

(2) Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions, including the research of major voluntary and involuntary migrations.

(3) Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health.

(c) World Geography Content Standard 3. The student will analyze the components and regional variations of cultural patterns and processes.

(1) Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender.

(2) Analyze and summarize the role the environment plays in determining a region's culture.

(3) Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region.

(4) Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.

(5) Explain how cultural characteristics such as language, ethnicity, and religion impact different regions.

(d) World Geography Content Standard 4. The student will explain the political organization of space.

(1) Describe and summarize the different forces that shape the evolution of the world's contemporary political map including the rise of nation-states.

(2) Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange.

(3) Compare the world's political patterns of organization including federal and unitary states.

(4) Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns.

(5) Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources.

(e) World Geography Content Standard 5. The student will analyze agricultural and commercial land use.

(1) Examine the origin and diffusion of agriculture including the Agricultural Revolutions and the Green Revolution.

(2) Describe and summarize the characteristics of modern commercial agriculture including major production regions, variations within major zones, and effects of markets.

(3) Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.

(4) Describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life.

(5) Examine common characteristics of rural communities including the impact of the environment on location; the political, economic, and cultural function of rural communities; the types of transportation, communication, and trade linkages among rural areas; and the impact of modern migration to urban centers.

(f) World Geography Content Standard 6. The student will analyze the impact of industrialization on economic development.

- (1) Examine the changing roles of natural resources, energy, and technology that resulted in the industrial revolution.
- (2) Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development.
- (3) Compare contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Arabian Peninsula.
- (4) Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status.
- (5) Summarize common characteristics of developed nations including variations in levels of development; modern patterns of deindustrialization; and economic restructuring, globalization, and international division of labor.

(g) World Geography Content Standard 7. The student will evaluate specific textual and visual evidence to analyze cities and urban land use.

- (1) Examine the origin, development, and character of cities including the impact of the environment on location; the political, economic, and cultural functions of cities; historical distribution of cities; and the types of transportation, communication, and trade linkages among cities.
- (2) Analyze contemporary patterns of rural migration on urban development including the concept of suburbanization, edge cities, megacities, and global cities.
- (3) Describe the factors that impact cities over time including uneven development, changing economic and demographic structures, transportation and infrastructure, housing, and urban planning.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-112. World History

(a) World History Content Standard 1. The student will analyze and summarize the impact of the major patterns of political, economic, and cultural change over time to 1450 CE, and their long-term influences.

- (1) Evaluate the impact of geography and trade on the development of culture in Africa, Asia, and Europe including religion, philosophy, and political belief.
- (2) Describe the origins, major beliefs, spread, and lasting impact of the world's major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism.
- (3) Compare the contributions of Greek and Roman philosophers, including Plato, Aristotle, and Cicero, and their impact on Western society.
- (4) Explain the economic, political, and cultural impact of interregional trade networks.
- (5) Describe the institution of slavery around the world prior to the 15th century as a widespread result of warfare and economic practices.

(b) World History Content Standard 2. The student will analyze patterns of social, economic, political, and cultural changes during the rise of Western civilization and the Global Age (1400 - 1750 CE).

- (1) Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and da

Vinci.

(2) Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society.

(3) Analyze migration, settlement patterns, cultural diffusion, and the transformations caused by the competition for resources among European nations during the Age of Exploration.

(4) Explain how slavery and the slave trade was used for the development and growth of colonial economies.

(5) Compare the various forms of government established by:

(A) Divine right rule, such as the Mandate of Heaven in China and absolutism in England and France

(B) Magna Carta in England, the English Civil War, and the Glorious Revolution

(C) Enlightened monarchs such as Catherine the Great and Frederick the Great

(6) Compare how scientific theories and technological discoveries brought about social and cultural changes, including those made by Copernicus, Galileo, and Newton; describe the impact of Islamic learning.

(7) Analyze the impact of the Enlightenment on modern government and economic institutions, including the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, and Adam Smith.

(c) World History Content Standard 3. The student will analyze the political, economic, and social transformations brought about by the events of the age of revolutions and imperialism (1750 - 1900 CE).

(1) Analyze the causes and global impact of:

(A) England's Glorious Revolution

(B) The American Revolution

(C) The French Revolution including the Napoleonic Wars

(D) The Congress of Vienna

(2) Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions, including Haiti and Mexico, and the leadership of Simon Bolivar.

(3) Evaluate the economic and social impact of the Industrial Revolution.

(4) Analyze how the Industrial Revolution gave rise to socialism and communism, including ideas and influence of Karl Marx.

(5) Explain the rationales for and consequences of imperialism on Asia, Africa, and the Americas, such as colonization and the exploitation of natural resources and peoples; summarize various efforts to resist imperialism.

(d) World History Content Standard 4. The student will evaluate the global transformation created by the World Wars (1900 - 1945 CE).

(1) Explain the complex and multiple causes of World War I, including militarism, nationalism, imperialism, systems of alliances, and other significant causes.

(2) Describe the significant events of World War I, including key strategies, advancements in technology, the war's significant turning points, and its lasting impact.

(3) Analyze the immediate and long-term global consequences of the Treaty of Versailles.

- (4) Analyze socialism, communism, and the Bolshevik Revolution as responses to capitalism.
- (5) Describe the economic, social, and political conditions that caused World War II including:
 - (A) Failure of the Treaty of Versailles
 - (B) Impact of global depression
 - (C) Rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan
- (6) Examine the significant events of World War II from a global perspective, such as campaigns in Africa, Asia, and the Pacific.
- (7) Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and North Atlantic Treaty Organization (NATO), and the origins and escalation of the Cold War.
- (8) Examine the causes, series of events, and effects of the Holocaust through eyewitnesses such as inmates, survivors, liberators, and perpetrators.
- (9) Summarize world responses to the Holocaust, resulting in the Nuremberg Trials, the move to establish a Jewish homeland, and the creation of the Universal Declaration of Human Rights and its impact on human rights today.

(e) **World History Content Standard 5.** The student will evaluate post-World War II regional events leading to the transformations of the modern world (1945 - 1990 CE).

- (1) Describe the creation of the modern state of Israel and ongoing territorial disputes, including the impact of significant regional leaders.
- (2) Evaluate the ongoing regional disputes of the Middle East, including the Iranian Revolution, the Iran-Iraq conflict, and the invasion of Kuwait.
- (3) Analyze the major developments in Chinese history during the second half of the 20th century including the:
 - (A) Chinese Civil War and the Communist Revolution in China
 - (B) Rise of Mao Zedong and the political, social, and economic upheavals under his leadership
 - (C) Student protests of Tiananmen Square
 - (D) Economic reforms under the leadership of Deng Xiaoping
- (4) Examine the origins of India and Pakistan as independent nations, including the:
 - (A) Struggle for independence achieved through Mohandas Gandhi's non-violent civil disobedience movement
 - (B) Development of India's industrial economy
 - (C) Ongoing struggles in the region
- (5) Evaluate the people, events, and conditions leading to the end of the Cold War including the:
 - (A) Effects of Poland's Solidarity Movement
 - (B) Policies of the perestroika and glasnost
 - (C) Fall of the Berlin Wall
 - (D) Breakup of the Soviet Union
- (6) Assess the impact of African independence movements on human rights and the global expansion of democracy including the:
 - (A) Effects of Pan-Africanism on changing political boundaries
 - (B) The struggle for self-government in Ghana, including the influence of Kwame Nkrumah

- (C) Creation and dismantling of South Africa's apartheid system, including the influence of Nelson Mandela and Desmond Tutu
- (7) Compare multiple perspectives to examine the religious, ethnic, and political origins, as well as the lasting impact, of modern genocide and conflicts including:

- (A) Actions of the Khmer Rouge in Cambodia
- (B) Northern Ireland's Troubles
- (C) Ethnic cleansing in the Balkans
- (D) Rwanda's mass murders
- (E) Crisis in Darfur

(f) **World History Content Standard 6.** The student will evaluate contemporary global issues and challenges.

- (1) Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy.
- (2) Examine contemporary issues that impact the new global era such as the:
 - (A) Changing patterns of population
 - (B) Cycle of disease and poverty
 - (C) Status of women
 - (D) Environmental issues
- (3) Describe the impact of trade and interdependence on cultural diffusion.
- (4) Analyze responses by world governments concerning the rise and impact of international terrorism, and their responses to regional disputes such as Syria.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

210:15-3-113. Sociology

(a) **Sociology Content Standard 1.** The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.

- (1) Describe the development of the field of sociology as a social science.
- (2) Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. DuBois.
- (3) Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies.
- (4) Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions.

(b) **Sociology Content Standard 2.** The student will examine the influence of culture and the way cultural transmission is accomplished.

- (1) Examine how relationships, structures, patterns, and processes influence culture.
- (2) Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts.
- (3) Explain the differences between a culture and a society.
- (4) Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture.

(5) Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures.

(6) Describe factors that have led to cultural diversity within the United States.

(c) **Sociology Content Standard 3.** The student will identify how social status influences individual and group behaviors.

(1) Describe how social status affects social order including upper class, middle class, lower class, white-collar professionals, blue-collar workers, and the unemployed.

(2) Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies.

(d) **Sociology Content Standard 4.** The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.

(1) Examine why individuals become members of or associate with different social groups.

(2) Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society.

(3) Evaluate the characteristics of primary groups including small size, intimate settings, and enduring relationships, and how members' behavior are influenced by the primary group.

(4) Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose; explain how members' behaviors are influenced by secondary groups.

(5) Investigate stereotypes of different groups including gangs, generational groups, immigrants, and the homeless.

(e) **Sociology Content Standard 5.** The student will identify the effects of social institutions on individual and group behavior, and explain how these institutions influence the development of the individual.

(1) Analyze the impact of social institutions on individuals, groups, and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political.

(2) Examine rites of passage within various social institutions such as religious ceremonies, school proms, quinceañeras, graduation, marriage, and retirement.

(3) Define ethnocentrism and xenophobia; analyze how they can be beneficial or destructive to a culture.

(f) **Sociology Content Standard 6.** The student will examine social change over time and the various factors that lead to these changes.

(1) Examine environmental, political, economic, scientific, and technological influences upon immediate and long-term social change.

(2) Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media.

(g) **Sociology Content Standard 7.** The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.

(1) Distinguish between characteristics of a social problem as compared to an individual problem.

(2) Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment.

- (3) Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions.
- (h) **Sociology Content Standard 8.** The student will explore both individual and collective behavior.
- (1) Describe the traditions, roles, and expectations necessary for a society to continue and flourish.
 - (2) Examine factors that can lead to the breakdown and disruption of a society.
 - (3) Differentiate the impact of individual leaders of different social and political movements including Mohandas Gandhi, Dr. Martin Luther King, Jr., and Susan B. Anthony.
 - (4) Interpret how social behavior is influenced by propaganda, the news media, and advertising.
 - (5) Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior.

[Source: Added at 36 Ok Reg 755, eff 7-25-19]

PART 13. FINE ARTS

210:15-3-114. Overview of Oklahoma Academic Standards for Fine Arts

(a) **Introduction.** The Oklahoma Standards for Fine Arts are designed to support all Oklahoma students to develop and achieve artistic literacy and to promote access and equity in the arts. The Standards for Fine Arts encompass dance, drama/theatre, music, and visual art. The standards specify what students should know and be able to do as learners in their discipline at the end of each grade level or course. The order of the standards at any grade level is not meant to imply a sequence of topics and should be considered flexible for the organization of any course.

(b) **Components of the standards.** The standards comprise four artistic processes, each of which has a discipline-specific definition found in the corresponding standards. The artistic processes branch into anchor standards in each discipline. The anchor standards designate specific learning targets at each grade or learning level. The four artistic processes all Oklahoma Academic Standards for Fine Arts consist of are:

- (1) Creating/Creative Process
- (2) Performing/Production
- (3) Connecting/Cultural and Historical Perspectives
- (4) Responding/Aesthetic Response and Critique Methodologies

(c) **Proficiency levels.**

(1) **Proficiency levels for dance, drama/theatre, and visual art standards.** In dance, drama/theatre, and visual art, there are elementary grade level standards for pre-kindergarten through grade eight (8). At the secondary level in these disciplines, there are three proficiency levels, which may apply to high school students at any grade level and help prepare students for a career or for college life:

- (A) Proficient
- (B) Advanced
- (C) Accomplished

(2) **Proficiency levels for music standards.** The elementary music standards extend through grade six (6). The ensemble and/or secondary music standards have five proficiency levels:

- (A) Novice (for students who have started specialization and are developing artistic understanding and technique, and may participate in performance opportunities as they are able)
- (B) Intermediate (for students who are continuing study in their art form, perhaps at the middle school level)
- (C) Proficient, Advanced, Accomplished (can apply to students at any secondary grade level)

(3) Proficiency levels for media arts standards. The media arts standards have objectives particular to grade band (i.e., elementary (PK-8) and high school (9-12).

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-114.1. Dance, Drama/Theatre, Music, and Visual Art Standards for Pre-Kindergarten

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Identify and move body parts and imitate movements upon request.
 - (ii) Imitate basic locomotor and non-locomotor movements.
 - (iii) Move safely in general space and start and stop on cue while maintaining personal space.
 - (iv) Recognize food provides energy for physical activity.
- (B) Select, analyze, and interpret dance for presentation.
 - (i) Imitate and follow directional cues for moving the body in general space (e.g., forward, backward, sideways, up, down, turning) and finding and returning to a place in space.
 - (ii) Imitate speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.
 - (iii) Identify and apply different movement qualities (e.g., slow, smooth, wavy).
- (C) Convey meaning through the presentation of dance.
 - (i) Dance with others in a designated area or space.
 - (ii) Use a simple prop as part of a dance.

(2) Creating.

- (A) Generate and conceptualize dance ideas and work.
 - (i) Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile).
 - (ii) Explore basic locomotor and non-locomotor movements.
- (B) Organize and develop dance work.
 - (i) Improvise dance that starts and stops on cue.
 - (ii) Engage in dance experiences moving alone or with a partner.
- (C) Refine and complete dance work.
 - (i) Follow verbal cues for changing movement through guided improvisational experiences.
 - (ii) Identify parts of the body and draw a picture of a body shape or position.

(3) Responding.

- (A) Perceive and analyze dance.
 - (i) Identify a learned movement in a dance.
 - (ii) Demonstrate an observed or performed dance movement.
- (B) Construct meaningful interpretations of dance.
 - (i) Observe a shape or movement and describe it.
- (C) Apply criteria to evaluate dance.
 - (i) Imitate a movement from a dance and explain how it feels to perform it.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to make dance.
 - (i) Recognize emotions expressed in dance movements watched or performed.
 - (ii) Observe a dance work. Imitate a movement from the dance and ask a question about the dance.
- (B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.
 - (i) Imitate a dance movement experienced at home or elsewhere.

(b) Drama/Theatre.

(1) Creating.

- (A) Generate and conceptualize dramatic ideas and work.
 - (i) Tell stories, and/or imagine variations of existing stories, utilizing a variety of literature.
 - (ii) Imagine technical elements for a unified drama/theatre concept by using simple everyday objects to create costumes, props, and puppets.
 - (iii) Develop characters authentic to drama/theatre work by using the body and voice to create vivid characters appropriate to the story.
- (B) Organize, develop, and rehearse dramatic ideas and work.
 - (i) Sequence plot events in dramatic play or guided drama experience.
 - (ii) Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play and playing appropriately with others.
- (C) Revise, refine, and complete dramatic work.
 - (i) Prepare a unified drama/theatre work for presentation by demonstrating imagination, focus, and concentration.
 - (ii) Use the body to create a vivid character with energy and movement and use the voice to create a vivid character with volume, pitch, and tone.
 - (iii) Integrate technical elements to create an emotional impact or convey meaning by imaginatively transforming common objects (e.g., fabric, blocks, kitchen utensils, etc.) into scenery and props supporting the story.

(2) Performing.

- (A) Select, analyze, and interpret dramatic work for presentation.

- (i) Explore choices for movement and speaking voice and select the most supportable choice for the moment through identification of essential events.
 - (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Assume roles in a variety of dramatic forms (e.g., dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, etc.) and observe, listen, and respond to the work of others.
 - (ii) Make choices for multiple aspects of drama/ theatre work (including technical elements of playing space).
 - (C) Convey meaning through the presentation of a dramatic work.
 - (i) Perform a non-exhibitional drama/theatre work (dramatic play and guided drama) with characters that are part of recognizable and shared human experiences (e.g., family, workers, community helpers, etc.).
- (3) Responding.**
- (A) Perceive and analyze dramatic work.
 - (i) Identify choices in a drama/theatre work to understand personal reactions as a participant in a drama/theatre event (e.g., play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) through discussion or drawing.
 - (B) Interpret intent and meaning in dramatic work.
 - (i) Identify favorite or least favorite parts of a drama/theatre experience (dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed).
 - (C) Apply criteria to dramatic work.
 - (i) Identify favorite or least favorite parts of a drama/theatre experience (dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed).
 - (ii) Describe and recognize technical elements (e.g., costumes, props, sets, sound effects, etc.).
 - (iii) Practice audience etiquette and appropriate audience behavior for a variety of drama/theatre experiences.
- (4) Connecting.**
- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Identify similarities between characters and stories and personal experiences in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.
 - (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Recognize the reciprocal influence that drama/theatre works have on personal and societal contexts, such as family, workers, and community helpers.
 - (ii) With prompting and support, explore the stories of Oklahoma American Indian Tribes.

(C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.

(i) Identify pictures, grade-appropriate stories, and real people or fictional characters as sources for dramatic play or guided drama.

(c) Music.

(1) Creating.

(A) Generate musical ideas through reading, notating, and/or interpreting music.

(i) Explore the elements of music, including:

(I) Beat/Meter (steady beat)

(II) Pitch (high/low)

(III) Tempo (fast/slow)

(IV) Dynamics (loud/quiet)

(ii) Explore melodic and rhythmic answers using voice and classroom instruments.

(iii) Explore movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples.

(iv) With guidance, explore rhythmic and melodic notation through icons and pictures.

(2) Performing.

(A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.

(i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing instruments.

(ii) Experience matching pitches, approach singing in tune, and use appropriate tone and expression.

(iii) Explore steady beat using instruments or body percussion to accompany songs and rhythm activities.

(3) Responding.

(A) Respond to music while demonstrating respect for others' music preferences and music performances.

(i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.

(ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.

(iii) With guidance, respond, using directional movements or manipulatives, to the melodic contour of familiar songs.

(4) Connecting.

(A) Recognize the development of music from a social, cultural, and historical context.

(i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.

(d) Visual Arts.

(1) Creative Process.

(A) Learn and use vocabulary and concepts related to visual arts.

- (i) With guidance, show and describe personal artwork using introductory art vocabulary (e.g., basic language and materials - shape, color, draw, paint, collage, primary, secondary, texture, etc.).
 - (ii) Share observations of others' artwork.
 - (B) Practice and refine techniques and skills related to visual arts.
 - (i) Engage in self-directed creative play with art materials.
 - (ii) Identify common tools and materials in art making (e.g., scissors, rulers, etc.).
 - (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Describe choices involved in creating artwork through imaginative play.
 - (ii) Express feelings involved in creating personal work.
- (2) Production.**
 - (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Practice creating works from selected ideas.
 - (ii) Create and tell about art that communicates a story about a familiar place or object.
 - (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Practice creative exploration using a variety of art materials, supplies, and tools.
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.
 - (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Engage in safe, creative exploration of art materials.
 - (D) Revise and refine artworks to create finished works of art.
 - (i) Follow teacher established criteria to decide when a piece of original artwork is complete.
- (3) Cultural and Historical Perspectives.**
 - (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Recognize that people make art.
 - (ii) Interpret art by identifying and describing subject matter (e.g., color, shape, size, etc.).
- (4) Aesthetic Response and Critique Methodologies.**
 - (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Demonstrate respect for personal artwork and the artwork of others.
 - (ii) With guidance, identify choices made in personal works of art.
 - (iii) With guidance, explore potential art-related careers.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-114.2. Dance, Drama/Theatre, Music, and Visual Art Standards for Kindergarten

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Isolate body parts in relation to other body parts and imitate and recall movements upon request.
 - (ii) Imitate same-side and cross-body patterning and demonstrate locomotor and non-locomotor movements.
 - (iii) Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
 - (iv) Differentiate between healthy and unhealthy foods and drinks.
- (B) Select, analyze, and interpret dance for presentation.
 - (i) Make still and moving body shapes to show lines (e.g., straight, bent, curved), change levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
 - (ii) Demonstrate tempo contrasts with movements to match the tempo of music or rhythmic accompaniment.
 - (iii) Move with contrasting efforts (e.g., light/strong, quick/sustained, direct/indirect).
- (C) Convey meaning through the presentation of dance.
 - (i) Dance for and with others in a designated space.
 - (ii) Select a prop to use as part of a dance.

(2) Creating.

- (A) Generate and conceptualize dance ideas and work.
 - (i) Respond in movement to a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance).
 - (ii) Explore different ways to do several basic locomotor and non-locomotor movements.
- (B) Organize and develop dance work.
 - (i) Improvise dance with a beginning, middle, and end.
 - (ii) Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
- (C) Refine and complete dance work.
 - (i) Apply suggestions for changing movement through guided improvisational experiences.
 - (ii) Depict a dance movement by drawing a picture or using a symbol.

(3) Responding.

- (A) Perceive and analyze dance.
 - (i) Identify a learned movement repeated in a dance.
 - (ii) Demonstrate or describe observed or performed dance movements.
- (B) Construct meaningful interpretations of dance.
 - (i) Observe several shapes or movements and describe thoughts or feelings.
- (C) Apply criteria to evaluate dance.
 - (i) Select a movement observed in a dance. Demonstrate the movement and explain why it was selected.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Recognize and name an emotion experienced when watching, improvising, or performing dance.

(ii) Observe illustrations from a story and discuss ideas for movement.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Describe or demonstrate the movements in a watched or performed dance.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Engage in planning a series of events for dramatic play or a guided drama experience (e.g., play plans, creative drama, story drama, process drama) based on existing stories or creating new stories.

(ii) Imagine technical elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (e.g., creative drama, story drama, process drama).

(iii) Develop characters authentic to the drama/theatre work by demonstrating ideas concerning voice, gestures, and movements appropriate to the characters and story developed.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Create and communicate ideas to advance the beginning, middle, end (plot) and use words and actions to refine characters contributing to a completed story in a guided drama experience (e.g., process drama, story drama, creative drama).

(ii) Demonstrate collaborative and interdisciplinary skills by engaging in unstructured free play and playing appropriately with others.

(C) Revise, refine, and complete dramatic work.

(i) Prepare a unified drama/theatre work for presentation by demonstrating imagination, focus, concentration.

(ii) Use the body to create a vivid character with energy, movement, and gestures and use voice to create a vivid character by changing volume, pitch, tone, rate, and clarity.

(iii) Integrate technical elements to create an emotional impact or convey meaning by choosing a single object for multiple, imaginative representations and creating puppets, masks, and costume pieces to support the story.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Understand and demonstrate multiple choices for an aspect of drama/ theatre work (e.g., movement, speaking voice) and select the most supportable choice for the

- moment through identification of essential events.
- (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Assume roles in a variety of dramatic forms, modifying body (energy, body language, etc.) and voice (volume, pitch, etc.) to convey meaning and create an emotional impact.
 - (ii) Explore and experiment with various technical elements for multiple aspects of drama/ theatre work.
- (C) Convey meaning through the presentation of a dramatic work.
 - (i) Perform a non-exhibitional drama/theatre work (dramatic play and guided drama) with characters that are part of recognizable and shared human experiences (e.g., family, workers, community helpers, etc.).

(3) Responding.

- (A) Perceive and analyze dramatic work.
 - (i) Understand personal reactions as a participant in a drama/theatre work by recalling an emotional response in dramatic play or guided drama experiences; and/or, in developmentally appropriate theatrical performances during which there was active and appropriate engagement as an audience member.
- (B) Interpret intent and meaning in dramatic work.
 - (i) Ask questions, answer questions, and reflect upon dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.
- (C) Apply criteria to dramatic work.
 - (i) Identify favorite or least favorite parts of a drama/theatre experience and explain why these parts elicited those responses.
 - (ii) Describe and recognize technical elements (e.g., costumes, props, sets, sound effects, etc.) and discuss likes/dislikes.
 - (iii) Practice audience etiquette and appropriate audience behavior for a variety of drama/theatre experiences.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Identify similarities between characters, oneself, and classmates in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Identify connections between drama/ theatre and personal and societal contexts, such as family, workers, and community helpers.
 - (ii) Explore the stories of Oklahoma American Indian Tribes.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.

- (i) Identify and dramatize recognizable universal experiences from grade-appropriate stories and texts.

(c) Music.

(1) Creating.

- (A) Generate musical ideas through reading, notating, and/or interpreting music.
 - (i) Explore the elements of music, including:
 - (I) Beat/Meter (steady beat, strong/weak beats, long/short sounds)
 - (II) Pitch (high/low)
 - (III) Tempo (fast/slow)
 - (IV) Dynamics (loud/quiet)
 - (V) Melody (up/down)
 - (VI) Harmony (sing in unison, accompanied using pitched and unpitched instruments)
 - (VII) Form (same/different)
 - (VIII) Tone Color (four voices: whisper, talk, shout/calling, sing, as well as the sounds around us: sounds from nature, machines, and environment)
 - (ii) Explore melodic and rhythmic answers using voice and classroom instruments.
 - (iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples.
 - (iv) Explore rhythmic and melodic notation through icons and pictures.

(2) Performing.

- (A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.
 - (i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing instruments.
 - (ii) Experience matching pitches, approach singing in tune, and use appropriate tone and expression.
 - (iii) Experience steady beat using instruments or body percussion to accompany songs and rhythm activities.
 - (iv) Recognize simple patterns on pitched or unpitched traditional or non-traditional instruments.

(3) Responding.

- (A) Respond to music while demonstrating respect for others' music preferences and music performances.
 - (i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.
 - (ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.
 - (iii) Respond, using directional movements or manipulatives, to the melodic contour of familiar and unfamiliar songs.

(4) Connecting.

- (A) Recognize the development of music from a social, cultural, and historical context.
 - (i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Talk about personal artwork using introductory art vocabulary (e.g., shape, color, draw, paint, collage, primary, secondary, texture, etc.), including describing creative choices (e.g., color or shape choices).
 - (ii) Describe others' artwork using art vocabulary (e.g., shape, color, texture, etc.).
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Engage in directed exploration and imaginative play with art materials.
 - (ii) Practice the use of common tools and materials in art making (e.g., cutting lines, curves, etc.).
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Describe steps involved in creating personal artwork.
 - (ii) Explain emotions depicted in personal work.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Select specific ideas for creative exploration through original artworks.
 - (ii) Create art that represents natural and constructed environments.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Begin to create original works of art using a variety of art materials, supplies, and tools.
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Engage in creative art-making using a variety of art materials.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Follow teacher established criteria to decide when a piece of original artwork is complete.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Recognize that people make art.
 - (ii) Interpret art by identifying and describing subject matter (e.g., color, shape, size, etc.).

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.

- (i) Demonstrate respect for personal artwork and the artwork of others.
- (ii) Identify choices made in personal works of art.
- (iii) With guidance, explore potential art-related careers.

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210:15-3-114.3. Dance, Drama/Theatre, Music, and Visual Art Standards for First Grade

(a) Dance.

(1) Performing .

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Imitate movements and spatial arrangements of body parts.
 - (ii) Imitate a range of locomotor and non-locomotor movements, body patterning, body shapes, and body pathways.
 - (iii) Move safely in general space through a range of activities and group formations while maintaining personal space.
 - (iv) Discuss the importance of hydration and hydration choices relative to physical activities.
- (B) Select, analyze, and interpret dance for presentation.
 - (i) Present locomotor and non-locomotor movements to change body shapes, levels, and facings. Move in straight, curved, and zigzagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
 - (ii) Relate quick, moderate, and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
 - (iii) Identify and apply appropriate dynamics to demonstrate change in movement qualities (e.g., selecting specific adverbs and adjectives and applying them to movements).
- (C) Convey meaning through the presentation of dance.
 - (i) Dance for and with others in a space where the audience and performers occupy different areas.
 - (ii) Explore the use of simple props or scenery to enhance performance.

(2) Creating.

- (A) Generate and conceptualize dance ideas and work.
 - (i) Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
 - (ii) Explore a variety of locomotor and non-locomotor movements by experimenting with and manipulating the elements of dance (e.g., Body, Space, Time, and Energy).
- (B) Organize and develop dance work.
 - (i) Improvise a series of movements with a beginning, middle, and end. Describe movement choices.

(ii) Choose movements to express an idea or emotion or follow a musical phrase.

(C) Refine and complete dance work.

(i) Explore suggestions to change movement within short remembered sequences.

(ii) Depict several different types of movements of a dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).

(3) Responding.

(A) Perceive and analyze dance.

(i) Identify a movement repeated in a dance to make a pattern.

(ii) Demonstrate and describe observed or performed dance movements from a specific dance style or cultural movement practice.

(B) Construct meaningful interpretations of dance.

(i) Observe several shapes or movements and use fundamental terminology to describe it.

(C) Apply criteria to evaluate dance.

(i) Identify and demonstrate one movement in a dance that attracts attention. Describe the characteristics that make the movements interesting.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Find an emotion expressed in a dance relating to a familiar experience. Identify the movements communicating this emotion.

(ii) Observe a work of visual art. Describe and then express through movement something of interest about the artwork.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Conceptualize a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories.

(ii) Imagine technical elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., for dramatic play or guided drama experiences and describing, illustrating, and/or physically arranging playing spaces.

(iii) Develop characters authentic to the drama/theatre work by expressing and demonstrating voice, body language, gestures, and movements and clear speaking rate and expression for the characters developed.

(B) Organize, develop, and rehearse dramatic ideas and work.

- (i) Create and communicate ideas, sequence events/plot, propose details, and use words and actions to refine characters contributing to a completed story in a guided drama experience.
 - (ii) Demonstrate collaborative and interdisciplinary skills by engaging in unstructured free play and plan setting and/or technical elements for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).
 - (C) Revise, refine, and complete dramatic work.
 - (i) Prepare a unified drama/ theatre work for presentation and convey meaning by using basic theatre vocabulary and demonstrating imagination, focus, and concentration.
 - (ii) Use the body to create a vivid character using energy, gestures, shape, body language, and movement and use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity.
 - (iii) Integrate technical elements to create an emotional impact or convey meaning in play plans, dramatic play, or guided drama by creating puppets, masks, costume pieces, and sound effects to support the story.
- (2) Performing.**
- (A) Select, analyze, and interpret dramatic work for presentation.
 - (i) Understand and demonstrate multiple choices for an aspect of drama/ theatre work (e.g., movement, speaking voice, facial expressions) and select the most supportable choice for the moment through identification of essential events.
 - (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Assume roles in a variety of dramatic forms, modifying body (energy, body language, etc.) and voice (volume, pitch, etc.) to convey meaning and create an emotional impact.
 - (ii) Identify technical elements that can be used in a guided drama experience to create the most effective emotional impact and to convey meaning.
 - (C) Convey meaning through the presentation of a dramatic work.
 - (i) Perform a non-exhibitional drama/theatre work (dramatic play and guided drama) with characters that are recognizable and part of shared human experiences; use personal and partner space to convey meaning about characters, relationships, and mood.
- (3) Responding.**
- (A) Perceive and analyze dramatic work.
 - (i) Demonstrate audience skills of observing attentively and responding appropriately while viewing the work of classmates in guided drama experiences (e.g., process drama, story drama, creative drama) and/ or developmentally appropriate theatrical performances viewed.

- (B) Interpret intent and meaning in dramatic work.
 - (i) Explore, express, and explain personal preferences about the content of dramatic play, guided drama, and/ or developmentally appropriate theatrical performances viewed.
- (C) Apply criteria to dramatic work.
 - (i) Develop and apply criteria to evaluate a drama/theatre work by describing and analyzing favorite or least favorite parts of a drama/theatre experience.
 - (ii) Describe and recognize technical elements (e.g., costumes, props, sets, sound effects, etc.) and analyze how those elements helped define a character.
 - (iii) Identify, discuss, and demonstrate appropriate audience or performer etiquette for a variety of drama/theatre experiences.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Identify similarities between stories, personal experiences and classmates' experiences through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Recognize the reciprocal influence that drama/theatre works have on personal, societal, cultural, and historical context.
 - (ii) Explore the stories and storytelling abilities of Oklahoma American Indian Tribes.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Identify similarities and differences in grade-appropriate stories and texts for guided drama, devised drama, and theatrical works.

(c) Music.

(1) Creating.

- (A) Generate musical ideas through reading, notating, and/or interpreting music.
 - (i) Recognize the elements of music, including:
 - (I) Beat/Meter (steady beat, strong/weak beats, long/short sounds, 2/4 and 4/4 meters)
 - (II) Pitch (high/low)
 - (III) Tempo (fast/slow, allegro/largo)
 - (IV) Dynamics (forte/piano)
 - (V) Melody (upward/downward, steps/skips, and repeats)
 - (VI) Harmony (sing in unison, accompanied using pitched and unpitched instruments)
 - (VII) Form (introduction, call/response, Question/Answer, verse/refrain, and AB)

(VIII) Tone Color (classroom percussion and instrument families of the orchestra)

(ii) Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation.

(iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples.

(iv) Use an identified system of syllables, numbers, or letters to demonstrate basic notation:

(I) Rhythmic (quarter note, quarter rest, paired eighth notes)

(II) Melodic (sol mi la)

(2) Performing.

(A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.

(i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds).

(ii) Match pitches, sing in tune, and use appropriate tone and expression.

(iii) Play steady beat and simple ostinati using instruments or body percussion to accompany songs and rhythm activities.

(iv) Perform simple patterns with voice or on pitched or unpitched traditional or non-traditional instruments.

(3) Responding.

(A) Respond to music while demonstrating respect for others' music preferences and music performances.

(i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.

(ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.

(iii) Respond, using directional movements or manipulatives, to the melodic contour of familiar and unfamiliar songs.

(iv) Discuss likes and dislikes of music in different styles.

(4) Connecting.

(A) Recognize the development of music from a social, cultural, and historical context.

(i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.

(ii) Experience American music, including work songs, holiday songs, and patriotic music.

(iii) Identify music and instruments from different cultures.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Describe personal artwork while referencing introductory art vocabulary (e.g., various elements of art and principles of design).
 - (ii) Describe the content of works of art while referencing various elements of art and principles of design.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Engage collaboratively in exploration and imaginative play with materials.
 - (ii) Practice the use of common tools and materials in art making (e.g., cutting lines and curves, using a ruler to draw straight lines, using stencils, etc.).
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Describe steps involved in creating artwork using art vocabulary (the elements of art and principles of design).
 - (ii) Use appropriate vocabulary to express how art can portray emotions.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Gather references from diverse sources and create works using various subject matter.
 - (ii) Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Explore using a variety of art materials, supplies, and tools in various media (materials).
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Engage in art-making, exploring knowledge of art vocabulary, materials, techniques, and skills.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Use observation and teacher established criteria to refine a piece of original artwork until its completion.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Understand that people from different places and times have made art for a variety of reasons.
 - (ii) Explore the variety of motivations and materials used to create art.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Demonstrate respect for personal artwork and the artwork of others.
 - (ii) Describe choices made in personal works of art.

- (iii) Explore potential art-related careers.
- (iv) Select and collect personal works of art in a portfolio.

[Source: ; Added at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-114.4. Dance, Drama/Theatre, Music, and Visual Art Standards for Second Grade

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
 - (ii) Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences using a variety of levels and body pathways.
 - (iii) Utilize spatial awareness to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
 - (iv) Recognize the good health balance of nutrition and physical activity.
- (B) Select, analyze, and interpret dance for presentation.
 - (i) Present clear directionality, focus, and intent when performing locomotor and non-locomotor movements to change body shapes, facings, and pathways in space. Recognize symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
 - (ii) Identify the length of time a move or phrase takes (e.g., whether it is long or short). Identify and move on the downbeat and in varying meters. Match movement phrasing with musical phrasing.
 - (iii) Demonstrate movement qualities along with movement vocabulary (e.g., use adverbs and adjectives applied to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).
- (C) Convey meaning through the presentation of dance.
 - (i) Understand the role of an audience member in a performance.
 - (ii) Use limited technical elements (e.g., props, simple scenery, or media projections) to enhance performance.

(2) Creating.

- (A) Generate and conceptualize dance ideas and work.
 - (i) Explore movement inspired by a variety of stimuli (e.g., music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
 - (ii) Combine a variety of movements to create a sequence while manipulating the elements of dance.
- (B) Organize and develop dance work.

- (i) Organize a dance phrase with a beginning, a middle with a main idea, and a clear end.
- (ii) Choose movements to express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.

(C) Refine and complete dance work.

- (i) Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
- (ii) Depict the levels in a variety of dance movements by drawing a picture or using symbols (e.g., high, middle, low).

(3) Responding.

(A) Perceive and analyze dance.

- (i) Identify a dance style within the pattern of a dance.
- (ii) Demonstrate and describe movements in dances from a specific dance style or cultural movement practice.

(B) Construct meaningful interpretations of dance.

- (i) Select context cues from movement to identify meaning and intent in a dance, using fundamental terminology.

(C) Apply criteria to evaluate dance.

- (i) Observe or demonstrate dances from a specific style or cultural movement practice. Discuss characteristics of the style or cultural dance.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

- (i) Describe, create, and/or perform a dance expressing personal meaning and explain how certain movements express this personal meaning.
- (ii) Respond to a dance work using an inquiry-based set of questions (e.g., see-think-wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

- (i) Observe a dance and relate the movement to the people or environment in which the dance was created and performed, including dances of Oklahoma American Indian Tribes and communities.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

- (i) Conceptualize and sequence a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories.
- (ii) Imagine and collaborate with peers to conceptualize technical elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., and describing, illustrating, and/or physically arranging playing spaces.

(iii) Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements, and using clear speaking, rate, expression, and appropriate vocabulary to impact the development of characters and story.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Create and communicate ideas, sequence events/plot, propose details, contribute dialogue, and use words and actions to refine characters contributing to a completed story in a guided drama experience.

(ii) Demonstrate collaborative and interdisciplinary skills by working with peers and accepting the ideas of others to plan setting and/or technical elements for dramatic play or a guided drama experience.

(C) Revise, refine, and complete dramatic work.

(i) Prepare a unified drama/ theatre work for presentation and convey meaning by using basic theatre vocabulary and demonstrating imagination, focus, and concentration.

(ii) Use the body to create a vivid character using energy, gestures, shape, body language, and movement and use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity, and justify character choices.

(iii) Integrate technical elements to create an emotional impact or convey meaning by creating puppets, masks, props, scenery, and sound effects to support the story.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Demonstrate multiple choices for an aspect of drama/theatre work (e.g., character, character traits, locomotor/non-locomotor movement, speaking voice, facial expressions, set, props, costumes) and select the most supportable choice for the moment.

(B) Develop and refine dramatic techniques and work for presentation.

(i) Assume roles in a variety of dramatic forms, modifying body (energy, body language, etc.) and voice (volume, pitch, etc.) to convey meaning and create an emotional impact.

(ii) Explore the basic technical elements that can be used in a drama/ theatre work to create the most effective emotional impact and to convey meaning.

(C) Convey meaning through the presentation of a dramatic work.

(i) Present a non-exhibitional drama work with a defined purpose or intent with characters representing various people/cultures; use personal and partner space to convey meaning about characters, relationships, mood, and story.

(3) Responding.

(A) Perceive and analyze dramatic work.

(i) Demonstrate audience skills of observing attentively, responding appropriately, and sharing personal responses about artistic choices made in classroom dramatizations and

developmentally appropriate theatrical performances viewed.

(B) Interpret intent and meaning in dramatic work.

(i) Interact with others to compare and contrast personal feelings about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed.

(C) Apply criteria to dramatic work.

(i) Develop and implement a plan for making informed evaluations of a drama/theatre work.

(ii) Analyze the appropriateness and effectiveness of the technical elements (e.g., costumes, props, sets, sound effects, etc.) in a drama/theatre work.

(iii) Identify, discuss, and demonstrate appropriate audience or performer etiquette and analyze problems and situations for a variety of drama/theatre experiences.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to drama/theatre.

(i) Relate character experiences and emotions to personal experiences and emotions through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.

(B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.

(i) Explore drama/theatre works, connecting artistic ideas to personal, societal, cultural, or historical context.

(ii) Recognize that the stories and storytelling contributions of Oklahoma American Indian Tribes can influence the creation and understanding of drama/theatre works.

(C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.

(i) Research and identify grade- appropriate stories and texts as sources for guided drama, devised drama, and theatrical works.

(c) Music.

(1) Creating.

(A) Generate musical ideas through reading, notating, and/or interpreting music.

(i) Recognize the elements of music, including:

(I) Beat/Meter (2/4 and 4/4 meter and rhythm patterns in songs and ostinati)

(II) Pitch (high/middle/low)

(III) Tempo (allegro, moderato, largo)

(IV) Dynamics (fortissimo/pianissimo and crescendo/decrescendo)

(V) Melody (steps/skips/leaps)

(V) Harmony (sing accompanied, using ostinati, chordal accompaniment, and body percussion)

(VI) Form (coda and ABA)

- (VII) Tone Color (classroom percussion instruments, identify instrument families of the orchestra, as well as some individual instruments, and the timbre of a solo versus an ensemble)
- (ii) Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation.
- (iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples.
- (iv) Use an identified system of syllables, numbers, or letters to demonstrate basic notation:
 - (I) Rhythmic (half note, half rest, and beamed sixteenth)
 - (II) Melodic (sol mi la do re)

(2) Performing.

- (A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.
 - (i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds).
 - (ii) Match pitches, sing in tune (C, D, F, or G-pentatone), and use appropriate tone and expression.
 - (iii) Perform simple ostinati using instruments or body percussion to accompany songs and rhythm activities.
 - (iv) Perform simple patterns with voice or on pitched or unpitched traditional or non-traditional instruments.

(3) Responding.

- (A) Respond to music while demonstrating respect for others' music preferences and music performances.
 - (i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.
 - (ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.
 - (iii) Respond, using directional movements or manipulatives, to the melodic contour of familiar and unfamiliar songs.
 - (iv) Discuss likes and dislikes of music in different styles.

(4) Connecting.

- (A) Recognize the development of music from a social, cultural, and historical context.
 - (i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.
 - (ii) Experience American music, including work songs, holiday songs, and patriotic music.
 - (iii) Identify music and instruments from different cultures.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) With support, discuss and explain multiple approaches to an imaginative idea referencing various elements of art and basic principles of design.
 - (ii) Describe the visual qualities and content of works of art while referencing various elements of art and principles of design.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Experiment with various materials and tools to explore personal interests in a work of art or design.
 - (ii) Practice the use of common tools and materials in art making (e.g., cutting lines and curves, measuring with a ruler, using stencils, etc.).
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Discuss and reflect with peers about choices made in creating artwork.
 - (ii) Use appropriate vocabulary to express how art can portray emotions.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Gather references from diverse sources and create works using various subject matter utilizing a concept or theme.
 - (ii) Repurpose objects to make something new.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Demonstrate using a variety of art materials, supplies, and tools in various media (materials).
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Engage in art-making, applying knowledge of art vocabulary, materials, techniques, and skills.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Use observation and teacher established criteria to refine a piece of original artwork until its completion.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Compare and contrast cultural uses of an artwork from different times and places.
 - (ii) Explore the variety of motivations and materials used to create art.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Demonstrate respect for personal artwork and the artwork of others.

- (ii) Describe choices made in personal works of art.
- (iii) Explore potential art-related careers.
- (iv) Select and collect personal works of art in a portfolio.

[Source: ; Added at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-114.5. Dance, Drama/Theatre, Music, and Visual Art Standards for Third Grade

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Identify and demonstrate movements initiated by distal ends (fingers/toes). Apply constructive feedback from the teacher.
 - (ii) Introduce an awareness of body alignment and core support while executing body shapes and movement characteristics in a dance sequence.
 - (iii) Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space while exploring levels, directions, and pathway designs.
 - (iv) Identify foods beneficial for before and after physical activity.
- (B) Select, analyze, and interpret dance for presentation.
 - (i) Present three-dimensional shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus.
 - (ii) Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between "in time" and "out of time" to music. Perform movements that are the same or of a different tempo to accompaniment.
 - (iii) Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.
- (C) Convey meaning through the presentation of dance.
 - (i) Identify the main areas of a performance space using stage directions.
 - (ii) Explore simple technical elements (e.g., costumes, props, music, scenery, lighting, media) for a dance performed for an audience in a designated performance space.

(2) Creating.

- (A) Generate and conceptualize dance ideas and work.
 - (i) Experiment with a variety of self-selected stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
 - (ii) Explore manipulations of the elements of dance as tools to find a solution to a movement problem.
- (B) Organize and develop dance work.
 - (i) Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g.,

AB, ABA, theme and development).

(ii) Develop a dance phrase expressing and communicating an idea or feeling. Discuss the effect of the movement choices.

(C) Refine and complete dance work.

(i) Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.

(ii) Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

(3) Responding.

(A) Perceive and analyze dance.

(i) Identify a movement pattern that creates a theme in a dance work.

(ii) Demonstrate and explain how one dance form is different from another or how one cultural movement practice is different from another.

(B) Construct meaningful interpretations of dance.

(i) Select specific context cues from movement. Use appropriate terminology to explain how they relate to the main idea of the dance.

(C) Apply criteria to evaluate dance.

(i) Identify dance movements from different styles or cultural movement practices. Using appropriate terminology, describe ways in which they are alike and different.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.

(ii) Observe a dance that communicates a perspective about a topic or event. Identify and explore key aspects through movement. Share findings through oral, written, or movement forms. Discuss how the findings deepen understanding of the topic/event.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Find a relationship between a dance movement and the culture, society, or community from which the dance is derived. Explain what the movements communicate about the key aspects of the culture, society, or community including those of Oklahoma American Indian Tribes and communities.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Conceptualize and sequence a unified piece of drama/theatre by engaging in guided drama experiences using developmentally appropriate literature and proposing

choices to enrich and help unify dramatic play or a guided drama experience.

(ii) Imagine and collaborate with peers to conceptualize technical elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, etc., and describe, illustrate, and/or physically arrange playing spaces.

(iii) Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements and using clear speaking, rate, fluency, expression, and appropriate vocabulary to impact the development of characters and story.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Create and communicate ideas, sequence events/plot, propose details, contribute dialogue, and use words and actions to refine characters contributing to a completed story in a guided drama experience.

(ii) Demonstrate collaborative and interdisciplinary skills by working with peers and accepting the ideas of others to plan setting, technical elements, and other details for dramatic play or a guided drama experience.

(C) Revise, refine, and complete dramatic work.

(i) Prepare a unified drama/ theatre work for presentation and convey meaning by using basic theatre vocabulary and demonstrating imagination, focus, concentration.

(ii) Use the body to create and refine a vivid character by manipulating energy, gestures, shape, body language, and movement; use voice to create and refine a vivid character by manipulating volume, pitch, tone, rate, and clarity; and justify character choices.

(iii) Integrate technical elements to create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters and selecting or creating materials to be used for scenery, props, costumes, and sound effects supporting the story.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Demonstrate that there are multiple choices for aspects of drama/theatre work (movement, voice, set, etc.) and select supportable choices for setting, character, and technical elements.

(B) Develop and refine dramatic techniques and work for presentation.

(i) Develop expertise by assuming roles in a variety of dramatic forms (e.g., dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, reader's theatre, musical theatre, developing and voicing characters using animation).

(ii) Identify the basic technical elements used in a drama/theatre work to create the most effective emotional impact and to convey meaning.

- (C) Convey meaning through the presentation of a dramatic work.
 - (i) Present a non-exhibitional drama/theatre work with a defined purpose or intent.

(3) Responding.

- (A) Perceive and analyze dramatic work.
 - (i) Demonstrate audience skills of observing attentively, responding appropriately, and sharing personal responses about artistic choices made in classroom dramatizations and developmentally appropriate theatrical performances viewed.
- (B) Interpret intent and meaning in dramatic work.
 - (i) Identify the similarities and differences shared about what was enacted, seen, heard, and felt in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.
- (C) Apply criteria to dramatic work.
 - (i) Decide as a classroom community what makes a successful performance by developing and applying criteria to evaluate a drama/ theatre work.
 - (ii) Investigate how technical elements (e.g., costumes, props, sets, sound effects, etc.) may support a theme or idea in a drama/ theatre work.
 - (iii) Identify, discuss, and demonstrate appropriate audience or performer etiquette and give/receive constructive feedback for a variety of drama/ theatre experiences.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Use personal experiences and knowledge to make connections to community by reading, listening to, and performing stories from a variety of cultures through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Identify and explain connections between drama/ theatre works and personal, societal, cultural, and historical context.
 - (ii) Identify and explain connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the Oklahoma American Indian Tribes.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Adapt grade-appropriate stories, texts, pictures, and real people or fictional characters as sources for guided drama, devised drama, and theatrical works.

(c) Music.

(1) Creating.

(A) Generate musical ideas through reading, notating, and/or interpreting music.

(i) Identify the elements of music, including:

(I) Beat/Meter (meter in 2/4, 3/4, and 4/4)

(II) Pitch (high/middle/low)

(III) Tempo (andante, presto, accelerando, and ritardando)

(IV) Dynamics (mezzo forte/mezzo piano)

(V) Melody (steps/skips/leaps and melodic contour)

(VI) Harmony (rhythmic and melodic ostinati, canons/rounds, major/minor, and partner songs)

(VII) Form (rondo and D.C. al fine)

(VIII) Tone Color (classroom percussion instruments, identify instrument families of the orchestra, as well as some individual instruments, and timbre of solo versus an ensemble)

(ii) Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation.

(iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples.

(iv) Use an identified system of syllables, numbers, or letters to demonstrate basic notation:

(I) Rhythmic (dotted half note, whole note, and whole rest)

(II) Melodic (Pentatonic Scale)

(2) Performing.

(A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.

(i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds).

(ii) Match pitches, sing in tune (C, D, F, or G-pentatone), and use appropriate tone and expression.

(iii) Perform simple ostinati using instruments or body percussion to accompany songs and rhythm activities.

(iv) Perform simple patterns with voice or on pitched or unpitched traditional or non-traditional instruments.

(v) Sing two-part rounds, partner songs, and ostinatos.

(vi) Sing or play an instrument in an appropriate range with acceptable tone quality.

(3) Responding.

(A) Respond to music while demonstrating respect for others' music preferences and music performances.

(i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.

- (ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed.
- (iii) Respond with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs.
- (iv) Compare students' likes and dislikes of music of different styles while using appropriate terms to explain opinions.

(4) Connecting.

- (A) Recognize the development of music from a social, cultural, and historical context.
 - (i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.
 - (ii) Experience American music, including work songs, holiday songs, and patriotic music.
 - (iii) Identify music and instruments from different cultures.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Discuss and explain an imaginative idea using elements of art and principles of design.
 - (ii) Demonstrate understanding of the importance of the elements of art in the development of artwork.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Explore and invent a variety of art-making techniques and approaches.
 - (ii) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment in a manner preventing danger to oneself and others.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Elaborate and revise artwork on the basis of insights gained through reflection and/or discussion.
 - (ii) The student will identify creative thinking in artmaking. Identify techniques artists use to portray emotion.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Investigate and discuss diverse resources in creating works of art using a variety of subject matter utilizing a concept or theme.
 - (ii) Individually or collaboratively create works that represent places or objects that are part of everyday life.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Gain knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.

(C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.

(i) Engage in art-making, applying knowledge of art-related vocabulary, materials, techniques, skills, and tools/technology.

(D) Revise and refine artworks to create finished works of art.

(i) Demonstrate thoughtfulness and care in the process of refining original artwork, determining when the work is complete.

(3) Cultural and Historical Perspectives.

(A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

(i) Compare and contrast works of art from various times, places, and cultures.

(ii) Explore ways that people have created artwork using available resources.

(4) Aesthetic Response and Critique Methodologies.

(A) Perceive, analyze, interpret, and evaluate artistic work.

(i) Demonstrate care and respect for personal artwork and the artwork of others.

(ii) Reflect on choices made in personal works of art and/or artworks from various periods and cultures.

(iii) Explore potential art-related careers.

(iv) Select and collect personal works of art in a portfolio.

[Source: ; Added at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-114.6. Dance, Drama/Theatre, Music, and Visual Art Standards for Fourth Grade

(a) Dance.

(1) Performing.

(A) Develop and refine dance techniques and work for presentation.

(i) Demonstrate movements by isolating distal and mid-limb initiations (elbows, knees). Learn the roles of initiations and body patterns.

(ii) Integrate movement fundamentals (e.g., alignment, coordination, balance, core support, kinesthetic awareness) and effort qualities in a dance sequence.

(iii) Coordinate phrases and timing with other dancers while changing levels, directions, and pathway designs. Reflect on feedback from others to inform personal dance performance goals.

(iv) Explore the relationship between safe body movement, healthy nutrition, and execution of technique.

(B) Select, analyze, and interpret dance for presentation.

(i) Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through performance focus.

- (ii) Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
 - (iii) Analyze movements and phrases for use of energy and dynamic changes. Refine the phrases by incorporating a range of contrasting movement characteristics.
- (C) Convey meaning through the presentation of dance.
 - (i) Consider how to establish a formal performance space from an informal setting.
 - (ii) Identify, explore, and experiment with a variety of technical elements to heighten the artistic intent and audience experience.
- (2) Creating.**
 - (A) Generate and conceptualize dance ideas and work.
 - (i) Generate ideas for choreography inspired by a variety of stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences).
 - (ii) Develop a solution to a movement problem using the elements of dance.
 - (B) Organize and develop dance work.
 - (i) Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
 - (ii) Develop a dance study expressing and communicating a main idea. Discuss the reasons and effectiveness of the movement choices.
 - (C) Refine and complete dance work.
 - (i) Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
 - (ii) Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).
- (3) Responding.**
 - (A) Perceive and analyze dance.
 - (i) Identify patterns of movement in dance works creating a style or theme. (ii) Demonstrate and explain how dance forms differ within a genre or within a cultural movement practice.
 - (B) Construct meaningful interpretations of dance.
 - (i) Relate movements, ideas, and context to decipher meaning in a dance, using appropriate terminology.
 - (C) Apply criteria to evaluate dance.
 - (i) Discuss the characteristics of a famous choreographic work. Using appropriate terminology, compare those characteristics to dances observed or performed in a specific dance style or cultural movement practice.
- (4) Connecting.**
 - (A) Synthesize and relate knowledge and personal experiences to make dance.

- (i) Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.
- (ii) Develop and research a question related to a topic of study in school by selecting main ideas and choreographing movements to communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

- (i) Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated, including those of Oklahoma American Indian Tribes and communities.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

- (i) Use developmentally appropriate literature to conceptualize and sequence a unified piece of drama/theatre and demonstrate an understanding of plot, character, and main idea/theme.
- (ii) Imagine and collaborate with peers to conceptualize technical elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces, etc., and describe, illustrate, and/or physically arrange playing spaces for drama/ theatre experiences.
- (iii) Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements and using clear speaking, rate, fluency, expression, and appropriate vocabulary to impact the development of characters. Express ideas concerning character through a combination of drawing, writing, and/or discussion.

(B) Organize, develop, and rehearse dramatic ideas and work.

- (i) Create and communicate ideas, sequence events/plot, propose details and design elements, and develop words/dialogue and actions to gradually develop a completed story.
- (ii) Demonstrate collaborative and interdisciplinary skills by cooperating with others to plan setting, technical elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making.

(C) Revise, refine, and complete dramatic work.

- (i) Prepare a unified drama/ theatre work for presentation and convey meaning by using basic theatre vocabulary and demonstrating imagination, focus, concentration.

- (ii) Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience.
- (iii) Integrate technical elements to create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters, creating scenery, props, sound effects, and multimedia supporting the story.

(2) Performing.

- (A) Select, analyze, and interpret dramatic work for presentation.
 - (i) Demonstrate that there are multiple choices for every drama/theatre work and select supportable choices for story/plot, character, setting, design and technical elements (e.g., playing space, audience space, props, sound).
- (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Assume roles in a variety of dramatic forms of drama/theatre work (e.g., dramatic play, guided drama, pantomime, tableau, puppetry) and manipulate the body and voice to create an emotional impact.
 - (ii) Propose the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning.
- (C) Convey meaning through the presentation of a dramatic work.
 - (i) Present a non-exhibitional drama/theatre work with a defined purpose or intent.

(3) Responding.

- (A) Perceive and analyze dramatic work.
 - (i) Demonstrate audience skills of observing attentively, responding appropriately, identifying artistic choices made, and sharing personal responses in classroom dramatizations and developmentally appropriate theatrical performances.
- (B) Interpret intent and meaning in dramatic work.
 - (i) Compare and contrast characters and events and describe the similarities and differences between them in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.
- (C) Apply criteria to dramatic work.
 - (i) Decide as a small group or as an individual what makes a successful performance by exploring the application of criteria for making informed evaluations and dramatic and theatrical choices in a drama/theatre work.
 - (ii) Ask questions about what is seen and heard as a result of the design and execution of technical elements (e.g., costumes, props, sets, sound effects, etc.) in a drama/theatre work.
 - (iii) Observe and discuss how characters' circumstances and choices impact audience members' perspectives and reactions in a drama/ theatre work.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Identify similarities between story elements and personal experiences, peer experiences, and culture comparisons (e.g., Oklahoma culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts.
 - (ii) Analyze connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the Oklahoma American Indian Tribes.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Adapt grade-appropriate stories, texts, pictures, real people, or fictional characters, and research Oklahoma history and culture as sources for guided drama, devised drama, and theatrical works.

(c) Music.

(1) Creating.

- (A) Generate musical ideas through reading, notating, and/or interpreting music.
 - (i) Identify the elements of music, including:
 - (I) Beat/Meter (meter in 2/4, 3/4, 4/4, and syncopation)
 - (II) Pitch (high/middle/low)
 - (III) Tempo (vivace, adagio, grave)
 - (IV) Dynamics (sforzando)
 - (V) Melody (octave leap and melodic contour)
 - (VI) Harmony (layered ostinati, both rhythmic and melodic, canons/rounds, and partner songs)
 - (VII) Form (interlude and first/second ending)
 - (VIII) Tone Color (classroom percussion instruments, identify instruments and instrument families of the orchestra, timbre of solo versus ensemble, as well as soprano, alto, tenor and bass)
 - (ii) Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation.
 - (iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples with and without partners or groups.
 - (iv) Use an identified system of syllables, numbers, or letters to demonstrate basic notation:
 - (I) Rhythmic (syncopation and single eighth note and rest)

(II) Melodic (high do, low la, low sol, and treble clef)

(2) Performing.

- (A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.
 - (i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds).
 - (ii) Match pitches, sing in tune (C, D, F, or G-pentatone), and use appropriate tone and expression.
 - (iii) Perform simple ostinati using instruments or body percussion to accompany songs and rhythm activities.
 - (iv) Perform simple patterns or melodies in group ensembles with voice or on pitched or unpitched traditional or non-traditional instruments.
 - (v) Sing two-part rounds, partner songs, and ostinatos.
 - (vi) Sing or play an instrument in an appropriate range with acceptable tone quality.

(3) Responding.

- (A) Respond to music while demonstrating respect for others' music preferences and music performances.
 - (i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.
 - (ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed and demonstrate respect for music performed by others.
 - (iii) Respond with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs.
 - (iv) Compare students' likes and dislikes of music of different styles while using appropriate terms to explain opinions.

(4) Connecting.

- (A) Recognize the development of music from a social, cultural, and historical context.
 - (i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.
 - (ii) Experience American music, including work songs, holiday songs, and patriotic music.
 - (iii) Identify music and instruments from different cultures.
 - (iv) Introduce the various roles musicians have in various musical settings and cultures.
 - (v) Explore uses of music in everyday life (e.g., film, television, background music, commercials, and video games).

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.

- (i) Discuss and compare imaginative ideas using elements of art and principles of design.
 - (ii) Collaboratively discuss the elements of art and their relationship to the principles of design.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Explore and invent a variety of art-making techniques and approaches.
 - (ii) Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment in a manner preventing danger to oneself and others.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Elaborate and revise artwork on the basis of insights gained through reflection and/or discussion.
 - (ii) The student will identify creative thinking in artmaking. Identify techniques artists use to portray emotion.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Investigate and apply diverse resources and media (materials) for creating themed works of art.
 - (ii) Identify, describe, and visually document places and/or objects of personal significance.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Explore and experiment with materials and techniques to expand personal interests and skills.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Demonstrate thoughtfulness and care in the process of revising and refining original artwork, determining when the work is complete.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Through observation, infer information about time, place and culture in which a work of art was created.
 - (ii) Explore ways that people have created artwork using available resources.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Demonstrate care and respect for personal artwork and the artwork of others.

- (ii) Critique personal art based on teacher-established criteria and/or artworks from various periods and cultures.
- (iii) Explore potential art-related careers.
- (iv) Select and collect personal works of art in a portfolio.

[Source: ; Added at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-114.7. Dance, Drama/Theatre, Music, and Visual Art Standards for Fifth Grade

(a) Dance.

(1) Performing.

(A) Develop and refine dance techniques and work for presentation.

- (i) Demonstrate movement from central initiation (torso), mid-limb and distal initiation. Explore and analyze the role of initiations and body patterns and self-check to improve dance skills.
- (ii) Execute a series of dance phrases while integrating movement fundamentals (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).
- (iii) Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.
- (iv) Examine how safe body movement and proper execution of technique, along with healthy eating habits, promote strength, flexibility, endurance, and injury prevention.

(B) Select, analyze, and interpret dance for presentation.

- (i) Integrate static and dynamic shapes and varied pathways into dance sequences. Use performance focus to maintain relationships with other dancers and understand the difference between internal and external focus.
- (ii) Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases, showing the ability to respond to changes in time.
- (iii) Explore muscular tension and release as it relates to the body and space using effort qualities.

(C) Convey meaning through the presentation of dance.

- (i) Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movement to the performance space.
- (ii) Identify, explore, and select technical elements to heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

(2) Creating.

(A) Generate and conceptualize dance ideas and work.

- (i) Build content for choreography using several stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena).

- (ii) Solve multiple movement problems to create choreographic content.
- (B) Organize and develop dance work.
 - (i) Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
 - (ii) Develop a dance study by selecting a specific movement theme to communicate a main idea. Discuss how the dance communicates nonverbally.
- (C) Refine and complete dance work.
 - (i) Utilizing feedback from others, explore and expand choreographic possibilities for a short dance study communicating artistic intent. Explain and defend the movement choices and refinements.
 - (ii) Record changes in a dance sequence through writing, symbols, or a form of media technology.
- (3) Responding.**
 - (A) Perceive and analyze dance.
 - (i) Identify meaning or artistic intent conveyed through patterns of movement in a dance work.
 - (ii) Demonstrate and explain the stylistic similarities and differences within a dance style or within a cultural movement practice, using basic dance terminology.
 - (B) Construct meaningful interpretations of dance.
 - (i) Interpret meaning or artistic intent from the patterns of movement in a dance work. Explain how the movements communicate the main idea of the dance using appropriate terminology.
 - (C) Apply criteria to evaluate dance.
 - (i) Define the aspects of a choreographic work that make a dance meaningful. Use appropriate terminology to discuss the elements of dance, styles, or cultural movement practices used to illustrate the artist's intent.
- (4) Connecting.**
 - (A) Synthesize and relate knowledge and personal experiences to make dance.
 - (i) Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view, relationships, and experiences.
 - (ii) Select and research a choreographer and their work. Choreograph a dance to communicate the learned information and include the intention and clarity of the choreographer's style. Explain the style and meaning of the dance.
 - (B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.
 - (i) Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated,

including those of Oklahoma American Indian Tribes and communities.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Use developmentally appropriate literature to conceptualize and sequence a unified piece of drama/theatre to demonstrate an understanding of plot, character, main idea/theme, action, and dialogue.

(ii) Imagine and collaborate with peers to conceptualize detailed technical elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces, etc., and describe, illustrate, physically arrange or create playing spaces for drama/theatre experiences.

(iii) Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, facial expressions, movements and using clear speaking, rate, fluency, expression, and appropriate vocabulary to impact the development of characters. Express ideas concerning character through a combination of drawing, writing, and/or discussion.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Create and communicate ideas, sequence events/plot and synthesize ideas to create plot points, propose details and design elements, and create words/ dialogue and actions to refine characters and develop a completed story.

(ii) Demonstrate collaborative and interdisciplinary skills by cooperating with others to plan setting, technical elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making to develop and practice an original piece of drama/theatre.

(C) Revise, refine, and complete dramatic work.

(i) Prepare a unified drama/ theatre work for presentation and convey meaning by using theatre vocabulary, creating, revising, and appropriately adding to ideas, and demonstrating imagination, focus, concentration.

(ii) Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience.

(iii) Integrate technical elements to create an emotional impact or convey meaning by working creatively and collaborating with others to conceptualize and create drama/theatre experiences.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Select and demonstrate supportable choices for plot, character, setting, design and technical elements, and listen

to, accept, and build on the ideas of others to incorporate the most supportable choices for each aspect of drama/theatre work.

(B) Develop and refine dramatic techniques and work for presentation.

(i) Assume roles in a variety of dramatic forms and manipulate the body and voice while developing and defending choices for multiple aspects of drama/theatre work to convey meaning and create an emotional impact.

(ii) Demonstrate the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning.

(C) Convey meaning through the presentation of a dramatic work.

(i) Present a drama/theatre work informally to an audience with a defined purpose or intent.

(3) Responding.

(A) Perceive and analyze dramatic work.

(i) Demonstrate audience skills of observing attentively, responding appropriately, and explaining personal reactions to artistic choices in classroom dramatizations and developmentally appropriate theatrical performances, clearly stating opinions supported with details.

(B) Interpret intent and meaning in dramatic work.

(i) Apply critical thinking and examine multiple perspectives to explain why different people enacted, saw, heard, and felt similar/different things in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed.

(C) Apply criteria to dramatic work.

(i) Make informed evaluations of and recommendations for drama/theatre work by applying criteria to evaluate dramatic and theatrical choices.

(ii) Evaluate the contributions and effectiveness of the technical elements in supporting environment, mood, and meaning in a drama/theatre work.

(iii) Observe, discuss, and assess how characters' circumstances and choices impact audience members' perspectives and reactions in a drama/ theatre work.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to drama/theatre.

(i) Identify and explain similarities between story elements and personal experiences, peer experiences, and culture comparisons (e.g., Oklahoma culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed.

(B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.

(i) Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts and

incorporating other content areas in drama/theatre work.

(ii) Contribute to drama/theatre works to develop connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the Oklahoma American Indian Tribes.

(C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.

(i) Research societal, historical, and cultural context for a performance by analyzing similarities and differences between stories/ plays set in different cultures in preparation for a drama/theatre work.

(c) Music.

(1) Creating.

(A) Generate musical ideas through reading, notating, and/or interpreting music.

(i) Define and use correct terminology to identify and discuss the elements of music, including:

(I) Beat/Meter (meter in 2/4, 3/4, 4/4, 6/8, and syncopation)

(II) Pitch (high/middle/low)

(III) Tempo

(IV) Dynamics

(V) Melody (diatonic scale)

(VI) Harmony - descant and chordal changes (e.g., tonic, dominant and subdominant)

(VII) Form (D.S. al Coda)

(VIII) Tone Color (duet, trio, quartet)

(ii) Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation.

(iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples with and without partners or groups.

(iv) Use an identified system of syllables, numbers, or letters to demonstrate basic notation:

(I) Rhythmic (combination of sixteenth and eighth notes and dotted rhythms)

(II) Melodic (diatonic scale and treble clef)

(2) Performing.

(A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.

(i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds).

(ii) Match pitches, sing in tune (C, D, F, or G-pentatone), and use appropriate tone and expression.

(iii) Perform ostinati using instruments or body percussion to accompany songs and rhythm activities.

- (iv) Perform simple patterns or melodies in group ensembles with voice or on pitched or unpitched traditional or non-traditional instruments.
- (v) Sing two-part rounds, partner songs, and ostinatos.
- (vi) Sing or play an instrument in an appropriate range with acceptable tone quality.

(3) Responding.

- (A) Respond to music while demonstrating respect for others' music preferences and music performances.
 - (i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.
 - (ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed and demonstrate respect for music performed by others.
 - (iii) Respond with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs.
 - (iv) Compare students' likes and dislikes of music of different styles and identify criteria for evaluating a musical composition or a music performance.

(4) Connecting.

- (A) Recognize the development of music from a social, cultural, and historical context.
 - (i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.
 - (ii) Recognize, describe, and listen to music from a variety of styles, periods, and cultures.
 - (iii) Identify music and instruments from different cultures.
 - (iv) Identify and describe the various roles musicians have in various musical settings and cultures.
 - (v) Explore uses of music in everyday life (e.g., film, television, background music, commercials, and video games).
 - (vi) Identify ways in which music evokes sensory, emotional, personal, and intellectual responses, including ways in which music can be persuasive.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Discuss approaches and combine concepts to generate innovative ideas for creating art using elements of art and principles of design.
 - (ii) Demonstrate understanding of the importance of the elements of art and their relationship to the principles of design in the creation of artwork.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Experiment and demonstrate developing skills in multiple art-making techniques, methods, and approaches through practice.

- (ii) Demonstrate proper and safe handling of materials, tools, and equipment through their care, storage, and use.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Elaborate and revise artwork on the basis of insights gained through reflection and/or discussion.
 - (ii) The student will apply creative thinking to demonstrate artmaking techniques. Express emotions, personal ideas, images, and themes through artistic choices of media, techniques, and subject matter.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Apply diverse media (materials), including available technology, for creating themed works of art.
 - (ii) Design, redesign, or visually document places or everyday objects.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Plan and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.
 - (ii) Use supplies and tools in a safe and responsible manner to create original art.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Experiment and invent multiple art making techniques and approaches through practice.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Discuss processes of personal artistic choices during creating and revising original works of art, determining when the work is complete.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Analyze how art reflects changing times, traditions, resources, and cultural uses.
 - (ii) Explore how artists and cultures used media (materials) to express themselves.
 - (iii) Introduce global works of art that represent various cultures, societies, and historical periods.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Demonstrate care and respect for personal artwork and the artwork of others.
 - (ii) Critique personal art based on teacher-established criteria and/or artworks from various periods and cultures.
 - (iii) Explore potential art-related careers.
 - (iv) Select and collect personal works of art in a portfolio.

210:15-3-115. Dance, Drama/Theatre, Music, and Visual Art Standards for Sixth Grade

(a) Dance.

(1) Performing.

(A) Develop and refine dance techniques and work for presentation.

- (i) Identify body pathways (i.e., central, transverse, and peripheral) to clarify movement intention.
- (ii) Embody technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.
- (iii) Collaborate as an ensemble to refine dances by executing complex patterns, sequences, and formations, testing options, and finding good results. Document self-improvements over time.
- (iv) Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies when warming up and dancing.

(B) Select, analyze, and interpret dance for presentation.

- (i) Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with a partner or group in near and far space.
- (ii) Use combinations of sudden and sustained timing as it relates to both the metered time and the dynamics of a phrase or dance work. Use accented and unaccented beats.
- (iii) Explore dynamic expression as it relates to energy relationships in a variety of dance styles. Distinguish between bound and free-flowing movements and apply them to technique exercises and dance phrases.

(C) Convey meaning through the presentation of dance.

- (i) Use performance etiquette and performance practices during class, rehearsal, and performance. Receive notes from the choreographer, make corrections as needed, and apply to future performances.
- (ii) Compare and contrast a variety of possible production elements to intensify the artistic intent of the work. Select choices and use production terminology to explain reasons for the decisions made.

(2) Creating.

(A) Generate and conceptualize dance ideas and work.

- (i) Explore similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events).
- (ii) Explore various movement vocabularies to transfer ideas into choreography.

(B) Organize and develop dance work.

(i) Explore choreographic devices and dance structures to develop a dance study supporting an artistic intent. Explain the goal or purpose of the dance.

(ii) Develop artistic intention to choreograph a dance study communicating personal or cultural meaning. Based on the intention, evaluate why some movements are more or less effective than others.

(C) Refine and complete dance work.

(i) Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.

(ii) Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

(3) Responding.

(A) Perceive and analyze dance.

(i) Describe recurring patterns of movement and their relationships in dance.

(ii) Explain how the elements of dance are used in a variety of dance styles or cultural movement practices using appropriate terminology.

(B) Construct meaningful interpretations of dance.

(i) Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use appropriate terminology.

(C) Apply criteria to evaluate dance.

(i) Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance, using appropriate terminology.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Observe the movement characteristics or qualities in a specific dance genre. Explain differences and similarities to one's attitudes and movement preferences.

(ii) Choose a topic, concept, or content from another subject of interest and research how other art forms have expressed the topic. Create and explain a dance study expressing the idea.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Interpret and demonstrate how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning, including those of Oklahoma American Indian Tribes and communities.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Conceptualize a unified piece of drama/theatre by articulating creative ideas in playwriting, improvisation, and

staging.

(ii) Conceptualize and craft technical elements for a unified drama/theatre concept and use theatre vocabulary to describe the most appropriate and meaningful choices.

(iii) Develop characters authentic to the drama/theatre work by: developing physical and vocal character traits; exploring characters' inner thoughts and their impact on character traits, relationships, and story development; and formulating dialogue and actions.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Imagine and refine ideas and artistic choices through exploration and critical analysis in an original or scripted drama/theatre work.

(ii) Demonstrate collaborative skills by working effectively and respectfully with a diverse team to incorporate a variety of artistic ideas in an original or scripted drama/theatre work.

(C) Revise, refine, and complete dramatic work.

(i) Examine choices (performance, design, tech) contributing to a unified drama/ theatre work.

(ii) Develop characters through imagination, research, observation, physical movement, gesture, sound, word choice, dialogue, rate, pitch, volume, etc.

(iii) Integrate technical elements to create emotional impact or convey meaning by working creatively and collaboratively to conceptualize and create settings, costumes, and props for drama/theatre experiences.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Demonstrate that there are multiple technical and performance choices for every drama/theatre work and select the most supportable choice for the moment.

(ii) Experiment with meaningful, effective, and appropriate physical and vocal traits of characters in improvised, original, or scripted drama/theatre work and select the most supportable choices.

(B) Develop and refine dramatic techniques and work for presentation.

(i) Develop expertise by participating in a variety of dramatic and theatre forms (e.g., pantomime, tableau, puppetry, story enactment, reader's theatre, musical theatre, documentary theatre, etc.).

(ii) Through script analysis, determine the technical elements necessary for a drama/ theatre work.

(C) Convey meaning through the presentation of a dramatic work.

(i) Present a rehearsed original or scripted drama/theatre work for a classroom or community audience and engage in shared reflection.

(3) Responding.

(A) Perceive and analyze dramatic work.

- (i) Model audience skills of observing attentively; analyze reactions to a read, live, or recorded performance; and develop criteria necessary to analyze a drama/theatre work.
- (B) Interpret intent and meaning in dramatic work.
 - (i) Discuss related personal experiences relevant to plot events in a performance.
 - (ii) Discuss responses to character and technical elements based on cultural perspectives when participating in, contributing to, or observing drama/theatre.
 - (iii) Recognize and share artistic and aesthetic preferences when contributing to or observing drama/theatre works.
- (C) Apply criteria to dramatic work.
 - (i) Collaboratively develop criteria to evaluate a variety of aspects of drama/theatre work.
 - (ii) Evaluate the contributions and effectiveness of the technical elements in supporting environment, mood, and meaning in a drama/theatre work.
 - (iii) Observe and analyze formal and informal audience response.
 - (iv) Develop respect for theatre, its practitioners, and conventions such as copyright law.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Read plays/stories from a variety of cultures and historical periods and identify the characters, settings, plots, themes, and conflicts to understand how these connect to oneself, community, and world at large.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Analyze how drama/theatre works, plays, and characters relate to real life.
 - (ii) Create drama/theatre works to connect the history and culture of Oklahoma (including the stories and storytelling contributions of the Oklahoma American Indian Tribes) and other cultures.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Analyze commonalities and uniqueness between stories/plays set in different cultures/historical contexts in preparation for drama/theatre work.
 - (ii) Research visual elements from a societal, historical, and cultural context to create a unified drama/theatre design.

(c) Music.

(1) Creating.

- (A) Generate musical ideas through reading, notating, and/or interpreting music.
 - (i) Define and use correct terminology to identify and discuss the elements of music, including:
 - (I) Beat/Meter (mixed meter)
 - (II) Pitch (high/middle/low)

- (III) Tempo
- (IV) Dynamics
- (V) Melody (diatonic scale)
- (VI) Harmony (major/minor chords)
- (VII) Form (theme and variations)
- (VIII) Tone Color (duet, trio, quartet)

(ii) Improvise melodic and rhythmic answers with or without a system of syllables, numbers or basic notation using voice, classroom instruments, or technology to demonstrate basic notation.

(iii) Improvise movement (non-locomotor and locomotor) appropriate for the musical elements heard in various listening examples with and without partners or groups.

(iv) Use an identified system of syllables, numbers, or letters to demonstrate basic notation:

(I) Rhythmic (triplets)

(II) Melodic (bass clef, grand staff, and minor scale)

(2) Performing.

(A) Present or demonstrate an existing musical work, formally or informally, with appropriate expressive and technical skills.

(i) Participate in music through singing (individually and in groups, as well as accompanied and unaccompanied) and playing traditional and/or non-traditional instruments (i.e., found sounds).

(ii) Demonstrate the ability to match pitch and read music from basic notation in treble or bass clef (e.g., folk songs and patriotic songs).

(iii) Perform created ostinati using instruments or body percussion to accompany songs and rhythm activities.

(iv) Perform and create simple melodies and accompaniments in solo or group ensembles through singing and playing traditional or non-traditional instruments, demonstrating knowledge of tonal and rhythmic elements.

(v) Sing two- or three-part rounds, partner songs, and ostinatos.

(vi) Sing or play an instrument in an appropriate range with acceptable tone quality.

(3) Responding.

(A) Respond to music while demonstrating respect for others' music preferences and music performances.

(i) Respond to the beat or rhythm in music by using non-locomotor or locomotor movement, body percussion, and playing classroom instruments.

(ii) Recognize and practice appropriate audience and performer behavior appropriate for the context and style of music performed and demonstrate respect for music performed by others.

(iii) Respond with movement to basic features (dynamics, tempo, form, etc.) of familiar and unfamiliar songs.

- (iv) Compare and contrast different music styles and identify criteria for evaluating a musical composition or a music performance.

(4) Connecting.

- (A) Recognize the development of music from a social, cultural, and historical context.
 - (i) Sing and perform songs, chants, rhymes, singing games, and dances from a variety of cultures.
 - (ii) Recognize, describe, and listen to music from a variety of styles, periods, and cultures.
 - (iii) Identify music and instruments from different cultures.
 - (iv) Explore and research the various roles and careers musicians have in various musical settings and cultures.
 - (v) Explore and research uses of music in everyday life (e.g., film, television, background music, commercials, and video games).
 - (vi) Identify ways in which music evokes sensory, emotional, personal, and intellectual responses, including ways in which music can be persuasive.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Brainstorm approaches and combine concepts to generate innovative ideas for creating art using elements of art and principles of design.
 - (ii) Research and demonstrate diverse methods for approaching the beginning of an artwork.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Experiment and practice skills in multiple art-making techniques, methods, and approaches.
 - (ii) Practice proper and safe handling of materials, tools, and equipment through their care, storage, and use.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Explore relevant criteria to examine, reflect, and plan revisions for a work of art or design in progress.
 - (ii) The student will explore creative thinking in artmaking.
 - (I) Communicate emotions, ideas, experiences, and narratives through the creation of original works of art, using self-selected media.
 - (II) Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Explore and develop art making techniques and approaches.
 - (ii) Design or redesign objects, places, or systems that meet the identified needs of diverse users.

- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Demonstrate care and safe handling through the storage and use of materials, tools, and equipment.
 - (ii) Explore practices, issues, and ethics of appropriation, fair use, and copyright as they apply to using different media.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Understand risk-taking and demonstrate openness in trying new ideas, materials, and methods.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Reflect on whether one's artwork conveys the intended meaning and revise accordingly.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Analyze how art reflects changing times, traditions, resources, and cultural uses.
 - (ii) Explore how artists and cultures used media (materials) to express themselves.
 - (iii) Understand artistic movements from a global perspective on a timeline to represent historical periods and cultures.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Identify concepts while maintaining respect for personal artwork and the artwork of others.
 - (ii) Critique personal art based on teacher established criteria.
 - (iii) Explore art skills that contribute to success in other areas of study.
 - (iv) Preserve and collect personal works of art.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-116. Dance, Drama/Theatre, and Visual Art Standards for Seventh Grade

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Identify and explore the fundamental movement patterns of total body connectivity including body half, cross lateral, upper/lower, core/distal.
 - (ii) Apply strategies to accommodate physical maturational development to technical dance skills (e.g., functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).

- (iii) Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (e.g., view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).
 - (iv) Utilize healthy practices and sound nutrition in dance activities and everyday life. Describe benefits of practices and how choices enhance performance.
 - (B) Select, analyze, and interpret dance for presentation.
 - (i) Expand awareness of floor and spatial pattern designs using locomotor and non-locomotor movements. Incorporate and modify differently designed shapes and movements for interest and contrast.
 - (ii) Use timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually. Use different tempi in different body parts at the same time.
 - (iii) Compare and contrast dynamic qualities from a variety of dance styles. Describe specific qualities using adjectives and adverbs. Determine what dancers must do to perform them clearly.
 - (C) Convey meaning through the presentation of dance.
 - (i) Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain a journal documenting these actions. Receive notes from the choreographer and apply corrections to future performances.
 - (ii) Explore possibilities of producing dance in a variety of venues or for different audiences. Use production terminology to explain how the production elements would be handled in different situations to intensify artistic intent.
- (2) Creating.**
- (A) Generate and conceptualize dance ideas and work.
 - (i) Compare a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/ recall, current news, social events) and make selections to expand movement vocabulary and artistic expression.
 - (ii) Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.
 - (B) Organize and develop dance work.
 - (i) Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
 - (ii) Develop artistic intention to choreograph a dance study communicating personal or cultural meaning. Articulate how the artistic intention serves to communicate the meaning of the dance.
 - (C) Refine and complete dance work.

- (i) Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and the feedback from others. Explain reasons for choices and how they clarify artistic intent.
- (ii) Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

(3) Responding.

- (A) Perceive and analyze dance.
 - (i) Compare, contrast, and discuss patterns of movement and their relationships in dance.
 - (ii) Compare and contrast how the elements of dance are used in a variety of styles or cultural movement practices using appropriate terminology.
- (B) Construct meaningful interpretations of dance.
 - (i) Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context, using appropriate terminology.
- (C) Apply criteria to evaluate dance.
 - (i) Compare artistic intent, content, and context from different dances to examine the qualities of genre, style, or cultural movement practice. Based on the comparison, develop artistic criteria, using appropriate terminology.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to make dance.
 - (i) Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Analyze how the movement characteristics or qualities differ from one's own movement preferences and perspectives.
 - (ii) Conduct research using a variety of resources to find information about a social issue. Use the information to create a dance study expressing a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.
- (B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.
 - (i) Compare, contrast, and discuss dances performed by people in various localities or communities, including the contributions of Oklahoma American Indian Tribes and communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each community.

(b) Drama/Theatre.

(1) Creating.

- (A) Generate and conceptualize dramatic ideas and work.
 - (i) Conceptualize a unified piece of drama/theatre by experimenting with possible solutions to playwriting, improvisation, and staging.

- (ii) Conceptualize and craft technical elements for a unified drama/theatre concept and use theatre vocabulary to describe the most appropriate and meaningful choices.
 - (iii) Develop characters authentic to the drama/theatre work by: demonstrating physical and vocal character traits; engaging in character analysis; and formulating or interpreting dialogue and actions.
 - (B) Organize, develop, and rehearse dramatic ideas and work.
 - (i) Imagine, develop, and refine artistic choices through research and the application of Aristotle's six elements of drama during the dramatic writing process.
 - (ii) Demonstrate collaborative skills by assuming roles, identifying responsibilities, and being receptive to a variety of artistic ideas in an original or scripted drama/theatre work.
 - (C) Revise, refine, and complete dramatic work.
 - (i) Prepare choices (performance, design, tech) contributing to a unified drama/ theatre work.
 - (ii) Develop and identify effective physical and vocal traits of characters through the use of acting techniques (character analysis, character morgue, Stanislavski, Strasberg, Meisner, Hagen, etc.).
 - (iii) Integrate technical elements to have emotional impact or convey meaning by considering multiple elements to communicate mood, period, culture, and locale.
- (2) Performing.**
- (A) Select, analyze, and interpret dramatic work for presentation.
 - (i) Develop performance and technical choices (e.g., dramatic structure/plot, characters, setting, theme, design elements, props, sound, etc.) contributing to the most supportable and convincing drama/theatre work.
 - (ii) Evaluate and apply meaningful, effective, and appropriate physical and vocal traits of characters in improvised, original, or scripted drama/theatre work and select the most supportable choices.
 - (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Assume roles (performance and technical) in a variety of dramatic and theatrical forms and develop expertise through a personalization of techniques.
 - (ii) Incorporate available technology and technical elements (e.g., music, sound effects, images, text, etc.) to convey or enhance meaning in a drama/theatre work.
 - (C) Convey meaning through the presentation of a dramatic work.
 - (i) Present a rehearsed original or scripted drama/theatre work for a classroom or community audience and engage in shared reflection.
- (3) Responding.**
- (A) Perceive and analyze dramatic work.
 - (i) Employ a variety of self-evaluation processes (including journaling, rubrics, and aesthetic responses) to analyze

choices made in live or recorded drama/theatre work.

(B) Interpret intent and meaning in dramatic work.

- (i) Identify the artistic choices made based on personal experiences relevant to plot events in a performance.
- (ii) Identify and explain responses to character and technical elements based on cultural perspectives when participating in, contributing to, or observing drama/theatre.
- (iii) Research the concept of a personal aesthetic and recognize and share artistic preferences when contributing to or observing drama/theatre works.

(C) Apply criteria to dramatic work.

- (i) Determine the similarities and differences between criteria necessary for the evaluation of various genres and styles of theatre produced in a variety of historical periods and cultures.
- (ii) Evaluate the contributions and effectiveness of the technical elements, while keeping in mind the limitations and/or possibilities inherent in the architecture, stage types, and staging, in a drama/theatre work.
- (iii) Observe and analyze formal and informal audience response and identify the moments in drama/theatre work that elicited an audience reaction.
- (iv) Develop respect for theatre, its practitioners, and conventions such as copyright law.

(4) Connecting

(A) Synthesize and relate knowledge and personal experiences to drama/theatre.

- (i) Research and dramatize stories from Oklahoma culture or history and stories of other histories and cultures to discover similarities and differences.

(B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.

- (i) Identify universal themes or common social issues and express them through a drama/ theatre work.
- (ii) Evaluate the overall impact on drama/theatre as influenced by the history and culture of Oklahoma (including the stories and storytelling contributions of the Oklahoma American Indian Tribes) and other cultures.

(C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.

- (i) Research and discuss how the historical and cultural context influenced the perception of the work.
- (ii) Examine artifacts from a time period and geographic location to better understand performance and design choices in a drama/theatre work.

(c) Visual Arts.

(1) Creative Process.

(A) Learn and use vocabulary and concepts related to visual arts.

- (i) Apply knowledge of elements of art (e.g., line, color, form, shape, texture, value, and space) and principles of design (e.g., rhythm, balance, contrast, movement, center of

interest, and repetition) to the early stages of the creative process.

(ii) Develop criteria to guide making a work of art or design to communicate an identified goal.

(B) Practice and refine techniques and skills related to visual arts.

(i) Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings emerging in the art making process.

(ii) Refine proper and safe handling of materials, tools, and equipment through their care, storage, and use.

(C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.

(i) Develop relevant criteria to examine, reflect, and plan revisions for a work of art or design in progress.

(ii) The student will develop creative thinking to artmaking.

(I) Communicate emotions, ideas, experiences, and narratives through the creation of original works of art, using self-selected media.

(II) Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.

(2) Production.

(A) Utilize a variety of ideas and subject matter in creation of original works of visual art.

(i) Experiment and develop skills in multiple art making techniques and approaches through practice.

(ii) Apply visual organizational strategies to design and produce a work of art, design, or media that clearly communicates information or ideas.

(B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.

(i) Demonstrate care and safe handling through the storage and use of materials, tools, and equipment.

(ii) Develop awareness of practices, issues, and ethics of appropriation, fair use, and copyright as they apply to using different media.

(C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.

(i) Demonstrate an openness to artistic challenges while developing skills with new ideas, materials, methods, and approaches.

(D) Revise and refine artworks to create finished works of art.

(i) Reflect on and explain important information about personal artwork in an artist statement or another format.

(3) Cultural and Historical Perspectives.

(A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

(i) Explore different ways art is used to represent, establish, reinforce, and reflect cultural characteristics.

- (ii) Explore connections between art production and imagery relative to social and political climates.
- (iii) Place works of art from a global perspective on a timeline to represent specific movements, historical periods, and cultures.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Demonstrate respect for personal artwork and the artwork of others.
 - (ii) Analyze and reflect upon personal artwork based on formative and summative evaluations.
 - (iii) Identify skills developed through the arts that contribute to success in visual arts and non-arts careers.
 - (iv) Preserve and collect personal works of art, organizing based on teacher-identified criteria.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-117. Dance, Drama/Theatre, and Visual Art Standards for Eighth Grade

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Identify and explore the progression of simultaneous, sequential, and successive movement.
 - (ii) Embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
 - (iii) Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (e.g., journaling, portfolio, timeline).
 - (iv) Evaluate personal healthy practices in dance activities and everyday life, including nutrition and injury prevention. Explain choices made, the effects experienced, and methods for improvement.
- (B) Select, analyze, and interpret dance for presentation.
 - (i) Design body shapes in relation to other dancers, objects, and/or environment. Use appropriate performance focus in direct and indirect pathways.
 - (ii) Analyze and select metric, kinesthetic, and breath phrasing and apply them appropriately to dance phrases. Perform dance phrases of different lengths using various timings within the same section. Use different tempi in different body parts at the same time.
 - (iii) Direct dynamic energy to layer movement with multiple components and incorporate it into technique

exercises and dance performance.

(C) Convey meaning through the presentation of dance.

(i) Demonstrate character-based skills (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance, document actions, and create a plan for ongoing improvements. Receive notes from the choreographer and apply corrections to future performances.

(ii) Collaborate on design and execute production elements to intensify the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Use production terminology to explain reasons for choices.

(2) Creating.

(A) Generate and conceptualize dance ideas and work.

(i) Implement movement from a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, social events) to develop dance content for an original dance study or dance.

(ii) Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

(B) Organize and develop dance work.

(i) Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.

(ii) Define and apply artistic intention to choreograph a dance communicating personal or cultural meaning. Explain how the intention clarifies or intensifies the meaning of the dance.

(C) Refine and complete dance work.

(i) Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.

(ii) Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

(3) Responding.

(A) Perceive and analyze dance.

(i) Describe and discuss patterns of movement and their relationships in dance in context of artistic intent.

(ii) Explain how the elements of dance are used in a variety of dance styles or cultural movement practices to communicate intent using appropriate terminology.

(B) Construct meaningful interpretations of dance.

(i) Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation, using appropriate terminology.

(C) Apply criteria to evaluate dance.

(i) Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use appropriate terminology.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Relate connections found between different dances and describe the relevance of the connections to the development of one's personal perspectives.

(ii) Research the historical development of a dance form or style. Use knowledge gained from the research and create a dance study to evoke the essence of the style or genre. Share the dance study and research with peers.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people, including those of Oklahoma American Indian Tribes and communities.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Conceptualize a unified piece of drama/theatre by elaborating upon creative ideas and devising possible solutions to playwriting, improvisation, and staging.

(ii) Conceptualize and craft technical elements for a unified drama/theatre concept by analyzing elements (e.g., set, lights, costumes, props, sound, make up, special effects, media, and marketing/publicity) for an improvised or scripted work.

(iii) Develop characters authentic to the drama/theatre work by: demonstrating physical and vocal character traits; engaging in character analysis to determine how characters' inner thoughts impact character back-story, character traits, relationships, and story development; and formulating or interpreting dialogue and actions.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Through critical analysis, refine artistic choices through research and the application of Aristotle's six elements of drama during the dramatic writing process.

(ii) Demonstrate collaborative skills by working effectively with a diverse team and modeling actor etiquette in an original or scripted drama/theatre work.

(C) Revise, refine, and complete dramatic work.

- (i) Prepare, refine, and justify choices (performance, design, tech) contributing to a unified drama/theatre work.
- (ii) Refine effective physical, vocal, and physiological traits of characters through the use of acting techniques (character analysis, character morgue, Stanislavski, Strasberg, Meisner, Hagen, etc.).
- (iii) Conceptualize, design, and implement solutions to technical challenges in a drama/theatre experience.

(2) Performing.

- (A) Select, analyze, and interpret dramatic work for presentation.
 - (i) Develop and select performance and technical elements contributing to the most supportable and convincing drama/theatre work.
 - (ii) Evaluate and apply meaningful, effective, and appropriate physical and vocal traits of characters and react and respond appropriately in character with awareness of verbal and non-verbal cues in improvised, original, or scripted drama/theatre work.
- (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Assume roles (performance and technical) in a variety of dramatic and theatrical forms to refine the approaches and requirements demanded by each style and form and develop expertise through a personalization of techniques.
 - (ii) Assess the effectiveness of technical elements at creating emotional impact and conveying meaning in a drama/theatre work.
- (C) Convey meaning through the presentation of a dramatic work.
 - (i) Present a rehearsed original or scripted drama/theatre work for a classroom or community audience and engage in shared reflection.

(3) Responding.

- (A) Perceive and analyze dramatic work.
 - (i) Evaluate live or recorded drama/theatre presentations using a created rubric.
- (B) Interpret intent and meaning in dramatic work.
 - (i) Identify the artistic choices made based on personal experiences relevant to plot events in a performance and identify how the intended purpose of a drama/theatre work appeals to specific audiences.
 - (ii) Analyze how culture influences a performance by identifying, researching, and explaining responses to character and technical elements based on cultural perspectives when participating in, contributing to, or observing drama/theatre.
 - (iii) Formulate a personal aesthetic and how to apply it to a drama/theatre work.
- (C) Apply criteria to dramatic work.
 - (i) Respond to a drama/theatre work using supporting evidence, personal aesthetics, and artistic criteria.

- (ii) Observe and discuss how technical elements and choices impact audience members' perspectives and reactions in a drama/theatre work.
- (iii) Define and discuss actor/audience relationship and synergy.
- (iv) Develop respect for theatre, its practitioners, and conventions such as copyright law.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Identify common or shared social concerns and issues and choose or create a drama/theatre work to explore those connections.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Identify common or shared social concerns and issues that appear throughout history, and choose or create a drama/theatre work to realistically or metaphorically explore those connections.
 - (ii) Use different forms of drama/theatre to explore the history and culture of Oklahoma (including the stories and storytelling contributions of the Oklahoma American Indian Tribes) and other cultures.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Research the story elements of a drama/theatre work and compare them to another production of the same work.
 - (ii) Analyze the visual similarities and differences between Oklahoma history and culture and other histories and cultures to inform design choices.

(c) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Apply knowledge of elements of art and principles of design throughout the creative process and completion of works of art.
 - (ii) Develop criteria to guide making a work of art or design and evaluate progress to meet the identified criteria.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Experiment, innovate, and take risks using developed skills to pursue ideas, forms, and meanings emerging throughout the art making process.
 - (ii) Show consistent use of proper and safe handling of materials, tools, and equipment through their care, storage, and use.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Apply personal criteria to examine, reflect, and plan revisions for a work of art or design in progress.
 - (ii) The student will develop creative thinking to artmaking.

- (I) Communicate emotions, ideas, experiences, and narratives through the creation of original works of art, using self-selected media.
- (II) Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Demonstrate persistence in developing personal skills with various materials, methods, and available technology.
 - (ii) Select, organize, and design images and words to make visually clear and compelling presentations.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Demonstrate care and safe handling through the storage and use of materials, tools, and equipment.
 - (ii) Demonstrate awareness of practices, issues, and ethics of appropriation, fair use, and copyright as they apply to using different media.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Demonstrate willingness to experiment, innovate, and take risks to pursue ideas, forms, and meanings emerging in the process of art making or design.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Examine and reflect on relevant criteria to plan and implement revisions on a work of art or design in progress.

(3) Cultural and Historical Perspectives.

- (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Distinguish different ways art is used to represent, establish, reinforce, and reflect cultural characteristics.
 - (ii) Identify connections between art production and imagery relative to social and political climates.
 - (iii) Identify works of art and artists in relation to specific movements, historical periods, and cultures.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Consistently apply respect for personal artwork and the artwork of others.
 - (ii) Develop statements to reflect upon personal artwork based on formative and summative evaluations.
 - (iii) Analyze abilities developed in the arts needed to be successful in a variety of visual arts and non-arts careers.
 - (iv) Preserve and collect personal works of art, organizing based on student-identified criteria to show concepts and student growth.

210:15-3-118. Dance, Drama/Theatre, Music, and Visual Art Standards for High School Proficient Level

(a) Dance.

(1) Performing.

(A) Develop and refine dance techniques and work for presentation.

(i) Embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.

(ii) Articulate performance goals and justify reasons for selecting particular practice strategies. Discuss implementation of the plan and how it supports personal performance goals.

(iii) Develop a plan for healthy practices in dance activities and everyday life, including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal health goals.

(B) Select, analyze, and interpret dance for presentation.

(i) Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

(ii) Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.

(iii) Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness and control so movement phrases demonstrate variances of energy and dynamics.

(C) Convey meaning through the presentation of dance.

(i) Demonstrate character-based skills (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance.

(ii) Accept notes from the choreographer post-performance and apply corrections to future performances.

(iii) Document the rehearsal and performance process and evaluate methods and strategies, using dance and production terminology.

(iv) Evaluate possible designs for the production elements of a performance and select and execute the ideas to intensify and heighten the artistic intent of the dances.

(2) Creating.

(A) Generate and conceptualize dance ideas and work.

(i) Explore a variety of stimuli for generating movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the

stimuli and the movement.

(ii) Experiment with elements of dance to explore personal movement preferences and strengths. Select movements to challenge skills and build on strengths in an original dance composition.

(B) Organize and develop dance work.

(i) Design a dance using choreographic devices and structures to support a clear artistic intent. Explain how the dance structures clarify the artistic intent.

(ii) Develop an artistic statement for an original dance study. Discuss how the use of movement elements, choreographic devices, and structures serve to communicate the artistic intent.

(C) Refine and complete dance work.

(i) Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate the impact of choices made in the revision process.

(ii) Demonstrate knowledge of recognized systems used to document a section of a dance (e.g., writing, a form of notation symbols, using media technologies).

(3) Responding.

(A) Perceive and analyze dance.

(i) Analyze dance works and recognize recurring patterns, themes, and qualities of movement to create structure and meaning in a dance.

(ii) Analyze movement patterns and their relationships in a variety of dance styles or cultural movement practices and demonstrate how their differences impact the meaning of the dance. Use appropriate terminology.

(B) Construct meaningful interpretations of dance.

(i) Select and compare different dances and discuss their intent and artistic expression. Use appropriate terminology to explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support artistic intent.

(C) Apply criteria to evaluate dance.

(i) Discuss insights of artistic expression used in a dance. Utilizing evaluative criteria, consider societal values and a range of perspectives. Use appropriate terminology.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact interpretation. Provide evidence to support an analysis.

(ii) Conduct research using a variety of resources about a social issue of great interest and use the information to create a dance study expressing a specific point of view on

the topic. Summarize whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Analyze and discuss dances from selected genres, styles and historical periods, including those of Oklahoma American Indian Tribes and communities. Formulate reasons for the similarities and differences between them in relation to the ideas from which the dances originate.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Conceptualize a unified piece of drama/theatre by investigating the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

(ii) Imagine technical elements for a unified drama/theatre concept by exploring the impact of technology on choices in a drama/ theatre work.

(iii) Develop a character authentic to the work through application of vocal techniques, employing movement techniques, and engaging in character analysis.

(B) Organize, develop, and rehearse dramatic ideas and work.

(i) Develop a unified drama/theatre work by refining a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas.

(ii) Demonstrate collaborative and interdisciplinary skills by investigating the collaborative nature of the actor, director, playwrights, and designers and exploring their interdependent roles in a drama/theatre work.

(C) Revise, refine, and complete dramatic work.

(i) Practice and revise a unified devised or scripted drama/theatre work using varied theatrical styles (e.g., realism, mime, vaudeville, etc.).

(ii) Explore the connection to a character through physical, vocal, and psychological choices to develop a performance that is believable, authentic, and relevant to a drama/theatre work.

(iii) Collaborate with peers to create a technical design using simple technology for devised or scripted drama/theatre work.

(iv) Select a scene from literature, original, or scripted material, and contribute to the development of a scene as a member of an ensemble.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Explore various technical elements contributing to the most supportable and convincing drama/theatre work.

(ii) Understand that there are multiple choices for each character and select the most supportable choices for the

moment.

(B) Develop and refine dramatic techniques and work for presentation.

(i) Develop experience through practice and a personalization of acting techniques to expand skills in a rehearsal or drama/theatre performance.

(ii) Integrate technical elements to create an emotional impact or convey meaning by researching elements to increase the impact of a design, introduce technical knowledge of safety procedures, and participating as a member of a technical crew and management team for a production.

(C) Convey meaning through the presentation of a dramatic work.

(i) Present a drama/theatre work with a defined purpose or intent through selection and use of performance spaces, drama and theatre conventions, and technical elements appropriate to an audience.

(3) Responding.

(A) Perceive and analyze dramatic work.

(i) Analyze and evaluate theatrical works of extended length and complexity, demonstrating an understanding of the protocols of audience etiquette appropriate to the style of the performance.

(ii) Identify choices in a drama/theatre work to understand and explain personal reactions as a participant in a drama/theatre event.

(B) Interpret intent and meaning in dramatic work.

(i) Use personal experience and background knowledge to create or interpret a drama/theatre work by identifying and comparing artistic choices developed from personal experiences, textual evidence, and appropriate criteria in a drama/theatre work.

(ii) Interpret how culture influences a performance by identifying and comparing cultural perspectives and contexts influencing the interpretation of a drama/theatre work.

(iii) Identify personal aesthetics by researching the concept of a personal aesthetic, recognizing and sharing artistic/aesthetic preferences and choices, and forming a personal aesthetic when contributing to or observing drama/theatre works.

(iv) Evaluate and critique elements of drama, dramatic techniques, and theatrical conventions using guidelines for evaluating a theatrical production.

(C) Apply criteria to dramatic work.

(i) Develop and apply group-generated criteria to evaluate and assess one's own work and the work of others.

(ii) Evaluate the effectiveness of technical elements in conveying the theme of the drama/theatre work while respecting others' interpretations.

- (iii) Establish an active relationship between audience and performer by observing and discussing how characters' circumstances impact audience members' perspectives and reactions in a drama/theatre work.
- (iv) Develop respect for theatre, its practitioners, and conventions such as copyright law.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to drama/theatre.
 - (i) Choose and interpret a drama/theatre work and identify similarities and differences between the characters' experiences and student's personal experiences.
 - (ii) Identify and analyze theatrical works from a variety of historical periods, cultures, and playwrights.
- (B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Explore how cultural, global, and historic belief systems (including Oklahoma culture/history and the stories and storytelling contributions of the Oklahoma American Indian Tribes) affect/have affected creative choices in drama/theatre work.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Use basic theatre research methods (dramaturgy) to better understand the social and cultural background of a drama/theatre work.
- (D) Examine how theatre connects to life experiences, careers, and other content.
 - (i) Explore how theatre connects to life experiences, careers, and other content through exploration of various careers in the theatre arts (e.g., performance, tech, production, administrative, education, marketing, etc.).

(c) Music.

(1) Creating.

- (A) Generate musical ideas for various purposes and contexts.
 - (i) Compose and/or improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes to reflect characteristics of music studied.
- (B) Select and develop musical ideas for defined purposes and contexts.
 - (i) Select and develop melodic and rhythmic passages and arrangements incorporating the characteristics of music or texts studied while preserving them through notation and/or audio/video recording.
- (C) Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
 - (i) Evaluate and refine melodies, rhythmic passages, arrangements, and improvisations based on established criteria.
- (D) Share creative musical work to convey intent, demonstrate craftsmanship, and exhibit originality.

- (i) Share personally-developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) addressing identified purposes.

(2) Performing.

- (A) Select varied musical works to present based on interest, knowledge, technical skill, and context.
 - (i) Explain the criteria used to select a varied repertoire based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- (B) Analyze varied musical works and their implications for performance.
 - (i) Analyze how compositional devices of musical works inform prepared or improvised performances.
- (C) Develop and express personal interpretations that consider creators' intent.
 - (i) Utilize context(s) to inform interpretation in a varied repertoire of music through prepared and improvised performances.
- (D) Use self-reflection and peer feedback to refine individual and ensemble performances of varied music repertoire.
 - (i) Develop strategies and evaluate success using feedback from ensemble peers and other sources to address challenges in a varied repertoire of music.
- (E) Perform expressively with appropriate interpretation and technical accuracy.
 - (i) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

(3) Responding.

- (A) Choose music appropriate for a specific purpose or context.
 - (i) Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to personal interest, purpose, and context.
- (B) Analyze how the structure and context of varied musical works inform the response.
 - (i) Explain how the analysis of passages and understanding the way the elements of music are manipulated affect musical response.
- (C) Support the reasons for an interpretation of musical works reflecting creators' or performers' expressive intent.
 - (i) Explain and support the reasons for interpretations of expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text.
- (D) Evaluate musical works and performances based on analysis, interpretation, and established criteria.

- (i) Evaluate works and performances based on personally- or collaboratively- developed criteria, including analysis of the structure and context.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences in making/understanding music.
 - (i) Reflect upon and critique musical experiences and the effects personal interests and concerns have on the outcome for both performer(s) and the audience.
- (B) Relate music ideas and works with societal, cultural, and historical context to deepen personal understanding.
 - (i) Describe how knowledge of culture, traditions, and history influences personal responses to music.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Use the elements of art and principles of design to develop multiple approaches to create art.
 - (ii) Shape a personal artistic vision using a contemporary practice of art and design.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Experiment and practice skills and knowledge of various art forms.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Apply relevant criteria from cultural contexts to examine, reflect, and plan for works of art and design.
 - (ii) The student will apply creative thinking to artmaking.
 - (i)
 - a. Communicate emotions, ideas, experiences, and narratives through the creation of original works of art, using self-selected media.
 - b. Synthesize prior knowledge and experience to develop a personal investigation by creating a series of works of art.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Document process of developing ideas from early stages to fully elaborated ideas and originality.
 - (ii) Collaboratively develop a proposal for an installation, artwork, or space design that transforms the perception and experience of a particular place.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Explain how materials used in art making may impact human health and the environment, and demonstrate safe handling of materials, tools, and equipment.

- (ii) Understand the legal consequences of appropriation, fair use, copyright, open source, social media, and creative commons as they apply to works of art and design.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Use multiple approaches to begin creative endeavors.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Apply relevant criteria from traditional and contemporary contexts to examine, reflect on, and plan revisions for works of art and design in progress.
- (3) Cultural and Historical Perspectives.**
 - (A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
 - (i) Describe how knowledge of cultures, traditions, and history may influence personal responses to art.
 - (ii) Describe how an artist or culture uses media (materials) to identify social, cultural, or political beliefs and actions.
 - (iii) Describe basic ideas underlying major art movements and their historical periods and attribute works of art to specific artists, cultures, and movements.
- (4) Aesthetic Response and Critique Methodologies.**
 - (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Develop a personal artistic style in a portfolio or body of personal artwork, including an artist statement.
 - (ii) Critique personal artwork based on a thoughtful inquiry.
 - (iii) Reflect on personal critiques to improve current or future work.
 - (iv) Document and preserve personal works of art in a portfolio.
 - (v) Discuss and explore necessary preparations for entering careers, college programs, exhibits, competitions, and pathways in the visual arts.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-119. Dance, Drama/Theatre, Music, and Visual Art Standards for High School Advanced Level

(a) Dance.

(1) Performing.

- (A) Develop and refine dance techniques and work for presentation.
 - (i) Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences.
 - (ii) Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.
 - (iii) Apply anatomical principles and healthy practices to a range of technical dance skills. Follow a personal nutrition

plan supporting health for everyday life.

- (B) Select, analyze, and interpret dance for presentation.
 - (i) Expand solo, partner, and ensemble skills to greater ranges and skill levels. Execute complex movement sequences with others while maintaining relationships through focus and intention.
 - (ii) Perform dance studies and compositions using time and tempo in unpredictable ways. Use internal rhythms and dynamics as phrasing tools.
 - (iii) Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase.
- (C) Convey meaning through the presentation of dance.
 - (i) Demonstrate character-based skills when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance.
 - (ii) Implement performance strategies to reach choreographic intent. Accept and apply feedback from the choreographer to future performances.
 - (iii) Document the rehearsal and performance process by maintaining a record (e.g., journal, video, etc.) and evaluate methods and strategies, using dance and production terminology.
 - (iv) Use dance performance production knowledge to work collaboratively and learn the elements necessary to fulfill the artistic intent of the dance works.

(2) Creating.

- (A) Generate and conceptualize dance ideas and work.
 - (i) Synthesize content generated from a variety of stimuli to choreograph dance studies or dances using original or codified movement.
 - (ii) Apply personal movement preferences and strengths with the movement vocabulary of several dance forms to choreograph an original dance study. Compare and contrast personal choices to those made by well-known choreographers.
- (B) Organize and develop dance work.
 - (i) Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures.
 - (ii) Develop an artistic statement to reflect a personal style for an original dance study. Select and demonstrate movements supporting the artistic intent.
- (C) Refine and complete dance work.
 - (i) Clarify the artistic intent of a dance by refining choreographic devices and dance structures. Work collaboratively or independently, using established artistic criteria, self-reflection, and feedback from others. Analyze and evaluate the impact of choices made in the revision

process.

(ii) Develop a strategy to record a dance using recognized systems of dance documentation.

(3) Responding.

(A) Perceive and analyze dance.

(i) Analyze dance works and provide examples of recurring patterns, themes, and qualities of movement and their relationships to create well-structured and meaningful choreography.

(ii) Analyze and compare movement patterns and their relationships in a variety of dance styles or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use appropriate terminology.

(B) Construct meaningful interpretations of dance.

(i) Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use appropriate terminology.

(C) Apply criteria to evaluate dance.

(i) Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use appropriate terminology.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to make dance.

(i) Analyze a dance and research its context. Synthesize information learned and share new ideas about its impact on personal perspective.

(ii) Use established research methods to investigate a topic and collaborate to create a piece of choreography based on the topic. Explain (orally or in writing) the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other situations.

(B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.

(i) Analyze and discuss dances from selected genres, styles, historical periods, and world dance forms, including those of Oklahoma American Indian Tribes and communities. Explain how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives from which the dances originate.

(b) Drama/Theatre.

(1) Creating.

(A) Generate and conceptualize dramatic ideas and work.

(i) Conceptualize a unified piece of theatre by exploring performance and technical choices to develop a drama/theatre work that is believable, authentic, and relevant.

- (ii) Imagine technical elements for a unified drama/theatre concept by exploring technology and conducting research to inform the design of sets, costumes, sound, etc., in a drama/theatre work.
 - (iii) Develop a character authentic to the work through application of vocal techniques, employing movement techniques, and demonstrating knowledge of motivation through the recall of emotional experience, blocking, and observations of the external world.
- (B) Organize, develop, and rehearse dramatic ideas and work.
 - (i) Develop a unified drama/theatre work by generating ideas from research (historical and cultural) and script analysis to devise a performance.
 - (ii) Demonstrate collaborative and interdisciplinary skills by cooperating as a creative team to make interpretive choices for a drama/ theatre work.
- (C) Revise, refine, and complete dramatic work.
 - (i) Use the rehearsal process to analyze the dramatic concept and technical design elements of devised or scripted drama/theatre work.
 - (ii) Explore the connection to a character through mind/body/voice and use research and script analysis to revise dramatic choices and create a vivid character.
 - (iii) Revise and improve technical design choices to create an emotional impact and support the story of a devised or scripted drama or theatre work.
 - (iv) Interpret drama using scripted material, literature, original material, and use improvisation to create extended theatrical pieces as a solo actor or as a member of an ensemble.

(2) Performing.

- (A) Select, analyze, and interpret dramatic work for presentation.
 - (i) Develop and select technical elements contributing to the most supportable and convincing drama/theatre work.
 - (ii) Research and apply the development of acting skills for character creation and performance including historical movements, personal experience, and cultural influences utilizing various acting methods and techniques (e.g., Stanislavski, Uta Hagen, sense memory, emotional recall).
- (B) Develop and refine dramatic techniques and work for presentation.
 - (i) Develop proficiency through practice and implement the voice, body, observation, and imagination to expand skills in a rehearsal or drama/theatre performance.
 - (ii) Integrate technical elements to create an emotional impact or convey meaning by researching elements to increase the impact of a design, applying technical knowledge of safety procedures, and participating as a member of a technical crew and management team for a production.
- (C) Convey meaning through the presentation of a dramatic work.

- (i) Present a drama/theatre work using creative processes to shape the technical elements for a specific audience.

(3) Responding.

(A) Perceive and analyze dramatic work.

- (i) Analyze and critique a performance work by connecting it to art forms, history, culture, and other disciplines using supporting evidence and criteria.
- (ii) Identify choices in a drama/theatre work and demonstrate the ability to receive and act upon coaching, feedback, and constructive criticism.

(B) Interpret intent and meaning in dramatic work.

- (i) Use personal experience and background knowledge to create or interpret a drama/theatre work by analyzing artistic choices developed from personal experience, textual evidence, and appropriate criteria to reinforce artistic choices when participating in or observing a drama/theatre work.
- (ii) Interpret how culture influences a performance by applying cultural perspectives and contexts influencing the interpretation of a drama/ theatre work.
- (iii) Identify personal aesthetics by justifying a personal aesthetic when contributing to or observing drama/theatre works.
- (iv) Critique various aspects of theatre using appropriate supporting evidence, analyze why artistic choices are made in drama /theatre work, and develop and utilize meaningful, structured criteria for assessing the work of an actor.

(C) Apply criteria to dramatic work.

- (i) Citing evidence, develop and apply group-generated criteria to evaluate and assess one's own work and the work of others and receive/act upon coaching feedback and constructive criticism.
- (ii) Citing evidence, evaluate the effectiveness of technical elements in conveying the theme of the drama/theatre work while respecting others' interpretations.
- (iii) Establish an active relationship between audience and performer and evaluate audience responses based on personal experiences to critique a drama/theatre work.
- (iv) Develop respect by creating a personal code of theatre etiquette and ethics and respecting theatre practitioners and conventions such as copyright law.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to drama/theatre.

- (i) Develop a drama/theatre work identifying and investigating culture, global, and historic belief systems.
- (ii) Demonstrate a basic understanding of theatre history through the study of playwrights, theatrical styles, genres, and historical periods.

(B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.

- (i) Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.
- (C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.
 - (i) Research societal, historical, and cultural context for a performance and present an opinion about the drama/theatre design based on those contexts.
- (D) Examine how theatre connects to life experiences, careers, and other content.
 - (i) Explore how theatre connects to life experiences, careers, and other content, and examine methods of pursuing various careers (including demonstrating audition etiquette and techniques) and theatre/theatre-based careers.

(c) Music.

(1) Creating.

- (A) Generate musical ideas for various purposes and contexts.
 - (i) Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes to reflect characteristics of music from a variety of cultures or historical periods studied.
- (B) Select and develop musical ideas for defined purposes and contexts.
 - (i) Select and develop extended melodic and rhythmic compositions, demonstrating the characteristics of music from a variety of cultures and genres while preserving them through notation and/or audio/video recording.
- (C) Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
 - (i) Evaluate and refine arrangements, sections, short compositions, and improvisations based on personally-developed criteria.
- (D) Share creative musical work to convey intent, demonstrate craftsmanship, and exhibit originality.
 - (i) Share personally-developed arrangements, sections, and short compositions (individually or as an ensemble) addressing identified purposes.

(2) Performing.

- (A) Select varied musical works to present based on interest, knowledge, technical skill, and context.
 - (i) Develop and apply criteria to select a varied repertoire based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
- (B) Analyze varied musical works and their implications for performance.
 - (i) Document and demonstrate how compositional devices impact and inform prepared and improvised performances using appropriate music literacy skills.
- (C) Develop and express personal interpretations that consider creators' intent.

- (i) Utilize style, genre, technical skill, and context(s) of a varied repertoire of music to influence prepared and improvised performances.
- (D) Use self-reflection and peer feedback to refine individual and ensemble performances of varied music repertoire.
 - (i) Develop and apply appropriate rehearsal strategies to refine performance(s) while addressing individual and ensemble challenges in a varied repertoire of music.
- (E) Perform expressively with appropriate interpretation and technical accuracy.
 - (i) Demonstrate developing fluency of the technical demands and expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

(3) Responding.

- (A) Choose music appropriate for a specific purpose or context.
 - (i) Develop personal criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
- (B) Analyze how the structure and context of varied musical works inform the response.
 - (i) Explain how the analysis of musical structures and contexts affect musical response.
- (C) Support the reasons for an interpretation of musical works reflecting creators' or performers' expressive intent.
 - (i) Explain and support, using research, the reasons for interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.
- (D) Evaluate musical works and performances based on analysis, interpretation, and established criteria.
 - (i) Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences in making/understanding music.
 - (i) Analyze the effect of personal interests and concerns on musical experiences and their impact and value on both the performers and the audience.
- (B) Relate music ideas and works with societal, cultural, and historical context to deepen personal understanding.
 - (i) Compare and contrast uses of music in a variety of societal, cultural, and historical contexts while making connections to uses of music in contemporary and local contexts.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Use the elements of art and principles of design to create artwork for the development of a portfolio.
 - (ii) Choose from a range of materials and methods of traditional and contemporary artistic practices to plan personal works of art and design.
 - (iii) Reflect on artistic choices through written response.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Experiment to demonstrate acquisition of skills and knowledge in a chosen art form.
- (C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.
 - (i) Reflect, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.
 - (ii) The student will apply creative thinking to original artistic works.
 - (I) Communicate personal emotions and ideas in works of art by selecting media and incorporating appropriate elements of art and principles of design.
 - (II) Employ a variety of subject matter, including symbols and metaphors, to represent ideas about personal, cultural, or social concepts.

(2) Production.

- (A) Utilize a variety of ideas and subject matter in creation of original works of visual art.
 - (i) Utilize inquiry methods of observation, research, and experimentation to explore unfamiliar subjects through original art making.
 - (ii) Redesign an object, system, place, or design in response to contemporary issues.
- (B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.
 - (i) Demonstrate awareness of ethical implications and social responsibility in the making and distribution of creative work, while demonstrating safe handling of materials, tools, and equipment.
 - (ii) Understand the legal consequences of appropriation, fair use, copyright, open source, social media, and creative commons as they apply to works of art and design.
- (C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.
 - (i) Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.
- (D) Revise and refine artworks to create finished works of art.
 - (i) Engage in constructive critique with peers, then reflect on, revise, and refine works of art and design in response to personal artistic vision.

(3) Cultural and Historical Perspectives.

(A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

(i) Analyze works of art in a variety of societal, cultural, and historical contexts and make connections to uses of art in contemporary and local contexts.

(ii) Analyze, explain, and justify why artists or cultures use specific media (materials) to record their social, cultural, and political history.

(iii) Analyze issues related to chronological art history and the development of an art movement.

(4) Aesthetic Response and Critique Methodologies.

(A) Perceive, analyze, interpret, and evaluate artistic work.

(i) Develop a personal artistic style in a portfolio or body of personal artwork, including an artist statement.

(ii) Discuss and critique personal and peer created artwork using correct terminology.

(iii) Incorporate peer critique to improve current or future work.

(iv) Select and prepare finished artwork for presentation.

(v) Discuss and explore necessary preparations for entering careers, college programs, exhibits, competitions, and pathways in the visual arts.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-120. Dance, Drama/Theatre, Music, and Visual Art Standards for High School Accomplished Level

(a) Dance.

(1) Performing.

(A) Develop and refine dance techniques and work for presentation.

(i) Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and explain and analyze performance ability with others.

(ii) Initiate, plan, and direct rehearsals with attention to technical details. Use a range of rehearsal strategies to achieve performance excellence.

(iii) Research healthy and safe practices for dancers and modify personal practice based on findings. Discuss how the research informs personal practice.

(B) Select, analyze, and interpret dance for presentation.

(i) Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use varied focus to clarify movement and intent. Perform in various relationships with other dancers and audience as appropriate to the dance.

(ii) Demonstrate time complexity in phrasing with and without musical accompaniment. Work with and against rhythm of accompaniment or sound environments.

(iii) Perform movement sequences expressively within the choreographic intent using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

(C) Convey meaning through the presentation of dance.

(i) Integrate character-based skills into daily practice and when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance.

(ii) Enhance performance using performance practices during a broad repertoire of strategies to achieve choreographic intent.

(iii) Develop a professional portfolio (e.g., resume, head shot) and exhibit fluency in professional dance and production terminology.

(iv) Work collaboratively to produce dance performances in a variety of venues and design and organize the production elements necessary to fulfill the artistic intent of the dance works in each of the venues.

(2) Creating.

(A) Generate and conceptualize dance ideas and work.

(i) Demonstrate content generated from a variety of stimuli to discover a personal voice with clear artistic intent.

(ii) Expand personal movement preferences and strengths to discover unexpected solutions and communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

(B) Organize and develop dance work.

(i) Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify the artistic intent.

(ii) Construct an artistic philosophy to communicate a personal and/or cultural artistic perspective.

(C) Refine and complete dance work.

(i) Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and the feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

(ii) Document a dance using recognized systems of dance documentation.

(3) Responding.

(A) Perceive and analyze dance.

(i) Analyze dance works from a variety of dance styles and explain how recurring patterns, themes, and qualities of movement relate to the artistic intent.

(ii) Analyze and explain how dance communicates aesthetic and cultural values in a variety of dance styles or cultural movement practices. Use appropriate terminology.

- (B) Construct meaningful interpretations of dance.
 - (i) Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different dance styles, or cultural movement practices. Use appropriate terminology.
- (C) Apply criteria to evaluate dance.
 - (i) Define personal artistic preferences to critique a dance. Consider societal and personal values and a range of artistic expression. Compare perspectives with peers and justify views. Use appropriate terminology.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to make dance.
 - (i) Review original choreography with respect to its content and context. Reflect and analyze its relationship to personal perspectives and growth.
 - (ii) Investigate various dance-related careers and college readiness through a variety of research methods and techniques. Select options of most interest. Develop and implement a capstone project to reflect opportunities in dance.
- (B) Relate dance ideas and works with societal, cultural and historical contexts to deepen understanding.
 - (i) Analyze and discuss dances from selected genres, styles, historical periods, and world dance forms, including those of Oklahoma American Indian Tribes and communities. Analyze how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives from which the dances originate. Analyze the impact on one's dance literacy.

(b) Drama/Theatre.

(1) Creating.

- (A) Generate and conceptualize dramatic ideas and work.
 - (i) Conceptualize a unified piece of theatre by synthesizing knowledge from a variety of dramatic forms, drama/theatre conventions, and technologies.
 - (ii) Develop technical elements for a unified drama/theatre concept by creating and implementing a major technical element for a production.
 - (iii) Develop a character authentic to the work by: applying fundamental vocal techniques such as knowledge of dialects and accents, the International Phonetic Alphabet, increased range and control, intonation, and connotation; applying fundamental movement techniques and show increased poise and flexibility; and connecting and defending internal and external work to fully realize the character.
- (B) Organize, develop, and rehearse dramatic ideas and work.
 - (i) Develop a unified drama/theatre work by generating ideas from research and script analysis and applying meaningful cultural, literary, and historical influences to

acting choices, technical choices, or directorial concepts.
(ii) Demonstrate collaborative and interdisciplinary skills by working to develop theatrical production concepts, discover artistic solutions, and make interpretive choices in a drama/theatre work.

(C) Revise, refine, and complete dramatic work.

(i) Refine, transform, and demonstrate the unifying concept in a devised or scripted drama/theatre work using the rehearsal process.

(ii) Explore the connection to a character through mind/body/voice to create a vivid character and apply appropriate acting techniques and styles in performances of characters from a variety of dramatic genres and historical periods.

(iii) Integrate, refine, and apply technical design elements to enhance the unified concept and create an emotional impact or convey meaning in a devised or scripted drama/theatre work.

(iv) Interpret drama using scripted material by independently writing a one-act play with correct form and structure including full character development, believable dialogue, and logical plot outcomes.

(2) Performing.

(A) Select, analyze, and interpret dramatic work for presentation.

(i) Demonstrate the ability to utilize the fundamental conventions and the following styles: non-realism, commedia dell'arte, Shakespeare, absurdism, mask work, improvisation, environmental drama, and other theatre arts styles.

(ii) Apply a variety of researched acting techniques as an approach to character in a drama/theatre work.

(B) Develop and refine dramatic techniques and work for presentation.

(i) Develop expertise through practice, use and justify a collection of acting exercises from reliable resources, and implement the voice, body, observation, and imagination to expand skills in a rehearsal or drama/theatre performance.

(ii) Integrate technical elements to create an emotional impact or convey meaning by developing a plan for the coordination of all aspects of a theatrical production from a technical leadership perspective.

(C) Convey meaning through the presentation of a dramatic work.

(i) Present a drama/theatre work for a specific audience, employing research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

(3) Responding.

(A) Perceive and analyze dramatic work.

(i) Compare and debate the connection between a performance and contemporary issues that may affect audiences.

(ii) Identify choices in a drama/theatre work to understand multiple interpretations of a drama/theatre event and demonstrate the ability to receive and act upon coaching and feedback.

(B) Interpret intent and meaning in dramatic work.

(i) Use personal experience and background knowledge to create or interpret a drama/theatre work by analyzing artistic choices developed from personal experience, textual evidence, and appropriate criteria to reinforce artistic choices when participating in or observing a drama/theatre work.

(ii) Interpret how culture influences a performance by demonstrating and articulating understandings of culture contexts to interpret a drama/theatre work.

(iii) Identify personal aesthetics by debating and distinguishing multiple aesthetics when contributing to or observing drama/theatre works.

(iv) Use critical analysis to make an informed decision about the quality of a theatrical production.

(C) Apply criteria to dramatic work.

(i) Synthesize evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a drama/theatre work.

(ii) Analyze and evaluate varied aesthetic interpretations of technical elements for drama/theatre work.

(iii) Establish an active relationship between audience and performer by evaluating/synthesizing evidence from audience responses to revise personal work and interpret the work of others.

(iv) Develop respect by creating a personal code of theatre etiquette and ethics, demonstrating awareness of professional ethics as a cast or crew member, and respecting theatre practitioners and conventions such as copyright law.

(4) Connecting.

(A) Synthesize and relate knowledge and personal experiences to drama/theatre.

(i) Explore the relationship between theatre and other non-arts disciplines to synthesize concepts and skills and develop a drama/theatre work.

(ii) Synthesize and apply critical research on a historical time period to develop a drama/theatre work.

(B) Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.

(i) Collaborate on a drama/theatre work examining an issue using multiple personal, community, and cultural perspectives.

(C) Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.

(i) Synthesize and apply critical research on a historical time period to create a design for a modern drama/theatre space.

(D) Examine how theatre connects to life experiences, careers, and other content.

(i) Explore how theatre connects to life experiences and careers through participation in various production roles and activities found in commercial, professional, amateur, and/or educational theatre.

(c) Music.

(1) Creating.

(A) Generate musical ideas for various purposes and contexts.

(i) Compose and improvise musical ideas for a variety of purposes and contexts.

(B) Select and develop musical ideas for defined purposes and contexts.

(i) Select and develop composed and improvised ideas to construct musical works organized for a variety of purposes and contexts while preserving them through notation and/or audio/video recording.

(C) Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

(i) Evaluate and refine varied musical works based on appropriate, context-specific criteria.

(D) Share creative musical work to convey intent, demonstrate craftsmanship, and exhibit originality.

(i) Share varied, personally-developed musical works (individually or as an ensemble) addressing identified purposes and contexts.

(2) Performing.

(A) Select varied musical works to present based on interest, knowledge, technical skill, and context.

(i) Develop and apply criteria to select varied programs based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

(B) Analyze varied musical works and their implications for performance.

(i) Examine, evaluate, and critique how compositional devices impact and inform prepared and improvised performances using appropriate music literacy skills.

(C) Develop and express personal interpretations that consider creators' intent.

(i) Utilize style, genre, technical skill, and context(s) of a varied repertoire of music to inform prepared and improvised performances to connect with the audience.

(D) Use self-reflection and peer feedback to refine individual and ensemble performances of varied music repertoire.

(i) Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

(E) Perform expressively with appropriate interpretation and technical accuracy.

- (i) Demonstrate fluency and command of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

(3) Responding.

- (A) Choose music appropriate for a specific purpose or context.
 - (i) Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.
- (B) Analyze how the structure and context of varied musical works inform the response.
 - (i) Analyze and evaluate the musical structures, contexts, and performance decisions of a musical work.
- (C) Support the reasons for an interpretation of musical works reflecting creators' or performers' expressive intent.
 - (i) Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources that can include reference to other art forms.
- (D) Evaluate musical works and performances based on analysis, interpretation, and established criteria.
 - (i) Evaluate music, programs of music, and performances based on standardized criteria, personal decision-making, research, and understanding of contexts.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences in making/understanding music.
 - (i) Synthesize knowledge related to the effects of personal interests and concerns with musical experiences to create meaningful works of art.
- (B) Relate music ideas and works with societal, cultural, and historical context to deepen personal understanding.
 - (i) Analyze and evaluate the impact of a musician or a group of musicians on the beliefs, values, and behaviors of a society.

(d) Visual Arts.

(1) Creative Process.

- (A) Learn and use vocabulary and concepts related to visual arts.
 - (i) Plan, theorize, experiment, and generate art using the elements of art and principles of design to complete a portfolio.
 - (ii) Follow or break established conventions, to plan the making of multiple works of art and design based on a theme, idea, or concept.
 - (iii) Reflect on artistic choices through written response.
- (B) Practice and refine techniques and skills related to visual arts.
 - (i) Plan and make multiple works of art to explore a personally meaningful theme, idea, or concept.

(C) Apply concepts, vocabulary, techniques, and skills to make creative choices and practice individual expression.

(i) Engage in constructive critique with peers, then reflect, revise, and refine works of art and design consistent with personal artistic vision.

(ii) The student will apply creative thinking to original artistic works.

(I) Communicate a style and point of view in expressing personal emotions and ideas in artwork.

(II) Select materials, media, and processes of personal interest to communicate ideas in artworks.

(2) Production.

(A) Utilize a variety of ideas and subject matter in creation of original works of visual art.

(i) Synthesize knowledge of social, cultural, historical, and personal life with art-making approaches to create original, meaningful works of art or design.

(ii) Demonstrate in works of art or design how visual and material culture defines, shapes, enhances, inhibits, and/or empowers people's lives.

(B) Use different media, supplies, and tools in an appropriate and safe manner in the creation of original visual artworks.

(i) Demonstrate understanding of balancing freedom and responsibility in the use of images, materials, tools, and equipment in the creation and circulation of creative work, while demonstrating safe handling of materials, tools, and equipment.

(ii) Understand the legal consequence of using copyrighted materials in the creation and circulation of creative work.

(C) Demonstrate appropriate skill level in the application of knowledge, techniques, skills, and concepts, through the creation of original visual artworks.

(i) Experiment, plan, and make a series of works of art and design to explore a personally meaningful theme, idea, or concept.

(D) Revise and refine artworks to create finished works of art.

(i) Reflect on, revise, and refine works of art or design considering relevant traditional and contemporary criteria as well as personal artistic vision.

(3) Cultural and Historical Perspectives.

(A) Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

(i) Evaluate the impact of an artist or a group of artists on the beliefs, values, and behaviors of a society.

(ii) Utilize contextual and visual knowledge of historical and contemporary art making to defend why media (materials) are used by an artist or culture.

(iii) Research the context of and defend positions related to historical or contemporary movements in art and their social impact.

(4) Aesthetic Response and Critique Methodologies.

- (A) Perceive, analyze, interpret, and evaluate artistic work.
 - (i) Refine a personal artistic style in a portfolio or body of personal artwork, including an artist statement.
 - (ii) Construct persuasive and reasonable arguments, individually, or collaboratively to defend or critique works of art.
 - (iii) Demonstrate continual refinement of artwork based on formative critique.
 - (iv) Curate and showcase work for a specific purpose.
 - (v) Prepare and submit personal work for evaluation in competitions, exhibits, college evaluation, or advanced assessment credit.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-121. Music Standards for Novice Level

(a) Music.

(1) Creating.

- (A) Generate musical ideas for various purposes and contexts.
 - (i) Discover and experiment with melodic and rhythmic ideas or motives that reflect characteristics of music or texts.
- (B) Select and develop musical ideas for defined purposes and contexts.
 - (i) Develop melodic and rhythmic ideas or motives incorporating the characteristics of music or texts studied.
- (C) Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
 - (i) Evaluate and refine compositions and improvisations based on knowledge, skill, and teacher-provided criteria.
- (D) Share creative musical work to convey intent, demonstrate craftsmanship, and exhibit originality.
 - (i) Share personally-developed melodic and rhythmic ideas or motives (individually or as an ensemble) demonstrating characteristics of music or texts studied.

(2) Performing.

- (A) Select varied musical works to present based on interest, knowledge, technical skill, and context.
 - (i) Select varied repertoire with guidance based on interest, music reading skills (where appropriate), the structure of the music, context, and the technical skill of the individual or ensemble.
- (B) Analyze varied musical works and their implications for performance.
 - (i) Identify elements of musical works to inform prepared or improvised performances.
- (C) Develop and express personal interpretations that consider creators' intent.
 - (i) Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and

- improvised performances.
- (D) Use self-reflection and peer feedback to refine individual and ensemble performances of varied music repertoire.
 - (i) Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- (E) Perform expressively with appropriate interpretation and technical accuracy.
 - (i) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- (3) Responding.**
 - (A) Choose music appropriate for a specific purpose or context.
 - (i) Identify reasons for selecting music based on characteristics found in the music, connections to personal interest, and purpose or context.
 - (B) Analyze how the structure and context of varied musical works inform the response.
 - (i) Identify how knowledge of context and the use of repetition, similarities, and contrasts affect musical response.
 - (C) Support the reasons for an interpretation of musical works reflecting creators' or performers' expressive intent.
 - (i) Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.
 - (D) Evaluate musical works and performances based on analysis, interpretation, and established criteria.
 - (i) Identify and describe the effect of personal interest, experience, analysis, and context on the perceived value of a musical work or performance.
- (4) Connecting.**
 - (A) Synthesize and relate knowledge and personal experiences in making/understanding music.
 - (i) Describe how current personal interests or concerns impact music making/musical understanding.
 - (B) Relate music ideas and works with societal, cultural, and historical context to deepen personal understanding.
 - (i) Generate ideas about how music reflects changing times, traditions, resources, and cultural uses.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-121.1. Music Standards for Intermediate Level

(a) Music.

(1) Creating.

- (A) Generate musical ideas for various purposes and contexts.
 - (i) Discover and experiment with short melodic and rhythmic passages based on characteristics of music or texts studied.

(B) Select and develop musical ideas for defined purposes and contexts.

(i) With guidance, select and develop melodic and rhythmic passages incorporating the characteristics of music or texts studied while preserving them through notation and/or audio/video recording.

(C) Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.

(i) Evaluate and refine compositions and improvisations based on knowledge, skill, and teacher-student developed criteria.

(D) Share creative musical work to convey intent, demonstrate craftsmanship, and exhibit originality.

(i) Share personally-developed melodies and rhythmic passages (individually or as an ensemble) demonstrating characteristics of music or texts studied.

(2) Performing.

(A) Select varied musical works to present based on interest, knowledge, technical skill, and context.

(i) Select varied repertoire with limited guidance based on interest, music reading skills (where appropriate), the structure of the music, context, and the technical skill of the individual or ensemble.

(B) Analyze varied musical works and their implications for performance.

(i) Describe how the setting and formal characteristics of musical works inform prepared or improvised performances.

(C) Develop and express personal interpretations that consider creators' intent.

(i) Apply expressive qualities in a varied repertoire of music through prepared and improvised performances.

(D) Use self-reflection and peer feedback to refine individual and ensemble performances of varied music repertoire.

(i) Develop strategies and evaluate success using feedback from ensemble peers and other sources to address technical challenges in a varied repertoire of music.

(E) Perform expressively with appropriate interpretation and technical accuracy.

(i) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

(3) Responding.

(A) Choose music appropriate for a specific purpose or context.

(i) Discuss reasons for selecting music, citing characteristics found in the music and connections to personal interest, purpose, and context.

(B) Analyze how the structure and context of varied musical works inform the response.

- (i) Describe how understanding context and the way the elements of music are manipulated affect musical response.
- (C) Support the reasons for an interpretation of musical works reflecting creators' or performers' expressive intent.
 - (i) Identify and support the reasons for the interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.
- (D) Evaluate musical works and performances based on analysis, interpretation, and established criteria.
 - (i) Explain the influence of experiences, analysis, and context on the perceived value of a musical work or performance.
- (4) Connecting.**
 - (A) Synthesize and relate knowledge and personal experiences in making/understanding music.
 - (i) Generate a collection of personal ideas reflecting current interests and concerns that could be investigated in music making/musical understanding.
 - (B) Relate music ideas and works with societal, cultural, and historical context to deepen personal understanding.
 - (i) Identify different ways music is used to represent, establish, reinforce, and reflect group identity.

[Source: ; Added at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-122. Media Arts Standards for Elementary

Media Arts.

(1) Creating.

- (A) Generate and conceptualize media art ideas and work.
 - (i) Use appropriate vocabulary, develop, and share multiple ideas for media art using a variety of tools, methods, and/or materials.
- (B) Organize and develop media art ideas and work.
 - (i) Create, share, and test ideas, plans, and models to prepare for media arts productions.
- (C) Refine and complete media arts productions.
 - (i) Create, organize, and edit content into unified, meaningful media art utilizing discipline-specific elements and principles (e.g., movement, force, time, space, etc.).

(2) Producing.

- (A) Select, analyze, and interpret media art for presentation.
 - (i) Combine varied academic media content into unified media art.
- (B) Develop and refine media arts techniques and work for presentation.
 - (i) Exhibit developing ability in a variety of artistic roles, such as making compositional decisions, using competency tools and techniques, and collaborating with others to produce media art.
 - (ii) Use creative and innovative strategies to develop media art.

- (iii) Use tools and techniques to communicate in the production of media art.
 - (C) Convey meaning through the presentation of media art.
 - (i) Take on roles and processes in preparing, presenting, and distributing media art.
 - (ii) Analyze the presentation experience and share improvements for presenting media art.
- (3) Responding.**
 - (A) Perceive and analyze media art.
 - (i) Identify and describe how messages are created through the components of media art.
 - (ii) Recognize and share how meaning and style in media art affect audience experience.
 - (B) Interpret intent and meaning in media art.
 - (i) Identify and discuss the purpose and meaning of various media art considering the context in which they were made.
 - (C) Apply criteria to evaluate media art.
 - (i) Identify basic criteria for evaluating media art, considering possible improvements and context.
- (4) Connecting.**
 - (A) Synthesize and relate knowledge and personal experiences to make media art.
 - (i) Use personal and external resources, such as interests, information, and models, to create media art.
 - (ii) Identify and show how media art form meanings, impact and shape culture, and provide opportunities for self-expression.
 - (B) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
 - (i) Identify how media art and ideas relate to everyday life and can influence values and behavior.
 - (ii) Examine and interact appropriately with media arts tools and environments, considering safety, rules (such as copyright), and fairness, including the personal and social responsibility of media creation and sharing.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 35, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1446, eff 6-11-09; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

210:15-3-123. Media Arts Standards for High School

Media Arts.

(1) Creating.

- (A) Generate and conceptualize media art ideas and work.
 - (i) Use appropriate vocabulary when generating ideas, developing artistic goals, and problem solving in media arts creation processes.
- (B) Organize and develop media art ideas and work.
 - (i) Apply aesthetic criteria in developing processes for media arts productions, considering original inspirations, goals, and presentation context.
- (C) Refine and complete media arts productions.

- (i) Organize and integrate content and stylistic conventions in media arts productions, demonstrating associated principles, such as emphasis and tone.
- (ii) Refine and modify media art productions, honing aesthetic quality and accentuating stylistic elements according to stated student goals and preferences.

(2) Producing.

- (A) Select, analyze, and interpret media art for presentation.
 - (i) Integrate various art forms into media art, considering the intended audience.
- (B) Develop and refine media arts techniques and work for presentation.
 - (i) Demonstrate growth in artistic skills, technical skills, and soft skills by working in specified roles in the production of a variety of media art.
 - (ii) Develop and refine various creative abilities when addressing challenges within media art.
 - (iii) Demonstrate innovation, through the use of tools, techniques, and content, to communicate intent in the production of media art.
- (C) Convey meaning through the presentation of media art.
 - (i) Design presentations for an audience.
 - (ii) Evaluate and make improvements in media art while considering the intended audience.

(3) Responding.

- (A) Perceive and analyze media art.
 - (i) Analyze the qualities of, and relationships between, components, style, and preferences communicated by media art and artists.
 - (ii) Analyze how a variety of media art manage audience experience and create intention through multimodal perception.
- (B) Interpret intent and meaning in media art.
 - (i) Analyze the intent, meaning, and reception of a variety of media art focusing on personal and cultural contexts.
- (C) Apply criteria to evaluate media art.
 - (i) Evaluate media art and production processes at decisive stages, using identified criteria and considering context and artistic goals.

(4) Connecting.

- (A) Synthesize and relate knowledge and personal experiences to make media art.
 - (i) Access, evaluate, and integrate personal and external resources, (e.g., experiences, interests, and cultural influences) to inform the creation of original media art.
 - (ii) Expand connections and demonstrate the use of media art to derive new meaning, gain knowledge, and create cultural experiences.
- (B) Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- (i) Demonstrate and explain how media art and ideas relate to various contexts, purposes, and values (e.g., social trends, fads, cultural or national identity).
- (ii) Critically evaluate and effectively interact with legal, technological, systemic, and vocational contexts of media arts, considering ethics, copyright, fair use, media literacy, social media, virtual worlds, and digital identity.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 31 Ok Reg 1168, eff 9-12-14; Amended at 40 Ok Reg 1869, eff 9-11-23]

PART 15. OKLAHOMA STANDARDS FOR WORLD LANGUAGES

210:15-3-133. Overview [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 128, eff 10-5-15 (emergency); Revoked at 33 Ok Reg 684, eff 8-25-16]

210:15-3-133.1. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 128, eff 10-5-15 (emergency); Revoked at 33 Ok Reg 684, eff 8-25-16]

210:15-3-134. Language(s) awareness k - grade 3 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 128, eff 10-5-15 (emergency); Revoked at 33 Ok Reg 684, eff 8-25-16]

210:15-3-135. Novice level range [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 128, eff 10-5-15 (emergency); Revoked at 33 Ok Reg 684, eff 8-25-16]

210:15-3-136. Intermediate level range [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 128, eff 10-5-15 (emergency); Revoked at 33 Ok Reg 684, eff 8-25-16]

210:15-3-137. Pre-advanced level range [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 128, eff 10-5-15 (emergency); Revoked at 33 Ok Reg 684, eff 8-25-16]

210:15-3-138. Communication

(a) **Standard: Interpretive Communication.** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

(1) Interpretive Listening.

(A) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Interpretive Listening are:

- (i) **Novice Low Level.** I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed within texts. .
- (ii) **Novice Mid Level.** I can identify some basic facts from memorized or familiar words and phrases when heard or viewed within texts; these may be supported by modified input, gestures, or visuals..

(iii) Novice High Level.

(I) I can identify the topic, some details, and/or familiar questions from simple sentences when heard, signed, viewed within texts.

(B) Intermediate Level Range. The intermediate level Oklahoma Learner Targets for Interpretive Listening are:

(i) Intermediate Low Level.

(I) I can identify the topic and related information in short and simple texts, conversations, or presentations on familiar topics when heard, signed or viewed.

(ii) Intermediate Mid Level.

(I) I can identify the topic and related information in texts, spontaneous conversations, or presentations on a variety of topics related to everyday life and personal interests and studies when heard, signed or viewed.

(iii) Intermediate High Level.

(I) I can usually follow and summarize the main message and flow of events expressed in spontaneous conversations, discussions, and presentations on a variety of topics related to everyday life and personal interests and studies in paragraph-length text when heard, signed, or viewed.

(II) I can sometimes follow events and experiences in various time frames when heard, signed, or viewed.

(III) I can usually understand a few details even when something unexpected is expressed in spontaneous conversations, discussions, and presentations

(C) Advanced Level Range. The advanced level Oklahoma Learner Targets for Interpretive Listening are:

(i) Advanced Low Level.

(I) I can identify, follow, and summarize the main message and some supporting details across major time frames in spontaneous conversations, discussions, and presentations in a variety of genres on familiar topics even when something unexpected is expressed when heard, signed, or viewed.

(ii) Advanced Mid Level.

(I) I can identify, understand, and summarize the main message and most supporting details across major time frames in spontaneous conversations, discussions, and presentations when heard, signed, or viewed in most genre, even when I'm unfamiliar with the topic.

(iii) Advanced High Level.

(I) I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract

topics.

(II) I can follow the flow of ideas and some nuances from different viewpoints in most fictional, and most authentic discourse.

(III) I can follow the flow of ideas and some nuances from different viewpoints in unplanned conversations, discussions, and presentations when heard, signed, or viewed.

(2) Interpretive Reading.

(A) Novice Level Range. The novice level Oklahoma Learner Targets for Interpretive Reading are:

(i) Novice Low Level.

(I) I can identify memorized or familiar words when they are supported by modified input, gestures, or visuals when heard, viewed, or read within texts.

(ii) Novice Mid Level.

(I) I can identify some basic facts from memorized or familiar words and phrases when viewed or read within texts; these may be supported by modified input, gestures, or visuals.

(iii) Novice High Level.

(I) I can identify the topic, some details, and/or familiar questions from simple sentences when read within texts.

(II) I can sometimes understand the main idea of what I have read.

(B) Intermediate Level Range. The intermediate level Oklahoma Learner Targets for Interpretive Reading are:

(i) Intermediate Low Level. I can identify the topic and related information in short and simple texts on familiar topics when read.

(ii) Intermediate Mid Level. I can identify the topic and related information in texts on a variety of topics related to everyday life and personal interests and studies when heard, viewed or read.

(iii) Intermediate High Level.

(I) I can usually follow and summarize the main message and actions related to everyday life, personal interests, and studies expressed in various time frames in paragraph-length text.

(II) I can sometimes follow stories and descriptions about events and experiences in various time frames.

(C) Advanced Level Range. The advanced level Oklahoma Learner Targets for Interpretive Reading are:

(i) Advanced Low Level.

(I) I can identify, follow, and summarize the main message and some supporting details across major time frames in various genres on a variety of topics of personal and general interest in texts.

(ii) Advanced Mid Level.

(I) I can identify, follow, and summarize the main topic and most supporting details across major time frames in texts in most genre even when I'm unfamiliar with the topic.

(iii) **Advanced High Level.**

(I) I can follow the flow of ideas and infer meaning from complex language on unfamiliar, abstract topics within informational texts and materials.

(II) I can follow the flow of ideas and some nuances from different viewpoints in most texts and materials.

(b) **Standard: Interpersonal Communication.** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Interpersonal Communication are:

(A) **Novice Low Level.** I can communicate about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions and feelings, as well as explore opportunities for future career paths.

(B) **Novice Mid Level.** I can request and provide information about very familiar topics using a variety of words and phrases that I have practiced and memorized to share information, reactions, opinions and feelings, as well as explore opportunities for future career paths.

(C) **Novice High Level.**

(i) I can request and provide information about familiar topics using -a variety of words and phrases practiced and memorized to share information, reactions, opinions, feelings, as well as explore opportunities for future career paths.

(ii) I can usually handle short social interactions in everyday situations by asking and answering simple questions.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Interpersonal Communication are:

(A) **Intermediate Low Level.**

(i) I can participate in conversations on a number of familiar topics using simple sentences.

(ii) I can handle short social interactions in everyday situations by asking and answering simple questions.

(B) **Intermediate Mid Level.**

(i) I can participate in conversations on familiar topics using sentences and series of sentences.

(ii) I can handle short social interactions in everyday situations by asking and answering a variety of questions.

(iii) I can usually say or sign what I want to about myself and my everyday life.

(C) **Intermediate High Level.**

(i) I can participate with spontaneity and fluency in conversations on familiar topics. (ii) I can usually talk or

sign about events and experiences in various time frames.
(iii) I can usually describe people, places, and things with some detail. (iv) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Interpersonal Communication are:

(A) **Advanced Low Level.**

- (i) I can exchange information and ideas in discussions on a variety of familiar and concrete academic and social topics, using a few simple paragraphs across major time frames.
- (ii) I can talk in an organized way and with some detail about events and experiences in various time frames.
- (iii) I can describe people, places, and things in an organized way with varied details.
- (iv) I can handle a familiar situation with an unexpected complication.

(B) **Advanced Mid Level.**

- (i) I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.
- (ii) I can talk or sign in detail and in an organized way about events and experiences by using probing questions and providing detailed responses across various time frames.
- (iii) I can confidently handle routine situations with an unexpected complication.
- (iv) I can share my point of view discussions on some complex issues.

(C) **Advanced High Level.**

- (i) I can express myself fully not only on familiar topics but also on a variety of complex concrete, social, academic, and professional topics.
- (ii) I can express myself in detail and in an organized way about events and experiences by using precise questions and providing detailed explanations across various time frames, often addressing hypothetical or abstract issues.
- (iii) I can interact and negotiate to resolve an unexpected complication in a situation that is generally unfamiliar.
- (iv) I can share my point of view in discussions and sometimes debate opinions on a variety of complex concrete topics.

(c) **Standard: Presentational Communication.** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

(1) **Presentational Speaking.**

(A) **Novice Level Range.** The novice level Oklahoma Learner Targets for Presentational Speaking are:

(i) **Novice Low Level.**

- (I) I can present information about myself and other very familiar topics of immediate interest in highly

predictable settings using single words, memorized phrases, or signs relying upon repetition, visual aids, and gestures.

(I) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.

(ii) Novice Mid Level.

(I) I can present information about myself and some other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases or signs relying upon repetition, visual aids, and gestures.

(II) I can reproduce some familiar words, phrases, or signs in culturally accepted ways.

(iii) Novice High Level. I can present basic information on familiar topics that relate to me in a variety of settings, sometimes relying upon clarification and circumlocution, using language I have practiced using phrases and simple sentences.

(B) Intermediate Level Range. The intermediate level Oklahoma Learner Targets for Presentational Speaking are:

(i) Intermediate Low Level.

(I) I can present information on most familiar topics that relate to me and my immediate environment in a variety of settings, using a series of simple sentences, sometimes relying upon clarification and circumlocution.

(II) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.

(ii) Intermediate Mid Level.

(I) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words, memorized phrases or signs relying upon repetition, visual aids, and gestures.

(II) I can reproduce some familiar words, phrases or signs in culturally accepted ways.

(iii) Intermediate High Level.

(I) I can make presentations on a wide variety of familiar topics that relate to me and my environment, in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.

(II) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.

(C) Advanced Level Range. The advanced level Oklahoma Learner Targets for Presentational Speaking are:

(i) Advanced Low Level.

(I) I can deliver organized presentations appropriate to my audience on a variety of concrete topics of

personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that speakers/signers of the target language understand.

(II) I can apply understanding of my cultural context, topic, sources, myself, and my audiences to adapt a presentation to a variety of settings.

(III) I can present detailed and organized information, raise awareness, and question assumptions.

(IV) I can apply relevant resources to examine and defend a viewpoint.

(V) I can describe, narrate, and compare across all major time frames through spoken, written, or signed language.

(ii) Advanced Mid Level.

(I) I can deliver well organized presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of connected paragraphs, in a way that speakers/signers of the language easily understand.

(II) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of settings in various time frames.

(iii) Advanced High Level.

(I) I can deliver well organized presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected discourse, in a way that speakers/signers of the language easily understand.

(II) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt a presentation to a variety of audiences, cultures, communities, and contexts.

(III) I can present rich, complex, detailed, organized, and culturally relevant information.

(IV) I can clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources.

(V) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner through spoken or signed language.

(VI) I can provide detailed, reasonable hypotheses and speculations.

(2) Presentational Writing.

(A) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Presentational Writing are:

(i) **Novice Low Level.**

(I) I can present information about myself and other very familiar topics of immediate interest in highly predictable settings using single words or memorized phrases relying visual aids.

(II) I can reproduce some familiar words, characters, or phrases in culturally appropriate ways.

(ii) **Novice Mid Level.**

(I) I can present information about myself and some other very familiar topics of immediate interest in highly predictable settings using a variety of words or phrases, and memorized expressions often relying upon visual aids

(II) I can write lists and memorized phrases on familiar topics in culturally appropriate ways.

(iii) **Novice High Level.**

(I) I can present basic information on familiar topics.

(II) I can compose short messages and notes on familiar topics related to everyday life in culturally appropriate ways.

(B) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Presentational Writing are:

(i) **Intermediate Low Level.**

(I) I can compose brief pieces about most familiar topics and present information using a series of simple sentences.

(II) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.

(ii) **Intermediate Mid Level.**

(I) I can write on a wide variety of familiar topics that relate to me and my environment in a variety of settings, creating series of connected sentences.

(II) I can present information, raise awareness, and express personal preferences in culturally appropriate ways.

(iii) **Intermediate High Level.**

(I) I can write on a wide variety of familiar topics that relate to me and my environment in a variety of settings, creating series of connected sentences, sometimes relying upon clarification and circumlocution.

(II) I can communicate information, raise awareness, and express personal preferences in culturally appropriate ways.

(C) Advanced Level Range. The advanced level Oklahoma Learner Targets for Presentational Writing are:

(i) Advanced Low Level.

(I) I can compose organized work appropriate to my audience on a variety of concrete topics of personal, general, social, or academic interest, in a wide variety of settings, producing cohesive, organized paragraphs, in a way that readers of the target language understand.

(II) I can apply understanding of my cultural context, topic, sources, myself, and my audiences to adapt a written work to a variety of settings.

(III) I can present detailed and organized information, raise awareness, and question assumptions.

(IV) I can apply relevant resources to examine and defend a viewpoint.

(V) I can describe, narrate, and compare across all major time frames when, writing.

(ii) Advanced Mid Level.

(I) I can compose well organized material presentations on a wide variety of complex, concrete topics of personal, general, social, academic, or professional significance, in a wide variety of settings, producing series of connected paragraphs, in a way that readers of the language easily understand.

(II) I can apply understanding of my cultural context, topic, sources, myself, and my audience to adapt material to a variety of settings in various time frames.

(III) I can present complex, detailed, organized, and culturally relevant information.

(IV) I can apply multiple relevant authentic resources to construct complex, detailed, organized, and respectful arguments that offer possible solutions to general societal issues.

(V) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.

(iii) Advanced High Level.

(I) I can compose well organized rich, complex, detailed, organized and culturally relevant presentations on a wide variety of complex, hypothetical, and abstract topics, in a variety of general and specialized settings, using extended discourse composed of purposefully organized, and connected paragraphs, in a way that speakers of the language easily understand.

(II) I can apply understanding of my cultural context, topic, sources, myself, and my audience to

adapt material a presentation to a variety of audiences, cultures, communities, and contexts
(III) I can clearly, accurately, and cohesively deliver an argument supported by credible, authentic resources.

(IV) I can describe, narrate, and compare across all major time frames, in a rich, organized, complex, and detailed manner.

(V) I can provide detailed, reasonable hypotheses and speculations.

(d) **Communication Goal for Classical Languages.** Classical languages (Latin and ancient Greek) focus most strongly on interpretive reading. In this skill, students may attain a reading proficiency level in the novice to intermediate range during the first year of instruction at the secondary level. Interpretive listening, presentational writing, and presentational speaking-which support reading-generally remain in the novice level range through the first few years of instruction. Because the vocabulary for Latin and Greek courses is based on historical texts, teachers will need to adapt the "Can-Do Benchmarks of this goal area, particularly for the three supportive skills. The interpersonal mode of communication is optional for these languages.

(e) **Communication Goal for Native American Languages.** Native American Languages place a very strong emphasis on the interpersonal mode, as well as on presentational speaking and interpretive listening. For interpretive reading and presentational writing, most Native American languages use a phonetic system (a notable exception is the Cherokee syllabary). Most Native American languages tend to add new meanings to existing words and may utilize descriptive language or incorporate "English" for contemporary spoken and written discourse. Students at the secondary level are expected to achieve a novice level of proficiency in each of the four language skills after two years of study. Students that have engaged in a sequential program of instruction prior to high school are expected to achieve an intermediate level of proficiency in listening and speaking by the end of two additional years in high school.

[Source: Added at 32 Ok Reg 711, eff 8-13-15; Amended at 40 Ok Reg 153, eff 12-11-22]

210:15-3-139. Culture

(a) **Standard: Relating Cultural Practices to Perspectives.** Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Relating Cultural Practices to Perspectives are:

(A) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.

(B) I can identify and participate in traditional practices, cultural activities and in the target cultures.

(C) I can identify with some perspectives and worldviews from the target cultures.

(D) I can recognize diversity and the impact of stereotyping other cultures. (E) I can recognize differences and similarities between the target cultures and my own.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Relating Cultural Practices to Perspectives are:

- (A) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.
- (B) I can explain different traditions and customs of the target cultures in simple terms.
- (C) I can reflect on cultural experiences and social activities common to a student of a similar age in the target cultures.
- (D) I can identify and discuss some perspectives typically associated with the target cultures' traditions and social, economic, political, and professional practices.
- (E) I can discuss and evaluate some commonly held generalizations about the target culture.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Relating Cultural Practices to Perspectives are:

- (A) I can interact effectively and appropriately with people from other languages and cultural backgrounds in most informal and formal situations.
- (B) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.
- (C) I can participate in and analyze cultural events. (D) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.
- (E) I can examine and discuss global issues and challenges affecting the target cultures.
- (F) I can more accurately analyze and evaluate some commonly held generalizations about the target culture.

(b) **Standard: Relating Cultural Products to Perspectives.** Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Relating Cultural Products to Perspectives are:

- (A) I can identify and explore artifacts and symbols commonly used in diverse target-language communities.
- (B) I can identify and explore some major contributions and influential figures, historical and contemporary, from a variety of diverse target-language communities.
- (C) I can identify and explore the impact of historical and contemporary influences from diverse target-language communities that are significant in my own culture. (D) I can identify and investigate products and geographic features from civilizations, countries, regions and tribes associated with the target language studied.
- (E) I can identify samples of the cultures' perspectives from the arts and media in the target cultures.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Relating Cultural Products to Perspectives are:

- (A) I can explain the significance of objects, images, symbols, and products of diverse target-language communities.
- (B) I can describe major contributions of influential figures, historical and contemporary, from a variety of diverse target-

language communities.

(C) I can identify and explain the influence of the target language and cultures on the products of my own culture.

(D) I can explain how geography impacts the products of diverse target-language communities.

(E) I can identify the target cultures' basic perspectives through art, literature, music, dance or other means of cultural expression.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Relating Cultural Products to Perspectives are:

(A) I can analyze and explain the cultural significance of objects, images, symbols, and products of diverse target-language communities.

(B) I can describe and evaluate contributions of influential figures, historical and contemporary, from a variety of diverse target-language communities.

(C) I can investigate and discuss the role and significance of the contributions of the target language and cultures either in the past or in today's world.

(D) I can examine the target cultures through their visual arts, architecture, literature, music, and other means of cultural expression, and explain the cultural perspectives found in these works.

(c) **Culture Goal for Classical Languages.** Classical languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students examine ancient Greek and Roman perspectives through their practices (family and community, historical persons and events, political and religious beliefs) and products (items of daily life, myth and literature, art and architecture-both public and private).

(d) **Culture goal for Native American languages.** Native American languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students may examine Native American perspectives through their practices relating to everyday life (belief systems, ceremonies, celebrations, recreation, family organization, and governmental structures) and products (traditional arts, regalia, shelter, and authentic language resources such as land documents, marriage and divorce documents, treaties, and published works in the form of Bibles, newspapers, traditional hymns, and dictionaries).

[Source: Added at 32 Ok Reg 711, eff 8-13-15; Amended at 40 Ok Reg 153, eff 12-11-22]

210:15-3-140. Connections

(a) **Standard: Making Connections.** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Making Connections are:

(A) I can identify and/or apply selected information and skills from other content areas in experiences related to the target language and cultures.

(B) I can reinforce and /or expand learning in other content areas using authentic target language resources when possible.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Making Connections are:

(A) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.

(B) I can apply information gathered through target language resources to other content areas in order to supplement Learning.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Making Connections are:

(A) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.

(B) I can locate target language resources in order to analyze and synthesize information for use in other content areas.

(b) **Standard: Acquiring Information and Diverse Perspectives.** Learners access and evaluate information and diverse perspectives that are available through the target language and its cultures.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Acquiring Information and Diverse Perspectives are:

(A) I can extract information about the target cultures from selected authentic sources representing diverse target-language communities.

(B) I can use authentic target language sources to gain insight about and identify the distinctive perspectives of the target language.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Acquiring Information and Diverse Perspectives are:

(A) I can seek out authentic target-language sources, analyze the content, and acquire unique information available only through the target language and its cultures.

(B) I can use authentic sources to explore and relay information about the distinctive perspectives of the target cultures.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Acquiring Information and Diverse Perspectives are:

(A) I can synthesize information acquired from authentic target-language sources.

(B) I can use authentic sources to analyze and convey the distinctive perspectives of the target cultures.

(c) **Connections Goal for Classical Languages.** Classical languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Through Latin and Greek, students expand their understanding of words, phrases, and concepts used by modern science, medicine, law, and theology. They gain additional knowledge through target language readings. These texts usually begin with narratives about daily life and families in the ancient world. Students then progress to adaptations of classical literature, myth, and history. Advanced readers encounter authentic target language writings, such as those by Caesar and Virgil.

(d) **Connections Goal for Native American Languages.** Native American languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Each tribal language embodies oral traditions of origin stories, migration stories, "why" stories that teach cultural values, and historical accounts of removal from other regions of the country to present-day Oklahoma. Students may expand their understanding of

contributions of foods, gathering and usage of native plants for medicinal purposes, concepts of astronomy, agricultural practices, food preservation, numerical systems, relevance of proper use and care of environment and wildlife, and models of democracy.

[Source: Added at 32 Ok Reg 711, eff 8-13-15; Amended at 40 Ok Reg 153, eff 12-11-22]

210:15-3-141. Comparisons

(a) **Standard: Language Comparisons.** Learners use the language to explore, explain, and reflect on the nature of language through comparisons of the language studied and their own.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level

Oklahoma Learner Targets for Language Comparisons are:

(A) I can identify cognates and borrowed words and be aware of their usefulness in comprehending language.

(B) I can identify similarities and differences in the sound and writing systems.

(C) I can make comparisons of basic language forms in familiar and highly predictable settings when I have reached the Novice High level.

(D) I can compare basic idiomatic expressions and at the Novice High level, interpret, express, and compare the meaning of idioms.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Language Comparisons are:

(A) I can explore the historical and cultural reasons for cognates, borrowed words in a variety of settings when I have reached the Intermediate High level.

(B) I can use knowledge of sound and writing systems in the target language to better understand those of my own language.

(C) I can compare and contrast structural patterns of the target language to structural patterns in my own language forms in a variety of settings, and when I have reached the Intermediate High Level, I can analyze and explain how time frames are expressed in a variety of settings.

(D) When I have reached the Intermediate High Level, I can discuss and analyze idiomatic expressions as well as their evolutions and origins and use appropriate ones in limited settings.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Language Comparisons are:

(A) I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future in a wide variety of settings which become more general and specialized as higher proficiency advances.

(B) I can apply knowledge of sound and writing systems in spontaneous communicative situations progressing to analyzing and explaining how tone and nuance are expressed as higher proficiency advances.

(C) I can use knowledge of structural patterns of my own language and the target language for effective communication progressing to discussing and analyzing the relationship of syntax and meaning as higher proficiency advances.

(D) I can use idiomatic expressions in a wide variety of social contexts.

(b) **Standard: Cultural Comparisons.** Learners use the language to explore, explain and reflect on the concept of the culture through comparisons of cultures studied and their own.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Cultural Comparisons are:

(A) I can identify similarities and differences in verbal and nonverbal behavior, such as facial expressions and gestures, between cultures in situations that are familiar and highly predictable.

(B) I can initially recognize and advance to be able to identify and then analyze intercultural similarities and differences in the practices, products, and perspectives of my own culture and the target cultures in very familiar situations.

(C) I can initially recognize, then progress to be able to explore, explain and reflect on how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Cultural Comparisons are:

(A) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior, such as facial expressions and gestures, between cultures.

(B) I can explore, explain and reflect on intercultural similarities and differences in cultures' practices and, products, leading to an understanding of perspectives of the target cultures in a variety of settings, using simple description and advancing to more complex language with the help of appropriate scaffolding as proficiency develops.

(C) I can explain how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures in a variety of settings.

(D) I can take the perspective of those from different cultures to build empathy.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Cultural Comparisons are:

(A) I can apply appropriate verbal and nonverbal behavior, such as facial expressions and gestures, between cultures in a wide variety of settings.

(B) I can analyze intercultural similarities and differences in the practices, products, and perspectives of the target cultures, comparing how products, practices, and perspectives reciprocally affect one another over time.

(C) I can assess how generalized perceptions, past and present, of groups and people shape identity and culture in my own and the target cultures.

(D) I can take the perspective of those from different cultures, to build empathy.

(c) **Comparisons Goal for Classical Languages.** Classical languages participate fully in this goal area. Classroom discussion of Comparisons may be in English,

with consistent reference to the target language. Students investigate the influence Greek and Latin have had on English vocabulary and reflect on the structural differences between those ancient languages and their own. By studying Greek and Roman government, visual art, architecture, and literature, students gain insight into parallel elements within their own culture.

(d) **Comparisons Goal for Native American Languages.** Native American languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Oklahoma place names, mountains, rivers, and towns reflect the settlement of Native American tribes in Indian Territory before statehood. Students may reflect on the differences in structure and comparable flexibilities of Native American languages.

[Source: Added at 32 Ok Reg 711, eff 8-13-15; Amended at 40 Ok Reg 153, eff 12-11-22]

210:15-3-142. Communities

(a) **Standard: Schools and Global Communities.** Learners use the target language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Schools and Global Communities are:

- (A) I can identify career paths that are enhanced by proficiency in another language.
- (B) I can practice oral or written use of the target language with others outside of an academic setting.
- (C) I can communicate on a personal level with speakers of the target language.
- (D) I can produce short presentations in the target language for a variety of audiences.
- (E) I can produce short presentations in the target language for a designated audience.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Schools and Global Communities are:

- (A) I can investigate and/or participate in activities where the ability to communicate in an additional language is beneficial.
- (B) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.
- (C) I can communicate on a personal level with a native speaker.
- (D) I can take part in target-language related activities to benefit my school and/or community.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Schools and Global Communities are:

- (A) I can articulate the benefits of being able to communicate in more than one language.
- (B) I can interact appropriately in the target language in real-life situations.
- (C) I can contribute equally in personal communications with a native speaker.
- (D) I can use the target language to serve my community within and outside of an academic setting.

(b) **Standard: Lifelong Learning.** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Lifelong Learning are:

- (A) I can demonstrate a willingness to interact with native speakers.
- (B) I can discover and explore a variety of entertainment sources representative of the target cultures.
- (C) I can identify current topics or events of interest within the target cultures.
- (D) I can discover and explore samples of art, literature, or music that are representative of the target cultures.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Lifelong Learning are:

- (A) I can exchange information with native speakers about topics of personal interest.
- (B) I can explore a variety of target-language resources to expand my knowledge of hobbies or interests.
- (C) I can research current topics or events of interest using a variety of sources from the target language or culture.
- (D) I can demonstrate my use of target-language media as a source of entertainment outside of an academic setting.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Lifelong Learning are:

- (A) I can initiate and sustain long-term associations or professional relationships with others proficient in the language.
- (B) I can use a variety of sources from the target language or culture for entertainment or personal growth.
- (C) I can critically discuss current topics or events within the target cultures.
- (D) I can pursue personal interests in various aspects of the target cultures.

(c) **Communities Goal for Classical Languages.** Classical languages participate in this goal area, although the community of speakers of ancient Greek and Latin is limited. Classroom discussion of Communities may be in English, with consistent reference to the target language. Through the internet, students have access to 21st-century materials written in ancient Greek and Latin. They make educated guesses about words and structures in other languages, such as Spanish and French. Latin and Greek students build a foundation for future exploration of Western language and culture.

(d) **Communities Goal for Native American Languages.** Native American languages participate in this goal area. Individuals, families, and communities are reconnecting with their tribal languages through the use of social media (language apps, Facebook and Twitter pages) and online community forums. Students may participate in active learning environments (tribal gatherings, gospel singings, pow-wows, ceremonies, church, and sports) and tribal events. Students acquire and engage in a "tribal" language that allows them to participate in the preservation and revitalization of a "living language" for personal enjoyment, enrichment, and perpetuation for future generations.

[Source: Added at 32 Ok Reg 711, eff 8-13-15; Amended at 40 Ok Reg 153, eff 12-11-22]

PART 17. HEALTH/SAFETY EDUCATION

210:15-3-143. Health and safety education

The overarching goal of school health education in Oklahoma is to ensure that school-aged youth become healthliterate individuals who possess the skills, knowledge, and dispositions to lead healthy active lives. The health education content standards and respective grade level-specific performance outcomes presented here provide the expectations that school programs and services will set for all Oklahoma students. An effective health education program offers all students the opportunity to gain the needed skillfulness, knowledge, and dispositions toward healthy lifestyles. It is the responsibility of schools to provide opportunities for all students to become competent, literate, and enthusiastic learners, in ways that make health class a highly desired, enjoyable, and worthwhile experience. Students who participate in effective health education programs gain the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. The eight health education standards reflected in the Oklahoma Academic Standards for Health Education provide a framework for educators to ensure school-aged students become health literate individuals.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.1. Standard One: Comprehending Concepts in Health Promotion and Disease Prevention

(a) **Statement of the standard.** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

(b) **Standard One objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

- (1) **Objective 1.** Explain what foods are in a healthy breakfast.
- (2) **Objective 2.** Identify a variety of healthy foods and snacks.
- (3) **Objective 3.** Identify the benefits of drinking water and limiting sugary beverages.
- (4) **Objective 4.** Identify the recommended amount of physical activity for children.
- (5) **Objective 5.** Describe a variety of ways to be physically active.
- (6) **Objective 6.** Describe the benefits of being physically active.
- (7) **Objective 7.** Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
- (8) **Objective 8.** Explain the relationship between feelings and behavior.
- (9) **Objective 9.** Explain the importance of respecting the boundaries of others.
- (10) **Objective 10.** Identify safe and unsafe use of medicines.
- (11) **Objective 11.** Identify school rules about use of medicines.
- (12) **Objective 12.** Identify a variety of tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco] that have health effects.
- (13) **Objective 13.** Define a trusted adult (e.g., parent, guardian, health professional) and identify characteristics of a trusted adult.
- (14) **Objective 14.** Identify the characteristics of healthy family and peer relationships.
- (15) **Objective 15.** Distinguish between wanted and unwanted touch (e.g., high-five, handshake, hug).
- (16) **Objective 16.** Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth).
- (17) **Objective 17.** Identify responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., pedestrian,

motor vehicle, playground, fire, firearms, bike, water).

(18) **Objective 18.** Identify people who can help when someone is injured or suddenly ill.

(c) **Standard One objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

(1) **Objective 1.** . Describe the benefits of eating a healthy breakfast every day.

(2) **Objective 2.** Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein, and whole grains).

(3) **Objective 3.** Examine nutritious and non-nutritious beverages.

(4) **Objective 4.** Identify ways to increase daily physical activity.

(5) **Objective 5.** Describe the importance of choosing a variety of ways to be physically active.

(6) **Objective 6.** Identify short- and long-term benefits of moderate and vigorous physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).

(7) **Objective 7.** Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.

(8) **Objective 8.** Identify and explain characteristics of a mentally and emotionally healthy person.

(9) **Objective 9.** Identify feelings of worry, sadness, and hopelessness and determine when to seek help with coping skills.

(10) **Objective 10.** Describe potential risks associated with inappropriate use of medicines.

(11) **Objective 11.** Identify school rules about alcohol use.

(12) **Objective 12.** Identify short- and long-term physical effects of using tobacco [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].

(13) **Objective 13.** Describe examples of what and when to report to a trusted adult (e.g., parent, guardian, health professional).

(14) **Objective 14.** Describe the benefits of healthy family and peer relationships.

(15) **Objective 15.** Explain why everyone has the right to consent to being touched (e.g., high-five, handshake, hug).

(16) **Objective 16.** Describe the benefits of personal health care practices (e.g., brushing and flossing teeth, washing hair, regularly bathing, adequate sleep, wear sunscreen).

(17) **Objective 17.** Explain responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).

(18) **Objective 18.** Explain what to do if someone is injured or suddenly ill and needs medical assistance in various situations (e.g., at home, school, or in the community).

(d) **Standard One objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

(1) **Objective 1.** Analyze the importance of eating a healthy breakfast every day.

(2) **Objective 2.** Examine why the daily recommended amount of food differs for each food group.

- (3) **Objective 3.** Differentiate between nutritious and non-nutritious beverages.
- (4) **Objective 4.** Explain how physical activity can be incorporated into daily life without special exercise equipment.
- (5) **Objective 5.** Describe ways to increase daily physical activity and decrease inactivity.
- (6) **Objective 6.** Explain the short- and long-term benefits of moderate and vigorous physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases.
- (7) **Objective 7.** Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.
- (8) **Objective 8.** Explain the interrelationship of physical, mental, emotional health and their relationship with social health in engaging with other individuals.
- (9) **Objective 9.** Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine coping skills.
- (10) **Objective 10.** Differentiate between proper use, misuse, and abuse of prescription medicines.
- (11) **Objective 11.** Explain school policies and community laws about alcohol- and other drug-use.
- (12) **Objective 12.** Summarize the dangers of experimenting with tobacco products (e.g., vapor products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).
- (13) **Objective 13.** Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.
- (14) **Objective 14.** Summarize how the characteristics of healthy relationships influence health behaviors.
- (15) **Objective 15.** Explain why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).
- (16) **Objective 16.** Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.
- (17) **Objective 17.** Demonstrate responsible decision making in situations with risk of injuries at home, school and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).
- (18) **Objective 18.** Describe first response procedures needed to treat injuries and other emergencies.

(e) **Standard One objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.
- (2) **Objective 2.** Describe the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.
- (3) **Objective 3.** . Analyze the benefits of limiting the consumption of non-nutritious beverages.
- (4) **Objective 4.** Analyze how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment).
- (5) **Objective 5.** Analyze ways to increase physical activity and decrease inactivity.

- (6) **Objective 6.** Evaluate the short-and long-term benefits of physical activity (e.g., improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).
- (7) **Objective 7.** Explain how feelings, emotions, and trauma can positively and negatively influence behavior.
- (8) **Objective 8.** Analyze the interrelationship of physical, mental, emotional health and their relationship with social health in engaging with other individuals.
- (9) **Objective 9.** Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.
- (10) **Objective 10.** Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.
- (11) **Objective 11.** Compare and contrast family and school rules, and community laws about alcohol- and other drug-use.
- (12) **Objective 12.** Summarize long-term health benefits of abstaining from or discontinuing tobacco use [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].
- (13) **Objective 13.** Summarize the importance of talking with trusted adults (e.g., parents, guardians, health professional) about issues related to growth and development, relationships, and related health services.
- (14) **Objective 14.** Analyze how the characteristics of healthy relationships influence health behaviors.
- (15) **Objective 15.** Summarize why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual)
- (16) **Objective 16.** Analyze the personal physical, emotional, mental, social, and cognitive health and vocational performance benefits of rest and sleep.
- (17) **Objective 17.** Practice responsible decision making in situations with risk of injuries at home, school, and in the community (e.g., water, sport, weather, firearms, chemicals, medicines).
- (18) **Objective 18.** Explain the accepted procedures for basic emergency care and lifesaving.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 168, eff 12-11-22; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.2. Standard Two: Analyzing Influences on Health Behaviors

- (a) **Statement of the standard.** Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- (b) **Standard Two objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
 - (1) **Objective 1.** Identify and describe how the family influences personal health practices and behaviors.
 - (2) **Objective 2.** Identify how school can support personal health practices and behaviors.
 - (3) **Objective 3.** Identify how peers, media, and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- (c) **Standard Two objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Describe how the family influences personal health practices and behaviors.
- (2) **Objective 2.** Identify the influence of culture on health practices and behaviors.
- (3) **Objective 3.** Examine how peers can influence healthy and unhealthy behaviors.
- (4) **Objective 4.** Determine how the school and community can influence personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).
- (5) **Objective 5.** Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.

(d) **Standard Two objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

- (1) **Objective 1.** Examine how the family influences the health of adolescents.
- (2) **Objective 2.** Explain the influence of culture on health beliefs, practices and behaviors.
- (3) **Objective 3.** Evaluate how peers influence healthy and unhealthy behaviors.
- (4) **Objective 4.** Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free, healthy food access, safe bike routes, walking, school buses, etc.).
- (5) **Objective 5.** Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
- (6) **Objective 6.** Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- (7) **Objective 7.** Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.

(e) **Standard Two objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Analyze how family influences the health of individuals.
- (2) **Objective 2.** Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- (3) **Objective 3.** Analyze how peers and norms influence healthy and unhealthy practices and behaviors.
- (4) **Objective 4.** Analyze how the school and community can impact personal health practice and behaviors (e.g., tobacco free, healthy food access, safe bike routes, walking, school buses, etc.).
- (5) **Objective 5.** Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.
- (6) **Objective 6.** Analyze how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.
- (7) **Objective 7.** Analyze how laws, rules, and regulations influence health promotion and disease prevention.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.3. Standard Three: Accessing Valid Information to Enhance Health

- (a) **Statement of the standard.** Students will demonstrate the ability to access valid information, products, and services to enhance health.
- (b) **Standard Three objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
- (1) **Objective 1.** Identify trusted adults and professionals who can help promote health.
 - (2) **Objective 2.** Locate school and community health helpers.
- (c) **Standard Three objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:
- (1) **Objective 1.** Identify characteristics of valid health information, products, and services based on self-identified need (e.g., reliable, dependable, appropriate, accurate, or trustworthy).
 - (2) **Objective 2.** Locate resources from home, school, and the community that provide valid health information.
- (d) **Standard Three objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:
- (1) **Objective 1.** Examine the validity of health information, products, and services.
 - (2) **Objective 2.** Access valid health information from home, school, community, and trustworthy online resources.
 - (3) **Objective 3.** Analyze the accessibility of products that enhance health.
 - (4) **Objective 4.** Describe situations that may require professional health services.
 - (5) **Objective 5.** Locate valid and reliable health products and services.
- (e) **Standard Three objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
- (1) **Objective 1.** Examine the validity of health information, products, and services.
 - (2) **Objective 2.** Use medically accurate resources from home, school, and community that provide valid health information.
 - (3) **Objective 3.** Analyze the accessibility of products and services that enhance health.
 - (4) **Objective 4.** Determine when professional health services may be required.
 - (5) **Objective 5.** Access medically accurate health products and services.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.4. Standard Four: Using Communication Skills to Enhance Health and Reduce Risks

- (a) **Statement of the standard.** Students will demonstrate the ability to use interpersonal communication skills enhance health and avoid or reduce health risks.
- (b) **Standard Four objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:
- (1) **Objective 1.** Identify healthy ways to express needs, wants, and feelings.
 - (2) **Objective 2.** Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.
 - (3) **Objective 3.** Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).

- (4) **Objective 4.** Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).

(c) **Standard Four objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Demonstrate effective verbal and non-verbal communication skills.
- (2) **Objective 2.** Demonstrate effective peer resistance skills to avoid or reduce health risk.
- (3) **Objective 3.** Demonstrate healthy ways to manage or resolve conflict.
- (4) **Objective 4.** Demonstrate how to effectively ask for help to improve personal health.
- (5) **Objective 5.** Identify how to effectively communicate support for others with compassion.

(d) **Standard Four objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

- (1) **Objective 1.** Demonstrate the use of effective verbal and non-verbal communication skills to enhance health.
- (2) **Objective 2.** Demonstrate refusal and negotiation skills to avoid or reduce health risks.
- (3) **Objective 3.** Explain healthy ways to prevent, manage, and resolve conflict.
- (4) **Objective 4.** Demonstrate how to effectively ask for assistance to improve personal health.
- (5) **Objective 5.** Demonstrate how to effectively communicate support for others.

(e) **Standard Four objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Practice effective communication skills to enhance health.
- (2) **Objective 2.** Practice effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors..
- (3) **Objective 3.** Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- (4) **Objective 4.** Practice how to ask for assistance to enhance the health of self and others.
- (5) **Objective 5.** Practice how to effectively offer assistance to improve the health of others.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.5. Standard Five: Using Decision-Making Skills to Enhance Health

(a) **Statement of the standard.** Students will demonstrate the ability to use decision-making skills to enhance health.

(b) **Standard Five objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

- (1) **Objective 1.** Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, hygiene).
- (2) **Objective 2.** Describe when help is needed and when it is not needed to make a healthy decision.
- (3) **Objective 3.** Identify how family, peers, culture, technology, or media influence a health-related decision.

(c) **Standard Five objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Explain situations that need a health-related decision.
- (2) **Objective 2.** Decide when help is needed and when it is not needed to make a healthy decision.
- (3) **Objective 3.** Explain how family, culture, peers, technology, or media influence a health-related decision.
- (4) **Objective 4.** Examine healthy options to a health-related decision.
- (5) **Objective 5.** Identify options and their potential outcomes when making a health-related decision.
- (6) **Objective 6.** Choose a healthy option when making a decision.
- (7) **Objective 7.** Explain the outcomes and benefits of making a health-related decision.

(d) **Standard Five objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

- (1) **Objective 1.** Examine circumstances that help or hinder healthy decision-making.
- (2) **Objective 2.** Determine when situations require a health-related decision which can be made individually or collaboratively.
- (3) **Objective 3.** . Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
- (4) **Objective 4.** Differentiate between healthy and unhealthy outcomes of health-related decisions.
- (5) **Objective 5.** Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.
- (6) **Objective 6.** Select a healthy alternative when making a health-related decision.
- (7) **Objective 7.** Examine the effectiveness of a final outcome of a health-related decision.

(e) **Standard Five objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Evaluate barriers to healthy decision-making and prepare steps to avoid obstacles.
- (2) **Objective 2.** Analyze the value of applying thoughtful decision-making skills (made individually or collaboratively) in health-related situations.
- (3) **Objective 3.** Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
- (4) **Objective 4.** Generate alternatives to health-related issues or problems.
- (5) **Objective 5.** Predict the potential short- and long-term consequences of health-related decisions..
- (6) **Objective 6.** Use evidence to defend the healthy choice when making a health-related decision.
- (7) **Objective 7.** Analyze the effectiveness of a final outcome of a health-related decision.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.6. Standard Six: Using Goal-Setting Skills to Enhance Health and Reduce Risks

(a) **Statement of the standard.** Students will demonstrate the ability to use goal-setting skills to enhance health.

(b) **Standard Six objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

- (1) **Objective 1.** Identify a short-term personal health goal.
- (2) **Objective 2.** Identify who can help when assistance is needed to achieve a personal health goal.
- (3) **Objective 3.** Describe what steps to take in order to achieve a personal health goal.

(c) **Standard Six objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Set a personal health goal.
- (2) **Objective 2.** Track progress toward achieving a personal health goal.
- (3) **Objective 3.** Identify potential barriers and resources that can help achieve a personal health goal.

(d) **Standard Six objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

- (1) **Objective 1.** Assess personal health practices.
- (2) **Objective 2.** Set a realistic personal health goal.
- (3) **Objective 3.** Apply strategies to overcome barriers to achieving a personal health goal.
- (4) **Objective 4.** Use strategies and skills to achieve a personal health goal.

(e) **Standard Six objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Assess personal health practices and behaviors..
- (2) **Objective 2.** Develop a plan to attain a personal health goal.
- (3) **Objective 3.** Implement strategies, including self-monitoring and assessing barriers, to achieve a personal health goal.
- (4) **Objective 4.** Formulate an effective long-term plan to achieve a health goal.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.7. Standard Seven: Practicing Health-Enhancing Behaviors and Reducing Risks

(a) **Statement of the standard.** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

(b) **Standard Seven objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

- (1) **Objective 1.** Identify practices that prevent or reduce health risks.
- (2) **Objective 2.** Demonstrate healthy practices and behaviors to maintain or improve personal health.

(c) **Standard Seven objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Describe practices and behaviors that reduce or prevent health risks.
- (2) **Objective 2.** Apply a variety of healthy practices and behaviors to maintain or improve personal health.
- (3) **Objective 3.** Commit to practicing healthy behaviors.

(d) **Standard Seven objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

- (1) **Objective 1.** Explain the importance of being responsibility for personal health behaviors.

- (2) **Objective 2.** Apply healthy practices and behaviors to improve the health of oneself and others.
- (3) **Objective 3.** Demonstrate behaviors that avoid or reduce health risks to self and others.

(e) **Standard Seven objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Analyze the role of individual responsibility in enhancing health.
- (2) **Objective 2.** Analyze healthy practices and behaviors to improve the health of one self and others.
- (3) **Objective 3.** Evaluate behaviors that avoid or reduce health risks to self and others.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-143.8. Standard Eight: Advocating for Personal, Family, and Community Health

(a) **Statement of the standard.** Students will demonstrate the ability to advocate for personal, family, and community health.

(b) **Standard Eight objectives for Grades PreK-2.** The following objectives apply for students in Pre-Kindergarten through Grade 2:

- (1) **Objective 1.** Make requests to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).
- (2) **Objective 2.** Encourage peers to make positive health choices.

(c) **Standard Eight objectives for Grades 3-5.** The following objectives apply for students in Grade 3 through Grade 5:

- (1) **Objective 1.** Express opinions and give accurate information about health issues.
- (2) **Objective 2.** Encourage others to make positive health choices.

(d) **Standard Eight objectives for Grades 6-8.** The following objectives apply for students in Grade 6 through Grade 8:

- (1) **Objective 1.** State a health enhancing position on a topic and support it with accurate information.
- (2) **Objective 2.** Demonstrate how to influence and support others to make positive health choices.
- (3) **Objective 3.** Work cooperatively to advocate for healthy individuals, families, and schools.
- (4) **Objective 4.** Identify ways that health messages and communication techniques can be altered for different audiences.

(e) **Standard Eight objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

- (1) **Objective 1.** Utilize current norms to formulate an accurate health-enhancing message.
- (2) **Objective 2.** Demonstrate how to influence and support others to make positive health choices.
- (3) **Objective 3.** Work cooperatively as an advocate for improving personal, family, and community health.
- (4) **Objective 4.** Adapt health messages and communication techniques to a specific target audience.

[Source: Added at 33 Ok Reg 1366, eff 9-11-16; Amended at 40 Ok Reg 1938, eff 9-11-23]

210:15-3-147. Health and safety education [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1366, eff 9-11-16]

210:15-3-147.1. Definitions for health and safety [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1366, eff 9-11-16]

210:15-3-148. Health and safety education for grades 1 through 4 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1366, eff 9-11-16]

210:15-3-149. Health and safety education for grades 5 through 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1366, eff 9-11-16]

210:15-3-150. Health and safety education for grades 9 through 12 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1366, eff 9-11-16]

210:15-3-151. HIV/AIDS prevention education

School districts shall make the curriculum and materials that will be used to teach AIDS prevention education available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. Furthermore, the curriculum must be limited in time frame to deal only with factual medical information for AIDS prevention. The school districts, at least one (1) month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved during weekend and evening hours at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation. 70 O.S. § 11-103.3

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

210:15-3-152. HIV/AIDS prevention education for grades 7 through 12

- (a) Investigate and examine current information about HIV/AIDS in order to differentiate related facts, opinions, and myths.
- (b) Examine and identify the importance of sexual abstinence in adolescent relationships.
- (c) Demonstrate refusal skills (saying "no"), negotiation skills and peer resistance skills related to sexual health.
- (d) Analyze the transmission and methods of prevention for sexually transmitted disease (STD) and Human Immunodeficiency Virus (HIV).
- (e) Identify risk behaviors and situations involving possible exposure to HIV.
- (f) Examine the relationships between injecting drug use (IDU) and contact with contaminated blood products and the transmission of HIV.

(g) Analyze the efficiency of artificial means of birth control in preventing the spread of HIV and other sexually transmitted diseases.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

PART 19. PHYSICAL EDUCATION

210:15-3-153. Overview for physical education [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-153.1. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-154. Physical education for pre-kindergarten and kindergarten [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-155. Physical education for grade 1 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-156. Physical education for grade 2 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-157. Physical education for grade 3 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-158. Physical education for grade 4 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-159. Physical education for grade 5 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-160. Physical education for grades 6 and 7 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-161. Physical education for grades 8 and 9 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-162. Physical education for grades 10 through 12 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 33 Ok Reg 1374, eff 9-11-16]

210:15-3-163. Physical education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. The five physical education standards provide a framework for physical educators across Oklahoma to ensure school-aged students become physically literate. It is the responsibility of schools to provide opportunities for all students to become competent, literate, and enthusiastic movers in ways that make physical activity a highly desired, enjoyable, and worthwhile experience. Elementary students who participate in effective physical education programs receive foundational skills, knowledge, and values while middle school students' learning experiences should allow for application of those skills, knowledge, and values. In high school, students focus on lifetime-activities skills, knowledge, and values, which ensures college and career ready individuals are equipped to lead a physically active lifestyle.

[Source: Added at 33 Ok Reg 1374, eff 9-11-16; Amended at 40 Ok Reg 1945, eff 9-11-23]

210:15-3-164. Definitions [REVOKED]

[Source: Added at 33 Ok Reg 1374, eff 9-11-16; Revoked at 40 Ok Reg 1945, eff 9-11-23]

210:15-3-165. Standard One: Competency in a Variety of Motor Skills and Movement Patterns

(a) **Statement of the standard.** Students will demonstrate competency in a variety of motor skills and movement patterns.

(b) **Standard One objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) Locomotor.

(A) **Objective 1.** Performs locomotor skills (e.g., hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes first appear in grade two.

(C) **Objective 3.** Performs jumping and landing actions with balance.

(D) **Objective 4.** Performs jumping and landing actions with balance.

(E) **Objective 5.** Performs locomotor skills in response to teacher-led creative dance.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(2) Non-locomotor (Stability).

(A) **Objective 1.** Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes first appear in grade one.

(C) **Objective 3.** Roll sideways in a narrow body shape.

(D) **Objective 4.** Differentiates the actions of curling and stretching.

(E) **Objective 5.** Developmentally appropriate/emerging outcomes first appear in grade two.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand with opposite foot forward (opposition). Pre-K: Throws underhand and overhand without opposition.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes first appear in grade three.

(C) **Objective 3.** Drops a ball or object and catches it before it bounces again. Catches a large ball or object tossed by a skilled thrower.

(D) **Objective 4.** Dribbles a ball with one hand attempting second contact.

(E) **Objective 5.** Taps a ball using the inside of the foot, sending it forward.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(G) **Objective 7.** Developmentally appropriate/emerging outcomes first appear in grade four.

(H) **Objective 8.** Kicks a stationary ball from a stationary position demonstrating two of the five critical elements of mature kicking.

(I) **Objective 9.** Volleys a lightweight object (balloon), sending it upward.

(J) **Objective 10.** Developmentally appropriate/emerging outcomes first appear in grade four.

(K) **Objective 11.** Strikes a lightweight object with a paddle or short-handed racket.

(L) **Objective 12.** Developmentally appropriate/emerging outcomes first appear in grade two.

(M) **Objective 13.** Developmentally appropriate/emerging outcomes first appear in grade three.

(N) **Objective 14.** Executes a single jump with a self-turned rope. Jumps a long rope with teacher-assisted turning.

(O) **Objective 15.** Identifies outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.

(c) **Standard One objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Locomotor.**

(A) **Objective 1.** Hops, gallops, jogs, and slides using a mature pattern.

(B) **Objective 2.** Developmentally appropriate/emerging outcomes first appearing in grade two.

(C) **Objective 3.** Demonstrates two of the five critical elements for jumping and landing in a horizontal plane using two-foot take-offs and landings.

(D) **Objective 4.** Demonstrates two of the five critical elements for jumping and landing in a vertical plane.

(E) **Objective 5.** Combines locomotor and non-locomotor skills in a teacher-designed dance.

(F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(2) Non-locomotor (Stability).

- (A) **Objective 1.** Maintains stillness on different bases of support with different body shapes.
- (B) **Objective 2.** Transfers weight from one body part to another in self-space in dance and gymnastic environments.
- (C) **Objective 3.** Rolls with either a narrow or curled body shape.
- (D) **Objective 4.** Demonstrates twisting, curling, bending, and stretching actions.
- (E) **Objective 5.** Developmentally appropriate/emerging outcomes first appear in grade two.
- (F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(3) Manipulatives.

- (A) **Objective 1.** Throws underhand and overhand demonstrating two of the five critical elements of a mature pattern (face target, arm back, opposition, release, follow through).
- (B) **Objective 2.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (C) **Objective 3.** Catches a ball or an object from a self-toss before it bounces. Catches various sizes of balls or objects self-tossed or tossed by a skilled thrower.
- (D) **Objective 4.** Dribbles continuously in self-space using the preferred hand.
- (E) **Objective 5.** Taps or dribbles a ball using the inside of the foot while walking in general space.
- (F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (G) **Objective 7.** Developmentally appropriate/emerging outcomes first appear in grade four.
- (H) **Objective 8.** Approaches a stationary ball and kicks it forward demonstrating two of the five critical elements of a mature pattern.
- (I) **Objective 9.** Volleys an object with an open palm, sending it upward.
- (J) **Objective 10.** Developmentally appropriate/emerging outcomes first appear in grade four.
- (K) **Objective 11.** Strikes an object with a short-handled implement sending it upwards.
- (L) **Objective 12.** Developmentally appropriate/emerging outcomes first appear in grade two.
- (M) **Objective 13.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (N) **Objective 14.** Jumps forward or backward consecutively using a self-turned rope. Jumps a long rope up to five times consecutively with teacher-assisted turning.
- (O) **Objective 15.** Discusses outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.

(d) Standard One objectives for Grade 2. The following objectives apply for students in Grade 2:

(1) Locomotor.

- (A) **Objective 1.** Skips using a mature pattern.

- (B) **Objective 2.** Runs with a mature pattern. Travels showing differentiation (pacing) between jogging and sprinting.
- (C) **Objective 3.** Demonstrates four of the five critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings.
- (D) **Objective 4.** Demonstrates four of the five critical elements for jumping and landing in a vertical plane.
- (E) **Objective 5.** Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms.
- (F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(2) Non-locomotor (Stability).

- (A) **Objective 1.** Balances on different bases of support combining levels and shapes. Balances in an inverted position with stillness and supportive base.
- (B) **Objective 2.** Transfers weight from feet to different body parts/bases of support for balance/travel. or travel.
- (C) **Objective 3.** Rolls in different directions in a narrow or curled body shape.
- (D) **Objective 4.** Differentiates among twisting, curling, bending, and stretching actions.
- (E) **Objective 5.** Combines balances and transfers into a three-part sequence (e.g., dance, gymnastics).
- (F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.

(3) Manipulatives.

- (A) **Objective 1.** Throws underhand and overhand using a mature pattern.
- (B) **Objective 2.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (C) **Objective 3.** Catches a self-tossed or well-thrown large ball/object with hands not trapping or cradling against the body.
- (D) **Objective 4.** Dribbles using the preferred hand while walking in general space.
- (E) **Objective 5.** Dribbles with the feet in general space with control of ball and body.
- (F) **Objective 6.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (G) **Objective 7.** Developmentally appropriate/emerging outcomes first appear in grade four.
- (H) **Objective 8.** Uses a continuous running approach and kicks a moving ball demonstrating three of the five critical elements of a mature pattern.
- (I) **Objective 9.** Volleys an object upward with consecutive hits.
- (J) **Objective 10.** Developmentally appropriate/emerging outcomes first appear in grade four.
- (K) **Objective 11.** Strikes an object upward with a short-handled implement using consecutive hits.
- (L) **Objective 12.** Strikes a ball off a tee or cone with a long-handled implement (e.g., bat, noodle) using correct grip and side orientation/proper body orientation.

(M) **Objective 13.** Developmentally appropriate/emerging outcomes first appear in grade three.

(N) **Objective 14.** Jumps a self-turned rope consecutively forward and backward with a mature pattern. Jumps a long rope five times consecutively with student turners.

(O) **Objective 15:** Describes outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.

(e) **Standard One objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Locomotor.**

(A) **Objective 1.** Leaps using a mature pattern.

(B) **Objective 2.** Travels showing differentiation (pacing) between jogging and sprinting.

(C) **Objective 3.** Jumps and lands in the horizontal plane using a mature pattern.

(D) **Objective 4.** Jumps and lands in the vertical plane using a mature pattern.

(E) **Objective 5.** Performs teacher-selected and developmentally appropriate dance steps in movement patterns.

(F) **Objective 6.** Performs a sequence of locomotor skills smoothly and without hesitation (transitioning from one skill to another).

(2) **Non-locomotor (Stability).**

(A) **Objective 1.** Balances on different bases of support demonstrating muscular tension and extensions of free body parts.

(B) **Objective 2.** Transfers weight from feet to hands for momentary weight support.

(C) **Objective 3.** Applies skills.

(D) **Objective 4.** Moves into and out of gymnastic balances with twisting, curling, and stretching actions (e.g, plank to log roll).

(E) **Objective 5.** Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.

(F) **Objective 6.** Combines balance and weight transfers with movement concepts to create and perform a dance.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand to a partner or target with reasonable accuracy. Demonstrates three of the five critical elements in non-dynamic environments for distance and force.

(B) **Objective 2.** Throw to a stationary partner with reasonable accuracy in a non-dynamic environment (closed skills).

(C) **Objective 3.** Catches a gently tossed hand-sized ball or object from a partner while demonstrating four of the five critical elements of a mature pattern.

(D) **Objective 4.** Dribbles and travels in general space at a slow to moderate speed with control of ball and body.

(E) **Objective 5.** Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body.

(F) **Objective 6.** Passes and receives the ball with the insides of the feet to a stationary partner, absorbing force on reception, before returning the pass.

(G) **Objective 7.** Developmentally appropriate/emerging outcomes first appear in grade four.

(H) **Objective 8.** Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air demonstrating four of the five critical elements of a mature pattern for each skill. Uses a continuous running approach and kicks a stationary ball for accuracy.

(I) **Objective 9.** Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating four of the five critical elements of a mature pattern (face target, opposite foot forward, flat surface with hand for contact of the ball, contact with the ball, follow through).

(J) **Objective 10.** Developmentally appropriate/emerging outcomes first appear in grade four.

(K) **Objective 11.** Strikes an object with a short-handled implement sending it forward over a low net or to a wall. Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern.

(L) **Objective 12.** Strikes a ball with a long-handled implement (e.g., hockey stick, bat, club) sending it forward while using proper grip.

(M) **Objective 13.** Demonstrates emerging outcomes with a short- and/or long-handled implement for scooping, cradling, throwing, and catching.

(N) **Objective 14.** Performs intermediate jump rope skills (e.g., a variety of tricks, running in and out of a long rope) for both long and short ropes.

(O) **Objective 15.** Demonstrates emerging techniques for a variety of skills pertinent to locale and/or teacher selected outdoor pursuits (e.g., fishing, hiking, kayaking).

(f) **Standard One objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Locomotor.**

(A) **Objective 1.** Uses various locomotor skills in a variety of small-sided practice tasks, dance, and educational gymnastics experiences.

(B) **Objective 2.** Runs for distance using a mature pattern.

(C) **Objective 3.** Uses spring-and-step take-offs and landings specific to gymnastics (e.g., cartwheel, round-off).

(D) **Objective 4.** Uses spring-and-step takeoffs and landings specific to gymnastics (e.g., tuck jump, star jump, toe touches).

(E) **Objective 5.** Combines locomotor movement patterns and dance steps to create and perform an original dance.

(F) **Objective 6.** Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher- and/or student-designed small-sided practice tasks.

(2) **Non-locomotor (Stability).**

(A) **Objective 1.** Balances on different bases of support on apparatus demonstrating levels and shapes.

- (B) **Objective 2.** Transfers weight from feet to hands varying the speed and using large extensions (e.g., mule kick, handstand, cartwheel).
- (C) **Objective 3.** Applies skills.
- (D) **Objective 4.** Moves into and out of balances on apparatus with curling, twisting, and stretching actions.
- (E) **Objective 5.** Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.
- (F) **Objective 6.** Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.

(3) Manipulatives.

- (A) **Objective 1.** Throws underhand and overhand in a mature pattern in a non-dynamic environment.
- (B) **Objective 2.** Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).
- (C) **Objective 3.** Catches a thrown ball above the head, at the chest or waist level, and below the waist using a mature pattern in a non-dynamic environment (closed skills).
- (D) **Objective 4.** Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. Dribbles in general space with control of ball and body while increasing and decreasing speed.
- (E) **Objective 5.** Dribbles with the feet in general space with control of the ball and body while increasing and decreasing speed.
- (F) **Objective 6.** Passes and receives the ball using the insides of the feet to a moving partner in a non-dynamic environment (closed skills). Receives and passes a ball with the outsides and insides of the feet to a stationary partner, absorbing force on reception before returning the pass.
- (G) **Objective 7.** Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, and shooting).
- (H) **Objective 8.** Kicks along the ground and in the air and punts using a mature pattern.
- (I) **Objective 9.** Volleys underhand using a mature pattern in a dynamic environment (e.g., two square, four square, handball).
- (J) **Objective 10.** Volleys the ball with a two-handed overhead pattern sending it upward demonstrating four of the five elements of a mature pattern.
- (K) **Objective 11.** Strikes an object with a short-handled implement while demonstrating a mature pattern. Strikes an object with a short-handled implement, alternating hits with a partner, over a low net or against a wall.
- (L) **Objective 12.** Strikes an object with a long-handled implement (e.g., hockey stick, club, bat, racket) while demonstrating three of the five critical elements of a mature pattern (grip, stance, body orientation, swing plane, follow through).
- (M) **Objective 13.** Demonstrates skills (cradle, scoop, throw, and catch) with a partner while stationary and moving.

(N) **Objective 14.** Creates a jump rope routine with either a short or long jump rope.

(O) **Objective 15.** Demonstrates emerging techniques for a variety of skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking).

(g) **Standard One objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Locomotor.**

(A) **Objective 1.** Demonstrates mature patterns of locomotor skills in dynamic and small-sided practice tasks, gymnastics, and dance. Combines locomotor and manipulative skills in a variety of small-sided practice tasks and game environments. Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, lacrosse, and basketball).

(B) **Objective 2.** Uses appropriate pacing for a variety of running distances.

(C) **Objective 3.** Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.

(D) **Objective 4.** Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.

(E) **Objective 5.** Combines locomotor skills with cultural and creative dances (self and group) with correct rhythm and pattern.

(F) **Objective 6.** Applies skills in dynamic situations. Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).

(2) **Non-locomotor.**

(A) **Objective 1.** Combines balance and weight transfer in a gymnastic sequence or dance with a partner.

(B) **Objective 2.** Transfers weight in dance and gymnastics environments.

(C) **Objective 3.** Applies skills.

(D) **Objective 4.** Performs curling, twisting, and stretching actions with correct application in dance, gymnastics, and small-sided practice tasks in game environments.

(E) **Objective 5.** Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.

(F) **Objective 6.** Combines actions, balances, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.

(3) **Manipulatives.**

(A) **Objective 1.** Throws underhand and overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects. Throws underhand and overhand to a large target with accuracy.

(B) **Objective 2.** Throws with accuracy while both partners are moving. Throws with reasonable accuracy in dynamic, small-sided practice tasks.

- (C) **Objective 3.** Catches a batted ball above the head, at the chest or waist level, and along the ground using a mature pattern in a non-dynamic environment (closed skills). Catches with accuracy with both partners moving. Catches with reasonable accuracy in dynamic, small-sided practice tasks.
- (D) **Objective 4.** Combines hand dribbling with other skills during one vs. one practice skills.
- (E) **Objective 5.** Combines foot dribbling with other skills in one vs. one practice tasks.
- (F) **Objective 6.** Passes and receives with the feet using a mature pattern as both partners travel.
- (G) **Objective 7.** Dribbles with the hands or feet with mature patterns in a variety of small-sided game forms.
- (H) **Objective 8.** Demonstrates mature patterns of kicking and punting in small-sided practice tasks environments.
- (I) **Objective 9.** Applies skills in small-sided games.
- (J) **Objective 10.** Volleys the ball using a two-handed pattern sending it upward to a target.
- (K) **Objective 11.** Strikes an object consecutively with a partner using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.
- (L) **Objective 12.** Strikes a pitched ball with a bat using a mature pattern. Combines striking with a long implement (e.g., hockey stick, golf club, bat, racket) with receiving and traveling skills in a small-sided game.
- (M) **Objective 13.** Demonstrates and applies basic skills (cradle, scoop, throw, and catch) to play in small-sided games (e.g., lacrosse, Native American stickball, or using scoops).
- (N) **Objective 14.** Creates a jump rope routine with a partner using either a short or long jump rope.
- (O) **Objective 15.** Demonstrates emerging techniques for a variety of skills in more than one, self-selected outdoor pursuit (e.g., fishing, hiking, kayaking).

(h) **Standard One objectives for Grade 6.** The following objectives apply for students in Grade 6:

- (1) **Dance and Rhythms.** Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social creative, line, or world dance.
- (2) **Games and Sports: Invasions and Field Games.**
 - (A) **Objective 1.** Throws with a mature pattern for distance (e.g., outfield to home plate) or force (e.g., second base to first base) with accuracy appropriate to the practice task.
 - (B) **Objective 2.** Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.
 - (C) **Objective 3.** Passes and receives with hands in combination with various movements, agility, and speed with competency in modified invasion games (e.g., basketball, flag football).
 - (D) **Objective 4.** Throws, while stationary, a leading pass to a moving receiver/target.
 - (E) **Objective 5.** Performs pivots, fakes, and jab steps designed to create open space during practice tasks.

- (F) **Objective 6.** Performs the following offensive skills without defensive pressure: pivots, give &go's, and fakes.
- (F) **Objective 7.** Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks.
- (G) **Objective 8.** Dribbles with control using feet or implement changing speed and direction in a variety of practice tasks.
- (H) **Objective 9.** Shoots on goal with power in a dynamic environment as appropriate to the activity.
- (I) **Objective 10.** Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.

(3) Games and Sports: Net/Wall Games.

- (A) **Objective 1.** Performs a legal underhand serve with control for net/wall games (e.g., badminton, volleyball, or pickleball).
- (B) **Objective 2.** Strikes with a mature overhand pattern in a non-dynamic environment (closed skills) for net/wall games (e.g., volleyball, badminton, and tennis).
- (C) **Objective 3.** Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games (e.g., paddleball, pickleball, or tennis).
- (D) **Objective 4.** Transfers body weight (e.g., back leg to front leg) with correct timing for the striking pattern.
- (E) **Objective 5.** Forehand volleys with a mature form and control using a short-handled implement.
- (F) **Objective 6.** Two-hand-volleys with control in a variety of practice tasks.
- (G) **Objective 7.** Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, or horseshoes).
- (H) **Objective 8.** Using an implement, accurately strikes a stationary object (e.g., croquet, shuffleboard, or golf).

(4) Games and Sports: Fielding/Striking Games.

- (A) **Objective 1.** Strikes a pitched ball, with an implement, in a variety of practice tasks.

(5) Outdoor Pursuits. Demonstrates correct technique for basic skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking).

(6) Individual-Performance Activities. Demonstrates correct technique for basic skills in one self-selected individual-performance activity.

(i) Standard One objectives for Grade 7. The following objectives apply for students in Grade 7:

(1) Dance and Rhythms. Demonstrates correct rhythm and pattern for multiple dance forms from among folk, social creative, line, and world dance.

(2) Games and Sports: Invasions and Field Games.

- (A) **Objective 1.** Throws with a mature pattern for distance or force and with accuracy appropriate to the activity during small-sided game play.
- (B) **Objective 2.** Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.
- (C) **Objective 3.** Passes and receives with feet in combination with various movement, agility and speed with competency in modified invasion games (e.g., soccer or speedball).

(D) **Objective 4.** Throws, while moving, a leading pass to a moving receiver/target.

(E) **Objective 5.** Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps.

(F) **Objective 6.** Performs the following offensive skills with defensive pressure: pivots, give & go's, and fakes.

(F) **Objective 7.** Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.

(G) **Objective 8.** Dribbles with control using feet or an implement combined with passing in a variety of practice tasks.

(H) **Objective 9.** Shoots on goal with power and accuracy in small-sided game play.

(I) **Objective 10.** Maintains defensive ready position while moving in all directions without crossing feet.

(3) Games and Sports: Net/Wall Games.

(A) **Objective 1.** Consistently executes a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball, or pickleball).

(B) **Objective 2.** Strikes with a mature overhand pattern in small-sided game play for net/wall games (e.g., volleyball, handball, badminton, and tennis).

(C) **Objective 3.** Demonstrates the mature form of the forehand and backhand strokes with a long-handled implement in net games (e.g., badminton or tennis).

(D) **Objective 4.** Transfers weight with correct timing using low-to-high striking pattern with a short- or long-handled implement on the forehand side.

(E) **Objective 5.** Forehand and backhand volleys with a mature form and control using a short-handled implement.

(F) **Objective 6.** Two-hand volleys with control in a small-sided game..

(G) **Objective 7.** Consistently executes a mature underhand pattern for target games (e.g., bowling, bocce, bean bags or horseshoes).

(H) **Objective 8.** Using an implement, strikes a stationary object for accuracy and distance (e.g., croquet, shuffleboard, or golf).

(4) Games and Sports: Fielding/Striking Games.

(A) **Objective 1.** Strikes a pitched ball, with an implement, with force in a variety of practice tasks.

(B) **Objective 2.**

(5) **Outdoor Pursuits.** Demonstrates correct technique for a variety of skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking).

(6) **Individual-Performance Activities.** Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.

(j) Standard One objectives for Grade 8. The following objectives apply for students in Grade 8:

(1) **Dance and Rhythms.** Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.

(2) Games and Sports: Invasions and Field Games.

(A) **Objective 1.** Throws with a mature pattern for distance or force and accuracy appropriate to the activity during small-sided game

play in a dynamic environment.

(B) **Objective 2.** Catches using an implement in a dynamic environment or modified game play.

(C) **Objective 3.** Passes and receives with an implement in combination with various movement, agility, and speed with competency in modified invasion games (e.g., lacrosse or hockey - floor, field, ice).

(D) **Objective 4.** Throws a leading pass to a moving receiver/target off a dribble or pass.

(E) **Objective 5.** Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, and screens.

(F) **Objective 6.** Executes the following offensive skills during small-sided game play: pivots, give & go's, and fakes.

(F) **Objective 7.** Dribbles with dominant and non-dominant hands using a change of speed, and direction in small-sided game play.

(G) **Objective 8.** Dribbles with control using feet or implement, changing speed and direction during small-sided game play.

(H) **Objective 9.** Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., lacrosse or hockey - floor, field, ice).

(I) **Objective 10.** Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player.

(3) Games and Sports: Net/Wall Games.

(A) **Objective 1.** Consistently executes, a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, or pickleball).

(B) **Objective 2.** Strikes with a mature overhand pattern in a modified game and/or in a dynamic environment for net/wall games (e.g., volleyball, handball, badminton, tennis, and pickleball).

(C) **Objective 3.** Demonstrates the mature form of the forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games (e.g., paddleball, pickleball, badminton, or tennis).

(D) **Objective 4.** Transfers weight with correct timing using low-to-high striking pattern with a short- or long-handled implement on the forehand and backhand side.

(E) **Objective 5.** Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.

(F) **Objective 6.** Two-hand volleys with control in a dynamic environment or modified game play.

(G) **Objective 7.** Consistently performs a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bocce, or horseshoes).

(H) **Objective 8.** Using an implement, strikes a stationary object for accuracy, power, and distance (e.g., croquet, shuffleboard, or golf).

(4) Games and Sports: Fielding/Striking Games.

(A) **Objective 1.** Strikes a pitched ball, with an implement, using appropriate power and force to open space in a variety of small-

sided games.

(5) **Outdoor Pursuits.** Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits (e.g., fishing, hiking, kayaking).

(6) **Individual-Performance Activities.** Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities.

(k) **Standard One objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Lifetime Activities.**

(A) **Grades 9-12, Level One.** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).

(B) **Grades 9-12, Level Two.** Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).

(2) **Dance and Rhythms.**

(A) **Grades 9-12, Level One.** Demonstrates competency in dance forms and rhythmic movement used in cultural and social occasions (e.g., weddings, parties) or demonstrates competency in one form of dance (e.g., ballroom, modern, hip hop, tap).

(B) **Grades 9-12, Level Two.** Demonstrates competency in dance forms and/or rhythmic movements by choreographing a dance, designing a rhythmic workout routine, or giving a performance.

(3) **Fitness Activities.**

(A) **Grades 9-12, Level One.** Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.

(B) **Grades 9-12, Level Two.** Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.

[Source: Added at 33 Ok Reg 1374, eff 9-11-16; Amended at 40 Ok Reg 1945, eff 9-11-23]

210:15-3-166. Standard Two: Knowledge of Concepts, Strategies, and Tactics Related to Movement and Performance

(a) **Statement of the standard.** Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.

(b) **Standard Two objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) **Objective 1.** Differentiates between movements in personal (self-space) and general space. Moves in personal space to a rhythm.

(2) **Objective 2.** Travels in three different pathways (straight, zig-zag, and weaving).

(3) **Objective 3.** Travels in general space with different speeds.

(4) **Objective 4.** Developmentally appropriate/emerging outcomes first appear in grade three.

(5) **Objective 5.** Developmentally appropriate/emerging outcomes first appear in grade one.

(c) **Standard Two objectives for Grade 1.** The following objectives apply for students in Grade 1:

- (1) **Objective 1.** Moves in self-space and general space in response to designated beats/rhythms.
- (2) **Objective 2.** Travels demonstrating low, middle, and high levels. Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).
- (3) **Objective 3.** Differentiates between fast and slow speeds. Differentiates between strong and light force.
- (4) **Objective 4.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (5) **Objective 5.** Applies simple strategies in both chasing and fleeing activities.

(d) **Standard Two objectives for Grade 2.** The following objectives apply for students in Grade 2:

- (1) **Objective 1.** Combines locomotor skills in general space to a rhythm.
- (2) **Objective 2.** Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences.
- (3) **Objective 3.** Varies time and force with gradual increases and decreases.
- (4) **Objective 4.** Developmentally appropriate/emerging outcomes first appear in grade three.
- (5) **Objective 5.** Applies simple strategies in both chasing and fleeing activities.

(e) **Standard Two objectives for Grade 3.** The following objectives apply for students in Grade 3:

- (1) **Objective 1.** Recognizes the concept of open spaces in a movement context.
- (2) **Objective 2.** Recognizes locomotor skills specific to a wide variety of physical activities.
- (3) **Objective 3.** Combines movement concepts (direction, levels, force, time) with skills directed by the teacher.
- (4) **Objective 4.** Employs the concept of alignment, and the concept of muscular tension with balance (e.g., gymnastics, dance, and yoga).
- (5) **Objective 5.** Applies simple strategies in both chasing and fleeing activities.

(f) **Standard Two objectives for Grade 4.** The following objectives apply for students in Grade 4:

- (1) **Objective 1.** Applies the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling with changes in direction and speed). Applies the concept of closing spaces in small-sided practice tasks.
- (2) **Objective 2.** Combines movement concepts with skills in small-sided practice tasks, gymnastics, and dance environments.
- (3) **Objective 3.** Applies the movement concepts of speed, endurance, and pacing for running. Applies the concepts of direction and force when striking an object with both a short- and long-handled implement, sending it toward a designated target.
- (4) **Objective 4.** Applies skills.
- (5) **Objective 5.** Applies simple offensive and defensive strategies and tactics in chasing and fleeing activities. Recognizes the types of kicks needed for different games and sports situations.

(g) **Standard Two objectives for Grade 5.** The following objectives apply for students in Grade 5:

- (1) **Objective 1.** Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games).
- (2) **Objective 2.** Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, and dance with self-direction.
- (3) **Objective 3.** Applies movement concepts to strategy in game situations. Applies the concepts of direction and force to strike an object with a long-handled implement. Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks in game environments, dance, and gymnastics.
- (4) **Objective 4.** Applies skills.
- (5) **Objective 5.** Applies basic offensive and defensive strategies and tactics in invasion small-sided practice tasks, and in net/wall small-sided practice tasks. Recognizes the type of throw, volley, or striking action needed for different games and sports situations.

(h) **Standard Two objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Games and Sports: Invasion Games.**

- (A) **Objective 1.** Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with movement (e.g., varying pathways; change of speed, direction, or pace).
- (B) **Objective 2.** Executes at least one of the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes, pivots, and fakes; give and go.
- (C) **Objective 3.** Creates open space by using the width and length of the field/court on offense.
- (D) **Objective 4.** Reduces open space on defense by making the body larger and reducing passing angles.
- (E) **Objective 5.** Reduces open space by not allowing the catch (denial) or by allowing the catch but not the return pass.
- (F) **Objective 6.** Transitions from offense to defense or defense to offense by recovering quickly.

(2) **Games and Sports: Net/Wall Games.**

- (A) **Objective 1.** Creates open space in net/wall games with a short-handled implement by varying force and direction.
- (B) **Objective 2.** Reduces offensive options for opponents by returning to midcourt position.

(3) **Games and Sports: Target Games.** Selects appropriate shot and/or club based on location of the object in relation to the target.

(4) **Games and Sports: Fielding/Striking Games.**

- (A) **Objective 1.** Identifies open spaces and attempts to strike object into that space.
- (B) **Objective 2.** Identifies the correct defensive play based on the situation (e.g., number of outs).

(5) **Individual-Performance Activities, Dance, and Rhythms.** Varies application of force during dance or gymnastic activities.

(6) **Outdoor Pursuits.** Identifies potential factors influencing appropriate decisions such as the weather (e.g., lightning), level of difficulty due to conditions, or ability to ensure safety of self and others.

(i) **Standard Two objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Games and Sports: Invasion Games.**

(A) **Objective 1.** Reduces open space by using locomotor movements (e.g., walking, running, jumping, and landing) in combination with body movement concepts to reduce the space between player and/or goal.

(B) **Objective 2.** Executes at least two of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, pivots, and fakes; give and go.

(C) **Objective 3.** Creates and maintains open space on offense by cutting and passing quickly.

(D) **Objective 4.** Reduces open space on defense by staying close as the opponent nears the goal.

(E) **Objective 5.** Reduces open space by not allowing the catch (denial) or anticipating the speed of the object or person for the purpose of interception or deflection.

(F) **Objective 6.** Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.

(2) **Games and Sports: Net/Wall Games.**

(A) **Objective 1.** Creates open space in net/wall games with a long-handled implement by varying force and direction, and by moving opponent from side to side.

(B) **Objective 2.** Selects offensive shot based on opponent's location (hit where opponent is not).

(3) **Games and Sports: Target Games.** Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.

(4) **Games and Sports: Fielding/Striking Games.**

(A) **Objective 1.** Identifies when to use a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.

(B) **Objective 2.** Selects the correct defensive play based on the situation (e.g., number of outs).

(5) **Individual-Performance Activities, Dance, and Rhythms.** Identifies and applies Newton's Laws of Motion to various dance or rhythmic activities (e.g., creative movement to music or multicultural dance).

(6) **Outdoor Pursuits.** Analyzes the situation and makes adjustments to ensure the safety of self and others.

(j) **Standard Two objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Games and Sports: Invasion Games.**

(A) **Objective 1.** Opens and closes space during small-sided game play by combining locomotor movements with movement concepts.

(B) **Objective 2.** Executes at least three of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give and go.

(C) **Objective 3.** Creates and maintains open space on offense, by cutting and passing quickly, and using fakes off the ball.

(D) **Objective 4.** Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to the opponent.

(E) **Objective 5.** Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection in a dynamic environment or modified game play.

(F) **Objective 6.** Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage in a dynamic environment or modified game play.

(2) **Games and Sports: Net/Wall Games.**

(A) **Objective 1.** Creates open space in net/wall games with either a long- or short-handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back.

(B) **Objective 2.** Varies placement, force, and timing of return to prevent anticipation by opponent.

(3) **Games and Sports: Target Games.** Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target in a dynamic environment or modified game play.

(4) **Games and Sports: Fielding/Striking Games.**

(A) **Objective 1.** Identifies sacrifice situations and attempts to advance a teammate.

(B) **Objective 2.** Reduces open spaces in the field by working with teammates to maximize coverage.

(5) **Individual-Performance Activities, Dance, and Rhythms.** Describes and applies a variety of movement principles (e.g., tempo, levels, pathways, flow) to dance and rhythmic activities.

(6) **Outdoor Pursuits.** Implements safe protocols in self-selected outdoor pursuits.

(k) **Standard Two objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Level One.**

(A) **Objective 1.** Applies the terminology associated with exercise and participates in selected lifetime activities (individual-performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits).

(B) **Objective 2.** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.

(C) **Objective 3.** Creates a practice plan to improve performance for a self-selected skill.

(D) **Objective 4.** Identifies examples of social and technical dance forms.

(2) **Level Two.**

(A) **Objective 1.** Identifies and discusses the historical and cultural roles of games, sports, and dance in society.

(B) **Objective 2.** Uses movement concepts and principles (e.g., force, motion, rotation) to implement strategies to improve performance for self and/or others in selected skills.

- (C) **Objective 3.** Tests, revises, and adapts a practice plan to improve performance for a self-selected skill.
- (D) **Objective 4.** Compares similarities and differences in various dance forms.

[Source: Added at 33 Ok Reg 1374, eff 9-11-16; Amended at 40 Ok Reg 1945, eff 9-11-23]

210:15-3-167. Standard Three: Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness

(a) **Statement of the standard.** Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

(b) **Standard Three objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

- (1) **Physical Activity Knowledge.** Identifies active-play opportunities outside physical education class (e.g., before and after school, at home, at the park, with friends, with family).
- (2) **Engages in Physical Activity.** Actively participates in physical education class. Engaged in MVPA 50% of class time.
- (3) **Fitness Knowledge.**
 - (A) **Objective 1.** Recognizes that when you move fast, your heart beats faster and you breathe faster.
 - (B) **Objective 2.** Developmentally appropriate/emerging outcomes first appear in grade one.
- (4) **Assessment and Program Planning.**
 - (A) **Objective 1.** Developmentally appropriate/emerging outcomes first appear in grade three.
 - (B) **Objective 2.** Recognizes that food provides energy for physical activity.

(c) **Standard Three objectives for Grade 1.** The following objectives apply for students in Grade 1:

- (1) **Physical Activity Knowledge.** Discusses the benefits of being active and exercising and/or playing.
- (2) **Engages in Physical Activity.** Actively engages in physical education class. Engaged in MVPA 50% of class time.
- (3) **Fitness Knowledge.**
 - (A) **Objective 1.** Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.
 - (B) **Objective 2.** Emerging understanding of warm up and cool down relative to physical activity.
- (4) **Assessment and Program Planning.**
 - (A) **Objective 1.** Developmentally appropriate/emerging outcomes first appear in grade three.
 - (B) **Objective 2.** Differentiates between healthy and unhealthy foods and drinks.

(d) **Standard Three objectives for Grade 2.** The following objectives apply for students in Grade 2:

- (1) **Physical Activity Knowledge.** Describes large motor and/or manipulative physical activities for participation outside physical education class.
- (2) **Engages in Physical Activity.** Actively engages in physical education class in response to instruction and practice. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Identifies physical activities that contribute to fitness.

(B) **Objective 2.** Differentiates between warm up and cool down.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Developmentally appropriate/emerging outcomes first appear in grade three.

(B) **Objective 2.** Recognizes the importance of the balance between nutrition and physical activity.

(e) **Standard Three objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Physical Activity Knowledge.** Tracks participation in physical activities outside physical education class. Identifies physical activity benefits as a way to become healthier.

(2) **Engages in Physical Activity.** Actively engages in the activities of physical education class without teacher prompting. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Discusses the components of health-related fitness and skill-related fitness. Provides examples of physical activity to enhance fitness.

(B) **Objective 2.** Recognizes the importance of warmup and cooldown relative to vigorous physical activity.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Demonstrates, with teacher direction, the health-related fitness components.

(B) **Objective 2.** Identifies foods that are beneficial for pre and post physical activity.

(f) **Standard Three objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Physical Activity Knowledge.** Analyzes opportunities for participating in physical activity outside physical education class.

(2) **Engages in Physical Activity.** Actively engages in the activities of physical education class, both teacher-directed and independent. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Identifies the components of health-related fitness and skill-related fitness.

(B) **Objective 2.** Demonstrates warmup and cooldown relative to the cardiorespiratory fitness assessment.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Completes fitness assessments (pre and post). Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.

(B) **Objective 2.** Discusses the importance of hydration and hydration choices relative to physical activities.

(g) **Standard Three objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Physical Activity Knowledge.** Tracks and analyzes physical activity outside physical education class for fitness benefits of activities.

(2) **Engages in Physical Activity.** Actively engages in all the activities of physical education. Engaged in MVPA 50% of class time.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Differentiates between health-related fitness and skill-related fitness.

(B) **Objective 2.** Identifies the need for warmup and cooldown relative to various physical activities. Identify and apply the FITT to a fitness plan.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Analyzes results of fitness assessments (pre and post) and compares results with fitness components. Designs a fitness plan utilizing the FITT principle.

(B) **Objective 2.** Analyzes the impact of food choices relative to physical activity, youth sports, and personal health.

(h) **Standard Three objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Physical Activity Knowledge.** Describes how being physically active leads to a healthy body.

(2) **Engages in Physical Activity.**

(A) **Objective 1.** Participates in self-selected physical activity once a week outside of physical education class.

(B) **Objective 2.** Participates in a variety of moderate and vigorous aerobic fitness activities (e.g., Speed Walking, HITT, Drum Fit, Spinning/Cycling, and Kickboxing)).

(C) **Objective 3.** Participates in a variety of aerobic fitness activities with or without technology (e.g., heart rate monitors, pedometers, fitness apps).

(D) **Objective 4.** Participates in a variety of lifetime team sports, recreational outdoor pursuits, or dance activities.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Differentiates between moderate to vigorous physical activity that includes intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.

(B) **Objective 2.** Identifies the components of skill-related fitness.

(C) **Objective 3.** Sets and monitors a self-selected physical activity goal for aerobic and/or muscle- and bone-strengthening activity based on current fitness level.

(D) **Objective 4.** Demonstrates correct techniques and methods of stretching.

(E) **Objective 5.** Differentiates between each of the health-related fitness components.

(F) **Objective 6.** Identifies each of the components of the FITT principle (frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).

(G) **Objective 7.** Describes the role of warmups and cooldowns before and after physical activity.

(H) **Objective 8.** Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.

(I) **Objective 9.** Identifies major muscles used in selected physical activities.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.

(B) **Objective 2.** Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.

(C) **Objective 3.** Develops a two-week meal plan using the basic food groups and details appropriate serving size and portions for students' own age and physical activity levels.

(5) **Stress Management.** Identifies positive and negative results of stress and appropriate ways of dealing with each.

(i) **Standard Three objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Physical Activity Knowledge.** Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

(2) **Engages in Physical Activity.**

(A) **Objective 1.** Participates in physical activity twice a week outside of physical education class.

(B) **Objective 2.** Participates in a variety of strength and endurance fitness activities (e.g., Pilates, resistance training, body weight training, and light free-weight training).

(C) **Objective 3.** Participates in a variety of strength- and endurance-fitness activities, with or without technology (e.g., weight or resistance training).

(D) **Objective 4.** Participates in a variety of lifetime individual or dual sports (e.g., martial arts, or aquatic activities).

(3) **Fitness Knowledge.**

(A) **Objective 1.** Participates in moderate to vigorous muscle- and bone-strengthening physical activity at least three times a week.

(B) **Objective 2.** Distinguishes between health-related and skill-related fitness.

(C) **Objective 3.** Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

(D) **Objective 4.** Describes and demonstrates the difference between dynamic and static stretches.

(E) **Objective 5.** Compares and contrasts health plans that utilize each of the health-related fitness components.

(F) **Objective 6.** Describes the FITT principle for different types of physical activity, the training principles on which the formula is based, and how it affects fitness.

(G) **Objective 7.** Designs a warmup and cooldown regimen for a self-selected physical activity.

(H) **Objective 8.** Explains how the) RPE Scale can be used to determine the perception of the work effort or intensity of exercise.

(I) **Objective 9.** Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.

(B) **Objective 2.** Maintains a physical activity and nutrition log for at least two weeks and reflects on activity levels and nutrition as documented in the log.

(C) **Objective 3.** Develops strategies for balancing healthy food, snacks, and water intake along with daily physical activity.

(5) **Stress Management.** Practices strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.

(j) **Standard Three objectives for Grade 8.** The following objectives apply for students in Grade 8:

(1) **Physical Activity Knowledge.** Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health.

(2) **Engages in Physical Activity.**

(A) **Objective 1.** Participates in physical activity three times a week outside of physical education class.

(B) **Objective 2.** Participates in a variety of self-selected aerobic, strength and endurance fitness activities outside of school (e.g., body weight, resistance training, walking, jogging, biking, skating, dancing, and swimming).

(C) **Objective 3.** Plans, implements, and participates in cross-training to include aerobic, strength, endurance, and flexibility training with or without technology.

(D) **Objective 4.** Participates in a self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.

(3) **Fitness Knowledge.**

(A) **Objective 1.** Participates in moderate to vigorous aerobic and/or muscle- and bone-strengthening physical activity for at least 60 minutes per day at least five times a week.

(B) **Objective 2.** Compares and contrasts health-related fitness and skill-related fitness.

(C) **Objective 3.** Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

(D) **Objective 4.** Describes, demonstrates, and appropriately employs a variety of static and dynamic stretching techniques for all major muscle groups.

(E) **Objective 5.** Critique and correct a health and fitness plan that utilizes each of the health-related fitness components of physical fitness.

(F) **Objective 6.** Uses the FITT principle in preparing a personal workout.

(G) **Objective 7.** Designs and implements a warmup and cooldown regimen for a self-selected physical activity.

(H) **Objective 8.** Applies the RPE Scale to adjust workout intensity during physical activity.

(I) **Objective 9.** Explains how opposing muscles interact with one another (e.g., agonist and antagonist) during physical activity.

(4) **Assessment and Program Planning.**

(A) **Objective 1.** Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.

(B) **Objective 2.** Designs and implements a program to improve levels of health-related fitness and nutrition.

(C) **Objective 3.** Analyzes the relationship between poor nutrition and health risk factors.

(5) **Stress Management.** Recognizes and demonstrates basic movements used in other stress-reducing activities, such as mindfulness, yoga and tai chi.

(k) **Standard Three objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:

(1) **Level One.**

(A) **Physical Activity Knowledge.**

(i) **Objective 1.** Discusses the benefits of a physically active lifestyle as it relates to college, career, and/or community productivity.

(ii) **Objective 2.** Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

(iii) **Objective 3.** Identifies issues associated with exercising in heat, humidity, and cold.

(iv) **Objective 4.** Evaluates -according to their benefits, social support network, and participation requirements - activities that can be pursued in the local environment.

(v) **Objective 5.** Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.

(B) **Engages in Physical Activity.** Participates several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.

(C) **Fitness Knowledge.**

(i) **Objective 1.** Demonstrates appropriate technique in resistance-training machines and free weights.

(ii) **Objective 2.** Relates physiological response between individual levels of fitness and nutritional balance.

(iii) **Objective 3.** Identifies the structure of skeletal muscle, fiber types as they relate to muscle development, and the difference between concentric and eccentric contractions.

(iv) **Objective 4.** Calculates target heart rate and applies that information to personal fitness plan.

(D) **Assessment and Program Planning.**

(i) **Objective 1.** Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.

(ii) **Objective 2.** Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.

(E) **Nutrition.** Designs and implements a nutrition plan to maintain appropriate energy balance for a healthy, active lifestyle.

(F) **Stress Management.** Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) to reduce stress.

(2) **Level Two.**

(A) **Physical Activity Knowledge.**

(i) **Objective 1.** Investigates the relationship of a physically active lifestyle with nutrition and body composition.

(ii) **Objective 2.** Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle.

(iii) **Objective 3.** Applies rates of perceived exertion and pacing associated with exercising in different conditions.

(iv) **Objective 4.** Evaluates - according to their benefits, social support network, and participation requirements- activities that can be pursued in and outside the local environment.

(v) **Objective 5.** Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.

(B) **Engages in Physical Activity.** Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).

(C) **Fitness Knowledge.**

(i) **Objective 1.** Designs and implements a strength and conditioning program that develops balance in opposing muscle groups and supports a healthy, active lifestyle.

(ii) **Objective 2.** Identifies the different energy systems used in a selected physical activity (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

(iii) **Objective 3.** Identifies types of strength exercises (isometric, isotonic, isokinetic) and stretching exercises (static, proprioceptive neuromuscular facilitation [PNF], dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

(iv) **Objective 4.** Adjusts pacing to keep heart rate in target zone, using available technology to self-monitor aerobic intensity.

(D) **Assessment and Program Planning.**

(i) **Objective 1.** Develops and maintains a fitness portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

(ii) **Objective 2.** Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.

(E) **Nutrition.** Creates a snack plan for before, during, and after exercise that addresses nutritional needs for each phase.

(F) **Stress Management.** Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.

210:15-3-168. Standard Four: Responsible Personal and Social Behavior That Respects Self and Others

(a) **Statement of the standard.** Students will exhibit responsible personal and social behavior that respects self and others.

(b) **Standard Four objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

(1) **Personal Responsibility.**

(A) **Objective 1.** Follows directions in group settings (e.g., safe behaviors, expectations).

(B) **Objective 2.** Acknowledges responsibility for behavior when prompted.

(2) **Accepting Feedback.** Follows instruction/directions when prompted.

(3) **Working with Others.** Shares equipment and space with others.

(4) **Rules and Etiquette.** Recognizes the established protocols for class activities.

(5) **Safety.** Follows teacher directions for safe participation and proper use of equipment with minimal reminders.

(c) **Standard Four objectives for Grade 1.** The following objectives apply for students in Grade 1:

(1) **Personal Responsibility.**

(A) **Objective 1.** Accepts personal responsibility by using equipment and space appropriately.

(B) **Objective 2.** Adheres to the norms and expectations of the learning environment.

(2) **Accepting Feedback.** Responds appropriately to general feedback from the teacher.

(3) **Working with Others.** Works independently with others in a variety of class environments (e.g., small and large groups).

(4) **Rules and Etiquette.** Exhibits the established protocols for class activities.

(5) **Safety.** Follows teacher directions for safe participation and proper use of equipment without teacher reminders.

(d) **Standard Four objectives for Grade 2.** The following objectives apply for students in Grade 2:

(1) **Personal Responsibility.**

(A) **Objective 1.** Practices skills with minimal teacher prompting.

(B) **Objective 2.** Accepts responsibility for class protocols with behavior and performance actions.

(2) **Accepting Feedback.** Accepts specific corrective feedback from the teacher.

(3) **Working with Others.** Works independently with others in partner environments without regard to differences.

(4) **Rules and Etiquette.** Recognizes the role of rules and etiquette in teacher designed physical activities.

(5) **Safety.** Works independently and safely in physical education and with equipment.

(e) **Standard Four objectives for Grade 3.** The following objectives apply for students in Grade 3:

(1) **Personal Responsibility.**

(A) **Objective 1.** Exhibits personal responsibility in teacher directed activities.

(B) **Objective 2.** Works independently for extended periods of time.

(2) **Accepting Feedback.** Accepts and implements specific corrective feedback from the teacher.

(3) **Working with Others.** Works cooperatively with others. Praises others for their success in movement performance.

(4) **Rules and Etiquette.** Recognizes the role of rules and etiquette in physical activity with peers.

(5) **Safety.** Works independently and safely in physical activity settings with or without equipment.

(f) **Standard Four objectives for Grade 4.** The following objectives apply for students in Grade 4:

(1) **Personal Responsibility.**

(A) **Objective 1.** Exhibits responsible behavior in independent group situations.

(B) **Objective 2.** Reflects on personal social behavior in physical activity.

(2) **Accepting Feedback.** Listens respectfully to corrective feedback from others (e.g., peers, adults).

(3) **Working with Others.** Praises the movement performances of others both more and less skilled. Accepts players of all skill levels into the physical activity.

(4) **Rules and Etiquette.** Exhibits etiquette and adherence to rules in a variety of physical activities.

(5) **Safety.** Works safely with peers and equipment in physical activity settings.

(g) **Standard Four objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Personal Responsibility.**

(A) **Objective 1.** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).

(B) **Objective 2.** Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. Exhibits respect for self with appropriate behavior while engaging in physical activity.

(2) **Accepting Feedback.** Gives and receives peer feedback.

(3) **Working with Others.** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.

(4) **Rules and Etiquette.** Critiques the etiquette involved in rules of various game activities.

(5) **Safety.** Applies safety principles with age-appropriate physical activities.

(h) **Standard Four objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Personal Responsibility.**

(A) **Objective 1.** Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities, staff, peers, and equipment while exhibiting safe behaviors.

- (B) **Objective 2.** Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.
 - (2) **Accepting/Providing Feedback.** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance.
 - (3) **Working with Others.**
 - (A) **Objective 1.** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.
 - (B) **Objective 2.** Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.
 - (4) **Rules and Etiquette.** Identifies the rules and etiquette for physical activities, games, and dance activities.
 - (5) **Safety.** Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.
- (i) **Standard Four objectives for Grade 7.** The following objectives apply for students in Grade 7:
- (1) **Personal Responsibility.**
 - (A) **Objective 1.** Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.
 - (B) **Objective 2.** Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.
 - (2) **Accepting/Providing Feedback.** Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.
 - (3) **Working with Others.**
 - (A) **Objective 1.** Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.
 - (B) **Objective 2.** Solves problems with a small group of classmates during adventure activities, small-group initiatives, or game play.
 - (4) **Rules and Etiquette.** Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games or following parameters to create or modify a dance.
 - (5) **Safety.** Independently uses physical activity and exercise equipment appropriately and safely.
- (j) **Standard Four objectives for Grade 8.** The following objectives apply for students in Grade 8:
- (1) **Personal Responsibility.**
 - (A) **Objective 1.** Accepts responsibility for improving one's own levels of physical activity, fitness, and emotional, and social well-being.
 - (B) **Objective 2.** Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of school.
 - (2) **Accepting/Providing Feedback.** Provides encouragement and feedback to peers without prompting from the teacher.
 - (3) **Working with Others.**
 - (A) **Objective 1.** Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.

- (B) **Objective 2.** Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.
- (4) **Rules and Etiquette.** Applies rules and etiquette by acting as an official for modified physical activities, games, and/or creating dance routines within a given set of parameters.
- (5) **Safety.** Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.
- (k) **Standard Four objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
- (1) **Level One.**
- (A) **Personal Responsibility.** Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.
- (B) **Rules and Etiquette.** Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.
- (C) **Working with Others.**
- (i) **Objective 1.** Uses communication skills and strategies that promote team or group dynamics.
- (ii) **Objective 2.** Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.
- (D) **Safety.** Understands best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, water safety, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
- (2) **Level Two.**
- (A) **Personal Responsibility.** Acknowledges differences between personal characteristics, the idealized body images, elite performance levels portrayed in various media, and accepts the personal responsibility for appropriate health choices.
- (B) **Rules and Etiquette.** Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).
- (C) **Working with Others.**
- (i) **Objective 1.** Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
- (ii) **Objective 2.** Accepts others by engaging in cooperative and collaborative movement projects.
- (D) **Safety.** Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, water safety, proper alignment, hydration, use of equipment, implementation of rules, and sun protection).

[Source: Added at 33 Ok Reg 1374, eff 9-11-16; Amended at 40 Ok Reg 1945, eff 9-11-23]

210:15-3-169. Standard Five: Value of Physical Activity for Health, Enjoyment, Challenge, Self-Expression, and Social Interaction

(a) **Statement of the standard.** Students will recognize the value of physical activity for health, mental health, enjoyment, challenge, self-expression, and social

interaction.

(b) **Standard Five objectives for Grades PreK-K.** The following objectives apply for students in Pre-Kindergarten and Kindergarten:

- (1) **Health.** Recognizes that physical activity is important for good physical and mental health.
- (2) **Challenge.** Acknowledges that some physical activities are challenging/difficult.
- (3) **Self-Expression and Enjoyment.**
 - (A) **Objective 1.** Identifies physical activities that are enjoyable. Discusses the enjoyment of playing with friends.
 - (B) **Objective 2.** Demonstrates socially acceptable conflict resolution skills.

(c) **Standard Five objectives for Grade 1.** The following objectives apply for students in Grade 1:

- (1) **Health.** Identifies physical activity as a component of good physical and mental health.
- (2) **Challenge.** Recognizes that challenge in physical activities can lead to success.
- (3) **Self-Expression and Enjoyment.**
 - (A) **Objective 1.** Describes positive feelings that result from participating in physical activities. Discusses personal reasons for enjoying physical activities.
 - (B) **Objective 2.** Demonstrates socially acceptable conflict resolution skills.

(d) **Standard Five objectives for Grade 2.** The following objectives apply for students in Grade 2:

- (1) **Health.** Recognizes the impact of balanced nutrition and physical activity to good mental and physical health.
- (2) **Challenge.** Compares physical activities that bring confidence and challenge.
- (3) **Self-Expression and Enjoyment.**
 - (A) **Objective 1.** Identifies and discusses physical activities that provide enjoyment and self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).
 - (B) **Objective 2.** Demonstrates socially acceptable conflict resolution skills.

(e) **Standard Five objectives for Grade 3.** The following objectives apply for students in Grade 3:

- (1) **Health.** Discusses the relationship between physical activity and good mental and physical health.
- (2) **Challenge.** Discusses the challenge that comes from learning a new physical activity.
- (3) **Self-Expression and Enjoyment.**
 - (A) **Objective 1.** Reflects on the reasons for enjoying selected physical activities.
 - (B) **Objective 2.** Describes the positive social interactions that come when engaging with others in physical activity.

(f) **Standard Five objectives for Grade 4.** The following objectives apply for students in Grade 4:

- (1) **Health.** Examines the mental and physical health benefits of participating in physical activity.

(2) **Challenge.** Rates the enjoyment of participating in challenging and mastered physical activities.

(3) **Self-Expression and Enjoyment.**

(A) **Objective 1.** Ranks the enjoyment of participating in different physical activities.

(B) **Objective 2.** Describes and compares the positive social interactions that come when engaged in partner, small group, and large group physical activities.

(g) **Standard Five objectives for Grade 5.** The following objectives apply for students in Grade 5:

(1) **Health.** Compares the mental and physical health benefits of participating in selected physical activities.

(2) **Challenge.** Expresses (e.g., written essay, visual art, creative dance) the enjoyment or challenge of participating in a favorite physical activity.

(3) **Self-Expression and Enjoyment.**

(A) **Objective 1.** Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.

(B) **Objective 2.** Analyzes the positive impact of verbal and non-verbal encouragement in physical activity.

(h) **Standard Five objectives for Grade 6.** The following objectives apply for students in Grade 6:

(1) **Health.**

(A) **Objective 1.** Describes how being physically active leads to a healthy mind and body.

(B) **Objective 2.** Identifies components of physical activity that provide opportunities for reducing stress and for encouraging social interaction.

(2) **Challenge.** Recognizes individual challenges and copes in a positive way, such as: extending effort, asking for help, and/or feedback or modifying the tasks.

(3) **Self-Expression and Enjoyment.**

(A) **Objective 1.** Describes how moving competently in a physical activity setting creates enjoyment.

(B) **Objective 2.** Identifies how self-expression and physical activity are related.

(4) **Social Interaction.** Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity.

(i) **Standard Five objectives for Grade 7.** The following objectives apply for students in Grade 7:

(1) **Health.**

(A) **Objective 1.** Identifies different types of physical activities and describes how each exerts a positive impact on physical and mental health.

(B) **Objective 2.** Describes positive mental and emotional aspects of participating in a variety of physical activities.

(2) **Challenge.** Generates positive strategies such as offering suggestions or assistance, leading or following others, and providing solutions when faced with a group challenge.

(3) **Self-Expression and Enjoyment.**

- (A) **Objective 1.** Identifies why self-selected physical activities create enjoyment.
- (B) **Objective 2.** Explains the relationship between self-expression and lifelong enjoyment through physical activity.
- (4) **Social Interaction.** Demonstrates the importance of social interaction by helping and encouraging others, avoiding negative talk, and providing support to classmates.
- (j) **Standard Five objectives for Grade 8.** The following objectives apply for students in Grade 8:
 - (1) **Health.**
 - (A) **Objective 1.** Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health.
 - (B) **Objective 2.** Analyzes the physical, mental, emotional, and social effects of being physically active.
 - (2) **Challenge.** Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.
 - (3) **Self-Expression and Enjoyment.**
 - (A) **Objective 1.** Discusses how enjoyment could be increased in self-selected physical activities.
 - (B) **Objective 2.** Identifies and participates in an enjoyable activity that prompts individual self-expression.
 - (4) **Social Interaction.** Demonstrates respect for self by asking for help and helping others in various physical activities.
- (k) **Standard Five objectives for Grades 9-12.** The following objectives apply for students in Grade 9 through Grade 12:
 - (1) **Level One.**
 - (A) **Health.** Analyzes the health benefits of a self-selected physical activity.
 - (B) **Challenge.** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
 - (C) **Self-Expression and Enjoyment.** Selects and participates in physical activities or dance that meets the need for self-expression and enjoyment.
 - (D) **Social Interaction.** Identifies the opportunity for social support in a self-selected physical activity or dance.
 - (2) **Level Two.**
 - (A) **Health.** Analyzes the health benefits of more than one self-selected physical activity.
 - (B) **Challenge.** Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.
 - (C) **Self-Expression and Enjoyment.** Identifies the uniqueness of creative dance as a means of self-expression.
 - (D) **Social Interaction.** Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.

PART 21. INFORMATION LITERACY

210:15-3-172. Overview [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 27 Ok Reg 2641, eff 6-21-10 (emergency); Amended at 28 Ok Reg 1050, eff 6-11-11; Revoked at 38 Ok Reg 931, eff 8-26-21]

210:15-3-172.1. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 38 Ok Reg 931, eff 8-26-21]

210:15-3-173. Information literacy

(a) **Standard 1: Inquire, think critically, and gain knowledge.** (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)

(1) Skills.

- (A) Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real world connection for using this process in own life.
- (B) Use prior and background knowledge as context for new learning.
- (C) Develop and refine a range of questions to frame the search for new understanding.
- (D) Find, evaluate, and select appropriate sources to answer questions.
- (E) Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
- (F) Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- (G) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
- (H) Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
- (I) Collaborate with others to broaden and deepen understanding.

(2) Dispositions.

- (A) Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- (B) Demonstrate confidence and self-direction by making independent choices in the selection of resources and information.
- (C) Demonstrate creativity by using multiple resources and formats.
- (D) Maintain a critical stance by questioning the validity and accuracy of all information.
- (E) Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
- (F) Display emotional resilience by persisting in information searching despite challenges.
- (G) Display persistence by continuing to pursue information to gain a broad perspective.

(3) Responsibilities.

- (A) Respect copyright/ intellectual property rights of creators and producers.
- (B) Seek divergent perspectives during information gathering and assessment.
- (C) Follow ethical and legal guidelines in gathering and using information.
- (D) Contribute to the exchange of ideas within the learning community.
- (E) Use information technology responsibly.

(4) Self-Assessment Strategies.

- (A) Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
- (B) Use interaction with and feedback from teachers and peers to guide own inquiry process.
- (C) Monitor gathered information, and assess for gaps or weaknesses.
- (D) Seek appropriate help when it is needed.

(b) Standard 2: Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge. (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)

(1) Skills.

- (A) Continue an inquiry-based research process by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
- (B) Organize knowledge so that it is useful.
- (C) Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
- (D) Use technology and other information tools to analyze and organize information.
- (E) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- (F) Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

(2) Dispositions.

- (A) Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn.
- (B) Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence.
- (C) Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
- (D) Demonstrate personal productivity by completing products to express learning.

(3) Responsibilities.

- (A) Connect understanding to the real world.

- (B) Consider diverse and global perspectives in drawing conclusions.
- (C) Use valid information and reasoned conclusions to make ethical decisions.

(4) Self-Assessment Strategies.

- (A) Determine how to act on information (accept, reject, modify).
- (B) Reflect on systematic process, and assess for completeness of investigation.
- (C) Recognize new knowledge and understanding.
- (D) Develop directions for future investigations.

(c) Standard 3: Share knowledge and participate ethically and productively as members of our democratic society. (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)

(1) Skills.

- (A) Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.
- (B) Participate and collaborate as members of a social and intellectual network of learners.
- (C) Use writing and speaking skills to communicate new understandings effectively.
- (D) Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- (E) Connect learning to community issues.
- (F) Use information and technology ethically and responsibly.

(2) Dispositions.

- (A) Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.
- (B) Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- (C) Demonstrate teamwork by working productively with others.

(3) Responsibilities.

- (A) Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community.
- (B) Respect the differing interests and experiences of others, and seek a variety of viewpoints.
- (C) Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.
- (D) Create products that apply to authentic, real-world contexts.
- (E) Contribute to the exchange of ideas within and beyond the learning community.
- (F) Use information and knowledge in the service of democratic values.
- (G) Respect the principles of intellectual freedom.

(4) Self-Assessment Strategies.

- (A) Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future.
- (B) Assess the quality and effectiveness of the learning product.

(C) Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints.

(d) Standard 4: Pursue personal and aesthetic growth. (American Association of School Librarians [AASL], STANDARDS FOR THE 21ST-CENTURY LEARNER)

(1) Skills.

- (A) Read, view, and listen for pleasure and personal growth.
- (B) Read widely and fluently to make connections with self, the world, and previous reading.
- (C) Respond to literature and creative expressions of ideas in various formats and genres.
- (D) Seek information for personal learning in a variety of formats and genres.
- (E) Connect ideas to own interests and previous knowledge and experience.
- (F) Organize personal knowledge in a way that can be called upon easily.
- (G) Use social networks and information tools to gather and share information.
- (H) Use creative and artistic formats to express personal learning.

(2) Dispositions.

- (A) Demonstrate curiosity by pursuing interests through multiple resources.
- (B) Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.
- (C) Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences.
- (D) Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres.

(3) Responsibilities.

- (A) Participate in the social exchange of ideas, both electronically and in person.
- (B) Recognize that resources are created for a variety of purposes.
- (C) Seek opportunities for pursuing personal and aesthetic growth.
- (D) Practice safe and ethical behaviors in personal electronic communication and interaction.

(4) Self-Assessment Strategies.

- (A) Identify own areas of interest.
- (B) Recognize the limits of own personal knowledge.
- (C) Recognize how to focus efforts in personal learning.
- (D) Interpret new information based on cultural and social context.
- (E) Develop personal criteria for gauging how effectively own ideas are expressed.
- (F) Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 27 Ok Reg 2641, eff 6-21-10 (emergency); Amended at 28 Ok Reg 1050, eff 6-11-11]

PART 23. INSTRUCTIONAL TECHNOLOGY

210:15-3-183. Overview [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 1950, eff 7-11-11; Revoked at 38 Ok Reg 932, eff 8-26-21]

210:15-3-183.1. Definitions [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 1950, eff 7-11-11; Revoked at 38 Ok Reg 932, eff 8-26-21]

210:15-3-184. Instructional Technology Standards

(a) **Structure of the standards.** The Oklahoma Academic Standards for Instructional Technology incorporate the International Society for Technology in Education (ISTE) Standards for Students (2016). The standards are organized around seven (7) competency areas: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. For each of the seven (7) competency areas, four (4) specific standards are included.

(b) **Empowered Learner.** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

(1) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.

(2) Students build networks and customize their learning environments in ways that support the learning process.

(3) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

(4) Students understand the fundamental concepts of technology operations; demonstrate the ability to choose, use, and troubleshoot current technologies; and are able to transfer their knowledge to explore emerging technologies.

(c) **Digital Citizen.** Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world. They act in ways that are safe, legal, and ethical.

(1) Students cultivate and manage their digital identity and reputation, and are aware of the permanence of their actions in the digital world.

(2) Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.

(3) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

(4) Students manage their personal data to maintain digital privacy and security, and are aware of data-collection technology used to track their navigation online.

(d) **Knowledge Constructor.** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- (1) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- (2) Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- (3) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- (4) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

(e) **Innovative Designer.** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

- (1) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- (2) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
- (3) Students develop, test, and refine prototypes as part of a cyclical design process.
- (4) Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

(f) **Computational Thinker.** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

- (1) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models, and algorithmic thinking in exploring and finding solutions.
- (2) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
- (3) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
- (4) Students understand how automation works, and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

(g) **Creative Communicator.** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

- (1) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
- (2) Students create original works or responsibly repurpose or remix digital resources into new creations.
- (3) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
- (4) Students publish or present content that customizes the message and medium for their intended audiences.

(h) **Global Collaborator.** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- (1) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- (2) Students use collaborative technologies to work with others-including peers, experts, or community members-to examine issues and problems from multiple viewpoints.
- (3) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
- (4) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 28 Ok Reg 1950, eff 7-11-11; Amended at 38 Ok Reg 932, eff 8-26-21]

210:15-3-185. Intermediate level prior to completion of grade 8 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 38 Ok Reg 932, eff 8-26-21]

210:15-3-186. Advanced level prior to completion of grade 12 [REVOKED]

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Revoked at 38 Ok Reg 932, eff 8-26-21]

PART 25. TECHNOLOGY ENGINEERING

210:15-3-196. Overview of technology engineering for grades 6 - 10

- (a) Technology Engineering in Oklahoma is an instructional program offered for elective credit that provides young men and women (Grades 6-10) with daily, hands-on exploratory experiences and insights into technology and career opportunities so that they can make meaningful occupational and educational choices.
- (b) Technology Engineering capitalizes on the individual's potential for reasoning and problem solving, for imagining and creating, and for constructing and expressing through the use of tools and materials related to technology. It develops content and experiences to contribute to the growth and development of students commensurate with their potential. Technology Engineering is a basic and fundamental study for all persons in regard to career explorations and educational opportunities.
- (c) Opportunities to develop and apply leadership, social, civic and technologically related skills are provided through the Technology Student Association (TSA).
- (d) All Technology Engineering courses are taught with each of the career clusters providing a means through which other courses such as math, science, language arts and social studies can be applied in a practical manner within a technology-based situation. Teaching across the curriculum is vital to the success of a Technology Engineering program.

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 2956, eff 7-2-09 (emergency); Amended at 27 Ok Reg 1380, eff 6-11-10]

210:15-3-197. Technology engineering for grades 6 - 10

- (a) **Standard.** The student will define the characteristics and scope of technology and engineering in our world today.
 - (1) Examine the evolution, application and significance of modern technology engineering and its impact on our lives in the twenty-first

century.

(2) Identify the effects and reasons for commercialization of technology.

(b) **Standard.** The student will identify the core concepts of technology systems, resources and processes including optimization and trade-off concepts.

(c) **Standard.** The student will identify and describe the importance of technology and the relationships between and among technology and other fields.

(1) Recognize and describe technology transfer from one product to another.

(2) Recognize and describe inventions and innovations shared across new technologies.

(d) **Standard.** The student will identify and differentiate the cultural, social, economic and political effects of technology and engineering.

(1) Determine the impact and consequences of technology.

(2) Identify and describe the rapid or gradual changes in technology and the related effects.

(e) **Standard.** The student will recognize the effects of technology and engineering on the environment.

(1) Describe technologies used to repair damage in the environment.

(2) Examine ways to reduce resource use through technology engineering concepts.

(3) Identify practices available for monitoring the environment to provide feedback for decisions.

(f) **Standard.** The student will determine the connection between technological demands, values and interests of society and the impact of these on the environment.

(g) **Standard.** The student will identify the history and evolution of technology engineering techniques, measurements and resources.

(h) **Standard.** The student will apply the technology engineering design process to create useful products and systems.

(1) Identify criteria required to determine an effective technology engineering design process.

(2) Apply reasoning, problem solving, imagining, creating and constructing design and technology tools.

(i) **Standard.** The student will describe technological advances that enhance science and mathematics and describe how science and mathematics advance technology and engineering.

(j) **Standard.** The student will apply problem-solving and critical thinking techniques for troubleshooting, research and development, invention and innovation and experimentation and implement these strategies as a multidisciplinary approach.

(k) **Standard.** The student will apply creativity in developing technology products and systems.

(1) A model to explain a solution to a problem.

(2) Test and evaluate a design for improvement.

(3) Identify quality controls necessary in a technology product or system process.

(l) **Standard.** The student will apply safe and proper use of tools, machines, materials, processes and technical concepts.

(m) **Standard.** The student will assess the impact of technology engineering on products and systems.

(1) Design and use instruments to collect data for a product.

- (2) Use collected data to find trends and assist in technological development.
 - (3) Interpret and evaluate accuracy of information to determine its usefulness.
 - (4) Synthesize data to draw conclusions regarding the effects of technology and engineering.
 - (5) Design forecasting techniques to evaluate results of altering natural resources.
- (n) **Standard.** The student will identify and describe advances and innovation in the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM).
- (o) **Standard.** The student will identify and describe the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM) principles necessary to create products and processes.
- (p) **Standard.** The student will identify and define how the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM) apply to various occupational clusters.
- (q) **Standard.** The student will identify how technology and engineering systems are affected by career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM).
- (1) Apply the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM) systems and subsystems to a model.
 - (2) Recognize and define the purpose and uses for information skills as it relates to the career clusters with an emphasis in Arts/AV, Architecture and Construction, Manufacturing, Transportation Distribution and Logistics, and Science Technology Engineering Math (STEM).
- (r) **Standard.** The student will develop leadership, positive self-concepts, and individual potential in a technological society.
- (s) **Standard.** The student will explore the organization and management systems of business and industry.
- (t) **Standard.** The student will explore career opportunities to determine occupational and educational choices.
- (1) Examine opportunities related to specific occupations (e.g. career search software, field trips, guest speakers and hands-on activities dealing with lasers, medical, technology, fiber-optics, robotics, biotechnology, computer-aided drafting, electronics, engineering, computer literacy, microwave systems, and other technology systems.)
 - (2) Examine educational opportunities related to future careers related to career clusters (e.g. additional career technology classes at the secondary level in the comprehensive high school and area career technology centers, junior or four-year universities, postsecondary technical institutes, five- and six-year universities, military training, private sector training, and others.)

[Source: Added at 20 Ok Reg 159, eff 10-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 26 Ok Reg 2956, eff 7-2-09 (emergency); Amended at 27 Ok Reg 1380, eff 6-11-10]

PART 26. PERSONAL FINANCIAL LITERACY

210:15-3-198. Overview of Personal Financial Literacy for Grades 7-12

(a) Personal Financial Literacy is designed for students in grades 7-12. These standards of learning are priority, essential, and necessary for all Oklahoma students. Learning the ideas, concepts, knowledge, and skills will enable students to implement personal financial decision-making skills; to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, and to be participating members of a global workforce and society.

(b) The intent of personal financial literacy education is to inform students how individual choices directly influence occupational goals and future earnings potential. Effective money management is a disciplined behavior and much easier when learned earlier in life. The fourteen areas of instruction designated in the PASSPORT TO FINANCIAL LITERACY ACT OF 2007 (70 O.S. § 11-103.6h) are designed to provide students with the basic skills and knowledge needed to effectively manage their personal finances. Basic economic concepts of scarcity, choice, opportunity cost, and cost/benefit analysis are interwoven throughout the standards and objectives. This systematic way of making personal financial decisions will provide students a foundational understanding for making informed personal financial decisions.

(c) Real world topics covered by these standards include the following:

- (1) Earning an income;
- (2) Understanding state and federal taxes;
- (3) Banking and financial institutions;
- (4) Balancing a checkbook;
- (5) Savings and investing;
- (6) Planning for retirement;
- (7) Understanding loans and borrowing money, including predatory lending and payday loans;
- (8) Understanding interest, credit card debt, and online commerce;
- (9) Identify fraud and theft;
- (10) Rights and responsibilities of renting or buying a home;
- (11) Understanding insurance;
- (12) Understanding the financial impact and consequences of gambling;
- (13) Bankruptcy; and
- (14) Charitable giving.

(d) The examples in parentheses (e.g., the relationship between interest rates and credit scores) are provided in various places within the standards and objectives in order to explain more clearly, what is intended to be taught in regards to that standard or objective. The examples are only suggestions of what specific content should be used to help teach the concept, knowledge, and/or skill. The examples are not all inclusive. Classroom instruction should include the suggested examples but should not be limited to just those specific suggestions.

(e) All personal financial literacy standards and objectives must be taught and assessed by the local district.

(f) Book icons identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

(g) Included in this publication is a suggested list of basic academic personal financial literacy terms. This suggested list is provided in order to help students continue building their basic academic vocabulary.

(h) Personal finance terms used here appear with appropriate definitions and examples at the end of this section of PASS in the glossary.

[Source: Added at 25 Ok Reg 725, eff 1-28-08 (emergency); Added at 25 Ok Reg 1574, eff 6-12-08]

210:15-3-199. Personal Financial Literacy for Grades 7-12

(a) **Standard 1.** The student will describe the importance of earning an income and explain how to manage personal income using a budget.

(1) Evaluate how career choices, educational/vocational preparation, skills, and entrepreneurship affect income and standard of living (e.g., postsecondary degree/certification, needs versus wants, and ability to live on less than you earn).

(2) Identify the components of a personal/family budget (e.g., income, savings/investments, taxes, emergency fund, expenses, and charitable giving) based on short, medium, and long term goals (e.g., financial, personal, educational, and career).

(3) Explain how taxes, employee benefits, and payroll deductions affect income.

(b) **Standard 2.** The student will identify and describe the impact of local, state, and federal taxes upon income and standard of living.

(1) Identify and explain types of taxes (e.g., personal income, sales, and property taxes) and explain the reasons for taxation at the local, state, and federal levels (e.g., roads, water/sanitation services, social services, schools, and law enforcement).

(2) Explain the importance of meeting tax obligations and describe possible consequences of failing to meet those obligations (e.g., fees, penalties, interest, garnishment of wages, and imprisonment).

(c) **Standard 3.** The student will describe the functions and uses of banks and other financial service providers.

(1) Identify and compare the basic types of financial institutions (e.g., banks, mortgage companies, credit unions, brokerage firms, and finance companies).

(2) Describe and compare the most common financial products and services (e.g., checking, credit cards, Automated Teller Machines (ATMs), savings, loans, investments, and insurance).

(d) **Standard 4.** The student will demonstrate the ability to balance a checkbook and reconcile financial accounts.

(1) Explain the reasons for balancing a checkbook and reconciling an account statement.

(2) Develop and apply banking account management skills (e.g., correctly write, endorse, and deposit checks; balance a checkbook, including debit withdrawals and fees; and reconcile and monitor checking and savings account statements).

(e) **Standard 5.** The student will analyze the costs and benefits of saving and investing.

(1) Explain reasons for saving and investing to meet goals and build wealth (e.g., opportunity cost, return on investment, emergencies, major purchases, down payments, and education).

(2) Identify and compare the costs and benefits of various investment strategies (e.g., compound interest, tax implications, account liquidity, and investment diversification) and how inflation affects investment growth.

(f) **Standard 6.** The student will explain and evaluate the importance of planning for retirement.

- (1) Describe the necessity of accumulating financial resources needed for specific retirement goals, activities, and lifestyles, based on life expectancy.
- (2) Explain the roles of Social Security, employer retirement plans, and personal investments (e.g., annuities, IRAs, real estate, stocks, and bonds) as sources of retirement income.

(g) **Standard 7.** The student will identify the procedures and analyze the responsibilities of borrowing money.

- (1) Identify and analyze sources of credit (e.g., financial institutions, private lenders, and retail businesses) and credit products (e.g., student loans, credit cards, and car loans).
- (2) Identify standard loan practices, predatory lending practices (e.g., rapid tax return, rapid access loans, and payday loans), and legal debt collection practices.
- (3) Explain the importance of establishing a positive credit history (e.g., maintaining a reasonable debt to income ratio), describe information contained in a credit report, and explain the factors that affect a credit score (e.g., the relationship between interest rates and credit scores).
- (4) Explain how the terms of a loan (e.g., interest rates, fees, and repayment schedules) affect the cost of credit.

(h) **Standard 8.** The student will describe and explain interest, credit cards, and online commerce.

- (1) Compare costs and benefits of using credit cards and making online purchases (e.g., interest rates, fees, repayment schedules, and personal information protection).
- (2) Evaluate options for payments on credit cards (e.g., minimum payment, delayed payments, or payment in full).

(i) **Standard 9.** The student will identify and explain consumer fraud and identify theft.

- (1) Describe unfair, deceptive, or fraudulent business practices (e.g., pyramid schemes, bait and switch, and phishing).
- (2) Describe ways to recognize and avoid identity theft (e.g., review monthly financial statements and annual credit reports; and protect personal information and online passwords).
- (3) Describe methods to correct problems arising from identity theft and fraudulent business practices (e.g., contact national credit bureaus and local/state law enforcement agencies).

(j) **Standard 10.** The student will explain and compare the responsibilities of renting versus buying a home.

- (1) Compare the costs and benefits of renting versus buying a home.
- (2) Explain the elements of a standard lease agreement (e.g., deposit, due date, grace period, late fees, and utilities).
- (3) Explain the elements of a mortgage (e.g., down payment, escrow account, due date, late fees, and amortization table); types of lenders; and fixed or adjustable rate mortgage loans.

(k) **Standard 11.** The student will describe and explain how various types of insurance can be used to manage risk.

- (1) Identify common risks to life and property (e.g., illness, death, natural catastrophe, and accident).

- (2) Explain the purpose and importance of insurance protection as a risk management strategy (e.g., life, health, property, liability, disability, and automobile).
- (3) Examine appropriate amounts of insurance and how insurance deductibles work.
- (l) **Standard 12.** The student will explain and evaluate the financial impact and consequences of gambling.
 - (1) Analyze the probabilities involved in winning at games of chance.
 - (2) Evaluate costs and benefits of gambling to individuals and society (e.g., family budget; addictive behaviors; and the local and state economy).
- (m) **Standard 13.** The student will evaluate the consequences of bankruptcy.
 - (1) Assess the costs and benefits of bankruptcy to individuals, families, and society.
 - (2) Examine ways to prevent bankruptcy and identify alternatives to bankruptcy (e.g., budget management, debt management, refinancing, and financial counseling).
 - (3) Explain the importance of re-establishing a positive credit history and steps to improve a credit score after bankruptcy.
- (n) **Standard 14.** The student will explain the costs and benefits of charitable giving.
 - (1) Identify types of charitable giving (e.g., monetary gifts, gifts-in-kind, and volunteer service).
 - (2) Describe the impact of charitable giving on the individual (e.g., budget, time, personal satisfaction, and tax benefits) and the community.
 - (3) Identify tools to research a charitable organization's mission/purpose, activities, and recipients (e.g., specific organizations' Web sites, Guidestar®, and regulatory agencies). 70 O.S. § 11-103.6h

[Source: Added at 25 Ok Reg 725, eff 1-28-08 (emergency); Added at 25 Ok Reg 1574, eff 6-12-08]

PART 27. COMPUTER SCIENCE

210:15-3-200. Computer Science standards: overview

(a) The Oklahoma Academic Standards for Computer Science are organized around five main concepts, each broken down into two or more sub-concepts. For each grade level, the standards for Computer Science are arranged under the following main concepts:

- (1) Computing Systems.
- (2) Networks and the Internet.
- (3) Data Analysis.
- (4) Algorithms and Programming.
- (5) Impacts of Computing.

(b) The Computer Science Practices are connected to the Oklahoma Academic Standards for Computer Science to support students in developing a deep understanding of the standards. The Practices are denoted in parentheses following each standard to indicate association. The Practices include:

- (1) Collaborating Around Computing.
- (2) Communicating About Computing.
- (3) Creating Computational Artifacts.
- (4) Developing and Using Abstractions.
- (5) Developing a Productive Computing Environment.
- (6) Recognizing and Defining Computational Problems.

(7) Testing and Refining Computational Artifacts.

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-200.5. Computer Science standards for kindergarten

(a) Computing Systems.

- (1) **Devices.** With guidance, follow directions and start to make appropriate choices to use computing devices to perform a variety of tasks. (Developing a Productive Computing Environment)
- (2) **Hardware and Software.** Use appropriate terminology to locate and identify common computing devices and components, in a variety of environments (e.g., desktop computer, laptop computer, tablet device, monitor, keyboard, mouse, printer). (Communicating About Computing)
- (3) **Troubleshooting.** Recognize that computing systems might not work as expected, and, with guidance, use accurate terminology to identify simple hardware or software problems (e.g., volume turned down on headphones, monitor turned off). (Communicating about Computing, Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

- (1) **Network Communication and Organization.** Recognize that computing devices can be connected together. (Developing and Using Abstractions)
- (2) **Cybersecurity.** Discuss what passwords are and why we do not share them with others. With guidance, use passwords to access computing devices. (Communicating about Computing)

(c) Data Analysis.

- (1) **Storage.** With guidance, locate, open, modify, and save an existing file with a computing device. (Developing and Using Abstractions)
- (2) **Collection, Visualization, and Transformation.** With guidance, collect data and present it visually. (Communicating about Computing, Developing and Using Abstractions)
- (3) **Inference and Models.** With guidance, draw conclusions based on pictographs, real object graphs, or patterns. (Developing and Using Abstractions)

(d) Algorithms and Programming.

- (1) **Algorithms.** With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language. (Developing and Using Abstractions)
- (2) **Variables.** With guidance, recognize that computers represent different types of data using numbers or other symbols. (Developing and Using Abstractions)
- (3) **Control.** With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing (i.e., emphasizing the beginning, middle, and end). (Creating Computational Artifacts)
- (4) **Modularity.** With guidance, decompose (break down) the steps needed to solve a simple problem. (Recognizing and Defining Computational Problems)
- (5) **Program Development.**
 - (A) With guidance, create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential (step-by-step)

manner (e.g., story map, storyboard, and sequential graphic organizer). (Communicating About Computing, Creating Computational Artifacts)

(B) Independently or with guidance, give credit to ideas, creations, and solutions of others while developing algorithms.

(Communicating About Computing)

(C) With guidance, independently or collaboratively debug algorithms using a programming language and/or unplugged activity that includes sequencing. (Testing and Refining Computational Artifacts)

(D) Use correct terminology (beginning, middle, end) in the development of an algorithm to solve a simple problem.

(Communicating About Computing)

(e) Impacts of Computing.

(1) **Culture.** Identify different ways in which types of technologies are used in your daily life. (Communicating About Computing)

(2) **Social Interactions.** With guidance, identify appropriate behavior while participating in an online environment. (Collaborating Around Computing)

(3) **Internet Safety, Law, and Ethics.** With guidance, identify ways to stay safe online. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-201. Computer Science standards for first grade

(a) Computing Systems.

(1) **Devices.** With guidance, select and use a computing device to perform a variety of tasks for an intended outcome. (Developing a Productive Computing Environment)

(2) **Hardware and Software.** Use appropriate terminology in naming and describing the function of common computing devices and components (e.g., mouse is used to control the cursor). (Communicating about Computing)

(3) **Troubleshooting.** Identify, using accurate terminology, simple hardware and software problems that may occur during use (e.g., app or program is not working as expected, no sound is coming from the device, caps lock turned on). (Communicating about Computing, Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

(1) **Network Communication and Organization.** Recognize that by connecting computing devices together they can share information (e.g., remote storage, printing, the Internet). (Developing and Using Abstractions)

(2) **Cybersecurity.** Identify what passwords are; explain why they are not shared and discuss what makes a password strong. Independently, use passwords to access computing devices. (Communicating about Computing)

(c) Data Analysis.

(1) **Storage.** With guidance, locate, open, modify, and save an existing file, use appropriate file-naming conventions, and recognize that the file exists within an organizational structure (e.g. drive, folder, file). (Developing and Using Abstractions)

(2) **Collection, Visualization, and Transformation.** With guidance, collect data and present it in two different ways. (Communicating about

Computing, Developing and Using Abstractions)

(3) **Inference and Models.** With guidance, identify and interpret data from a chart, bar graph, or pictograph (visualization) in order to draw conclusions, with or without a computing device. (Developing and Using Abstractions)

(d) **Algorithms and Programming.**

(1) **Algorithms.** With guidance, model daily processes and follow algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language.

(Developing and Using Abstractions)

(2) **Variables.** With guidance, model the way that a program accesses stored data using a variable name. (Developing and Using Abstractions)

(3) **Control.** With guidance, independently or collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing and repetition. (Creating Computational Artifacts)

(4) **Modularity.** Decompose (break down) the steps needed to solve a simple problem. (Recognizing and Defining Computational Problems)

(5) **Program Development.**

(A) Independently or with guidance, create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential (step-by-step) manner (e.g., story map, storyboard, and sequential graphic organizer). (Communicating About Computing, Creating Computational Artifacts)

(B) Independently or with guidance, give credit to ideas, creations, and solutions of others while writing and/or developing programs. (Communicating about Computing)

(C) With guidance, independently or collaboratively debug programs using a programming language and/or unplugged activity that includes sequencing and repetition. (Testing and Refining Computational Artifacts)

(D) Use correct terminology (first, second, third) and explain the choices made in the development of an algorithm to solve a simple problem. (Communicating About Computing)

(e) **Impacts of Computing.**

(1) **Culture.** Identify how people use different types of technologies in their daily work and personal lives. (Communicating About Computing)

(2) **Social Interactions.** With guidance, identify appropriate and inappropriate behavior act responsibly, and know how to report concerns while participating in an online community. (Collaborating Around Computing)

(3) **Internet Safety, Law, & Ethics.** Identify ways to stay safe online. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-202. Computer Science standard for second grade

(a) **Computing Systems.**

(1) **Devices.** Select and use appropriate computing devices or software to perform a variety of tasks for an intended outcome. Developing a Productive Computing Environment)

(2) **Hardware and Software.** Identify the components of a computing system and what the basic functions are (e.g., hard drive and memory) as well as peripherals (e.g., printers, scanners, external hard drives) and external storage features and their uses (e.g., cloud storage).

(Communicating about Computing)

(3) **Troubleshooting.** Identify, using accurate terminology, simple hardware and software problems that may occur during use (e.g., program is not working as expected, no sound is coming from the device, caps lock turned on) and discuss problems with peers and adults. (Communicating about Computing, Testing and Refining Computational Artifacts)

(b) **Networks and the Internet.**

(1) **Network Communication and Organization.** Recognize that computing devices can be connected in a variety of ways. (Developing and Using Abstractions)

(2) **Cybersecurity.** Explain what passwords are, why we use them, and use strong passwords to protect computing devices and information from unauthorized access. (Communicating About Computing)

(c) **Data Analysis.**

(1) **Storage.** With guidance, develop and modify an organizational structure by creating, copying, moving, and deleting files and folders. (Developing and Using Abstractions)

(2) **Collection, Visualization, and Transformation.** With guidance, collect and present the same data in various visual formats. (Communicating About Computing, Developing and Using Abstractions)

(3) **Inference and Models.** With guidance, construct and interpret data with up to four categories and present it in a chart bar graph, or pictograph (visualization) in order to draw conclusions with or without a computing device. (Developing and Using Abstractions)

(d) **Algorithms and Programming.**

(1) **Algorithms.** With guidance, model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks verbally, kinesthetically, with robot devices, or a programming language. (Developing and Using Abstractions)

(2) **Variables.** Model the way a computer program stores, accesses, and manipulates data that is represented as a variable. (Developing and Using Abstractions)

(3) **Control.** With guidance, independently and collaboratively create programs to accomplish tasks using a programming language, robot device, or unplugged activity that includes sequencing and repetition. (Creating Computational Artifacts)

(4) **Modularity.** With guidance, decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. (Recognizing and Defining Computational Problems)

(5) **Program Development.**

(A) Independently or with guidance, create a grade-level appropriate artifact to illustrate thoughts, ideas, or stories in a sequential manner (e.g., story map, storyboard, and sequential graphic organizer). (Communicating About Computing, Creating Computational Artifacts)

(B) Give credit to ideas, creations, and solutions of others while writing and developing programs. (Communicating About

Computing)

(C) With guidance, independently and collaboratively debug programs using a programming language and/or unplugged activity that includes sequencing and repetition. (Testing and Refining Computational Artifacts)

(D) Use correct terminology (debut, program input/output, code) to explain the development of an algorithm to solve a problem in an unplugged activity, hands on manipulatives, or a programming language. (Communicating About Computing)

(e) Impacts of Computing.

(1) **Culture.** Compare how people live and work before and after the implementation or adoption of new technology. (Communicating About Computing)

(2) **Social Interactions.** With guidance, develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Collaborating Around Computing)

(3) **Internet Safety, Law, & Ethics.** Individually and collaboratively identify ways to stay safe online. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-203. Computer Science standards for third grade

(a) Computing Systems.

(1) **Devices.** Select and use computing systems to perform a variety of tasks for an intended outcome. (Developing a Productive Computing Environment)

(2) **Hardware and Software.** Model how information flows through hardware and software to accomplish tasks. (Developing and Using Abstractions)

(3) **Troubleshooting.** Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use; discuss problems with peers and adults; and apply strategies for solving these problems (e.g., refreshing the screen, closing and reopening an application or file, unmuting or adjusting the volume on headphones). (Communicating about Computing, Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

(1) **Network Communication and Organization.** Recognize that information is sent and received over physical or wireless paths. (Developing and Using Abstractions)

(2) **Cybersecurity.** Identify problems that relate to inappropriate use of computing devices and networks. (Recognizing and Defining Computational Problems)

(c) Data Analysis.

(1) **Storage.** Recognize that different types of information are stored in different formats that have associated programs (e.g., documents open in a word processor) and varied storage requirements. (Developing and Using Abstractions)

(2) **Collection, Visualization, and Transformation.** Collect and organize data in various visual formats. (Communicating About Computing)

(3) **Inference and Models.** Utilize data to make predictions and discuss whether there is adequate data to make reliable predictions.

(Communicating About Computing)

(d) Algorithms and Programming.

(1) **Algorithms.** Model and compare multiple algorithms for the same task. (Recognizing and Defining Computational Problems, Testing and Refining Computational Artifacts)

(2) **Variables.** Create programs that use variables to store and modify grade-level appropriate data. (Creating Computational Artifacts)

(3) **Control.** Create programs using a programming language that utilize sequencing, repetition, conditionals, and variables to solve a problem or express ideas, both independently and collaboratively. (Creating Computational Artifacts)

(4) Modularity.

(A) Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. (Recognizing and Defining Computational Problems)

(B) With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. (Creating Computational Artifacts)

(5) Program Development.

(A) Use an iterative process to plan the development of a program while solving simple problems. (Communicating About Computing, Creating Computational Artifacts)

(B) Observe intellectual property rights and give appropriate credit when creating programs using original code or code reuse. (Communicating About Computing, Creating Computational Artifacts)

(C) Analyze and debug a program that includes sequencing, repetition, and variables in a programming language. (Testing and Refining Computational Artifacts)

(D) Communicate and explain program development choices using comments, presentations, and demonstrations. (Communicating About Computing)

(e) Impacts of Computing.

(1) Culture.

(A) Identify computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. (Recognizing and Defining Computational Problems)

(B) Consider users' backgrounds and ability levels and identify how computing devices have built-in features for increasing accessibility to these users. (Developing a Productive Computing Environment)

(2) Social Interactions.

(A) Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Collaborating Around Computing)

(B) Identify how computational artifacts may be, or have been, improved to incorporate different perspectives. (Developing a Productive Computing Environment)

- (3) **Internet Safety, Law, and Ethics.** Identify types of digital data that may have intellectual property rights that prevent copying or require attribution. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-204. Computer Science standards for fourth grade

(a) Computing Systems.

- (1) **Devices.** Select and use appropriate computing systems to perform a variety of tasks for an intended outcome while recognizing that users have different needs for the technology they use. (Developing a Productive Computing Environment)
- (2) **Hardware and Software.** Model that information is translated, transmitted, and processed in order to flow through hardware and software. (Developing and Using Abstractions)
- (3) **Troubleshooting.** Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use; discuss problems with peers and adults; and apply strategies for solving these problems (e.g., rebooting the device, force shut down). (Communicating about Computing, Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

- (1) **Network Communication and Organization.** Explain how information is sent and received across physical or wireless paths. (e.g., It is broken down into smaller pieces called packets and transmitted from one location to another.) (Developing and Using Abstractions)
- (2) **Cybersecurity.** Identify and explain issues related to responsible use of technology and information, and describe personal consequences of inappropriate use. (Recognizing and Defining Computational Problems)

(c) Data Analysis.

- (1) **Storage.** Choose different storage locations (physical, shared, or cloud) based on the type of file, storage requirements (file size, availability, available memory), and sharing requirements. (Developing and Using Abstractions)
- (2) **Collection, Visualization, and Transformation.** Organize and present collected data visually to highlight comparisons. (Communicating About Computing)
- (3) **Inference and Models.** Utilize data to create models, answer investigative questions, and make predictions. (Communicating About Computing)

(d) Algorithms and Programming.

- (1) **Algorithms.** Model, compare, and refine multiple algorithms for the same task. (Recognizing and Defining Computational Problems, Testing and Refining Computational Artifacts)
- (2) **Variables.** Create programs that use variables to store and modify grade level appropriate data. (Creating Computational Artifacts)
- (3) **Control.** Create programs using a programming language that utilize sequencing, repetition, conditionals, and variables; using math operations manipulate variables to solve a problem or express ideas, both independently and collaboratively. (Creating Computational Artifacts)
- (4) **Modularity.**
- (A) Decompose (break down) large problems into smaller, manageable subproblems to facilitate the program development

process. (Recognizing and Defining Computational Problems)
(B) With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. (Creating Computational Artifacts)

(5) Program Development.

(A) Use an iterative process to plan the development of a program that includes user preferences while solving simple problems. (Creating Computational Artifacts, Developing a Productive Computing Environment)
(B) Observe intellectual property rights and give appropriate credit when Creating programs using original code or code reuse. (Communicating About Computing, Creating Computational Artifacts)
(C) Analyze, create, and debug a program that includes sequencing, repetition, conditionals, and variables in a programming language. (Testing and Refining Computational Artifacts)
(D) Communicate and explain program development choices using comments, presentations, and demonstrations. (Communicating About Computing)

(e) Impacts of Computing.

(1) Culture.

(A) Give examples of computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. (Recognizing and Defining Computational Problems)
(B) Consider a variety of users' backgrounds and needs to brainstorm ways to improve computing devices to increase accessibility. (Developing a Productive Computing Environment)

(2) Social Interactions.

(A) Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Collaborating Around Computing)
(B) As a team, consider each others' perspectives on improving a computational artifact. (Developing a Productive Computing Environment)

(3) Safety, Law, and Ethics. Discuss the social impact of violating intellectual property rights. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-205. Computer Science standards for fifth grade

(a) Computing Systems.

(1) Devices. Select and use the most efficient computing systems to perform a variety of tasks for an intended outcome while recognizing that users have different needs for the technology they use. (Developing a Productive Computing Environment)
(2) Hardware and Software. Model that information is translated into bits to transmit and process between hardware and software to accomplish tasks. (Developing and Using Abstractions)

(3) **Troubleshooting.** Identify, using accurate terminology, simple hardware and software problems that may occur during everyday use. Discuss problems with peers and adults, apply strategies for solving these problems, and explain why the strategies should work. (Communicating about Computing, Testing and Refining Computational Artifacts)

(b) **Networks and the Internet.**

(1) **Network Communication and Organization.** Model how information is broken down into packets (i.e., smaller pieces) and transmitted through multiple devices over networks and the Internet, and reassembled at the destination. (Developing and Using Abstractions)

(2) **Cybersecurity.** Discuss real-world cybersecurity problems and identify strategies for how personal information can be protected. (Recognizing and Defining Computational Problems)

(c) **Data Analysis.**

(1) **Storage.** Evaluate trade-offs, including availability and quality, based on the type of file, storage requirements (e.g., file size, availability, available memory), and sharing requirements. (Developing and Using Abstractions)

(2) **Collection, Visualization, and Transformation.** Organize and present collected data to highlight comparisons and support a claim. (Communicating About Computing)

(3) **Inference and Models.** Determine how the accuracy of conclusions is influenced by the amount of data collected. (Communicating About Computing)

(d) **Algorithms and Programming.**

(1) **Algorithms.** Model, compare, and refine multiple algorithms for the same task and determine which is most efficient. (Recognizing and Defining Computational Problems, Testing and Refining Computational Artifacts)

(2) **Variables.** Create programs that use variables to store and modify grade level appropriate data. (Creating Computational Artifacts)

(3) **Control.** Create programs using a programming language that utilize sequencing, repetition, conditionals, event handlers, and variables using math operations to manipulate values to solve a problem or express ideas, both independently and collaboratively. (Creating Computational Artifacts)

(4) **Modularity.**

(A) Decompose (break down) large problems into smaller, manageable subproblems and then into a precise sequence of instructions. (Recognizing and Defining Computational Problems)

(B) With grade appropriate complexity, modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. (Creating Computational Artifacts)

(5) **Program Development.**

(A) Use an iterative process to plan the development of a program that includes others' perspectives and user preferences while solving simple problems. (Creating Computational Artifacts, Developing a Productive Computing Environment)

(B) Observe intellectual property rights and give appropriate credit when creating programs using original code or code reuse.

(Communicating About Computing, Creating Computational

Artifacts)

(C) Analyze, create, and debug a program that includes sequencing, repetition, conditionals, and variables in a programming language.

(Testing and Refining Computational Artifacts)

(D) Communicate and explain program development choices using comments, presentations, and demonstrations. (Communicating

About Computing)

(e) Impacts of Computing.

(1) Culture.

(A) Give examples and explain how computing technologies have changed the world, and express how computing technologies influence, and are influenced by, cultural practices within your community. (Recognizing and Defining Computational Problems)

(B) Develop, test, and refine digital artifacts to improve accessibility and usability. (Developing a Productive Computing Environment)

(2) Social Interactions.

(A) Develop a code of conduct, explain, and practice grade-level appropriate behavior and responsibilities while participating in an online community. Identify and report inappropriate behavior. (Collaborating Around Computing)

(B) As a team, collaborate with outside resources (other grade levels, online collaborative spaces) to include diverse perspectives to improve computational products.

(3) Internet Safety, Law, and Ethics. Observe intellectual property rights and give appropriate credit when using resources. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-206. Computer Science standards for sixth grade

(a) Computing Systems.

(1) **Devices.** Evaluate existing computing devices and recommend improvements to the design based on personal interaction with the device. (Recognizing and Defining Computational Problems)

(2) **Hardware and Software.** Model multiple methods of combining hardware and software to collect and exchange data. (Creating Computational Artifacts)

(3) **Troubleshooting.** Identify and resolve software and hardware problems with computing devices and their components involving settings and connections. (Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

(1) **Network Communication and Organization.** Model a simple protocol for transferring information using packets. (Developing and Using Abstractions)

(2) Cybersecurity.

(A) Identify existing cybersecurity concerns with the Internet and systems it uses. (Communicating about Computing)

(B) Explain the importance of secured websites and describe how encryption works. (Developing and Using Abstractions)

(c) Data Analysis.

- (1) **Storage.** Create multiple representations of the same data. (Developing and Using Abstractions)
- (2) **Collection, Visualization, and Transformation.** Collect data using computational tools and transform the data to make it more useful. (Testing and Refining Computational Artifacts)
- (3) **Inference and Models.** Use data to highlight or propose cause-and-effect relationships, predict outcomes, and communicate ideas. (Developing and Using Abstractions)
- (d) **Algorithms and Programming.**
 - (1) **Algorithms.** Use an existing algorithm in natural language or pseudocode to solve complex problems. (Developing and Using Abstractions)
 - (2) **Control.** Develop programs that utilize combinations of repetition, conditionals, and the manipulation of variables representing different data types. (Creating Computational Artifacts)
 - (3) **Modularity.** Decompose problems into parts to facilitate the design, implementation, and review of programs. (Creating Computational Artifacts)
 - (4) **Program Development.**
 - (A) Seek and incorporate feedback from team members to refine a solution to a problem. (Collaborating around Computing, Developing a Productive Computing Environment)
 - (B) Incorporate existing code, media, and libraries into original programs and give attribution. (Creating Computational Artifacts, Communicating About Computing, Developing and Using Abstractions)
 - (C) Test and refine programs using teacher provided inputs. (Testing and Refining Computational Artifacts)
 - (D) Break down tasks and follow an individual timeline when developing a computational artifact. (Collaborating Around Computing)
 - (E) Document text-based programs in order to make them easier to follow, test, and debug. (Communicating About Computing)
- (e) **Impacts of Computing.**
 - (1) **Culture.**
 - (A) Explain how computing impacts peoples' everyday activities and careers. (Communicating About Computing)
 - (B) Identify and discuss the technology proficiencies needed in the classroom and the workplace, and how to meet the needs of different users. (Developing a Productive Computing Environment)
 - (2) **Social Interactions.**
 - (A) Describe and use safe, appropriate, and responsible practices (i.e., netiquette) when participating in online communities. (Collaborating Around Computing)
 - (B) Individually and collaboratively develop and conduct an online survey that seeks input from a broad audience. Use the survey to evaluate whether it is feasible to solve a problem computationally.
 - (3) **Internet Safety, Law, and Ethics.** Differentiate between appropriate and inappropriate content on the Internet, and identify the characteristics of unethical and illegal online behavior. (Communicating About Computing)

210:15-3-207. Computer Science standards for seventh grade

(a) Computing Systems.

- (1) **Devices.** Evaluate existing computing devices and recommend improvements to the design based on how other users interact with the device. (Recognizing and Defining Computational Problems)
- (2) **Hardware and Software.** Evaluate and recommend improvements to software and hardware combinations used to collect and exchange data. (Creating Computational Artifacts)
- (3) **Troubleshooting.** Identify and resolve increasingly complex software and hardware problems with computing devices and their components utilizing strategies such as developing and analyzing flow diagrams. (Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

- (1) **Network Communication and Organization.** Explain protocols and their importance to data transmission; model how a system responds when a packet is lost and the effect it has on the transferred information. (Developing and Using Abstractions)
- (2) **Cybersecurity.**
 - (A) Explain how to protect electronic information, both physical (e.g., hard drive) and digital; identify cybersecurity concerns and options to address issues with the Internet and the systems it uses. (Communicating About Computing)
 - (B) Identify and explain methods of encryption used to ensure and secure the transmission of information. (Developing and Using Abstractions)

(c) Data Analysis.

- (1) **Storage.** Create and compare multiple representations of the same data. (Developing and Using Abstractions)
- (2) **Collection, Visualization, and Transformation.** Collect data using computational tools and transform the data to make it more useful and reliable. (Testing and Refining Computational Artifacts)
- (3) **Inference and Models.** Discuss the accuracy of a model representing a system by comparing the model's generated results with observed data from the modeled system. (Developing and Using Abstractions)

(d) Algorithms and Programming.

- (1) **Algorithms.** Select and modify an existing algorithm in natural language or pseudocode to solve complex problems. (Developing and Using Abstractions)
- (2) **Control.** Develop programs that utilize combinations of repetition, compound conditionals, and the manipulation of variables representing different data types. (Creating Computational Artifacts)
- (3) **Modularity.** Decompose problems into parts to facilitate the design, implementation, and review of increasingly complex programs. (Creating Computational Artifacts)
- (4) **Program Development.**
 - (A) Seek and incorporate feedback from team members and users to refine a solution to a problem. (Collaborating Around Computing, Developing a Productive Computing Environment)
 - (B) Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution. (Creating

Computational Artifacts, Communicating About Computing, Developing and Using Abstractions)

(C) Test and refine programs using a variety of student created inputs. (Testing and refining Computational Artifacts)

(D) Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. (Collaborating Around Computing)

(E) Document text-based programs of increasing complexity in order to make them easier to follow, test, and debug.

(Communicating About Computing)

(e) Impacts of Computing.

(1) Culture.

(A) Describe the trade-offs associated with computing technologies (e.g., automation), explaining their effects on economies and society. (Communicating About Computing)

(B) Identify real-world problems in relation to the distribution of computing resources in society. (Developing a Productive Computing Environment)

(2) Social Interactions.

(A) Describe and use safe, appropriate, and responsible practices (i.e., netiquette) when participating in online communities and evaluate how technology can be used to distort, exaggerate, and misrepresent information. (Collaborating Around Computing)

(B) Individually and collaboratively use advanced tools to design and create online content (e.g., digital portfolio, multimedia, blog, web page). (Collaborating Around Computing, Creating Computational Artifacts)

(3) Internet Safety, Law, and Ethics. Model the connection between the longevity of data on the internet, personal online identity, and personal privacy. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-208. Computer Science standards for eighth grade

(a) Computing Systems.

(1) Devices. Develop and implement a process to evaluate existing computing devices and recommend improvements to the design based on how other users interact with the device. (Recognizing and Defining Computational Problems)

(2) Hardware and Software. Design and refine projects that combine hardware and software components to collect and exchange data. (Creating Computational Artifacts)

(3) Troubleshooting. Systematically identify, resolve, and document complex software and hardware problems with computing devices and their components. (Testing and Refining Computational Artifacts)

(b) Networks and the Internet.

(1) Network Communication and Organization. Explain protocols and their importance to data transmission; model how packets are broken down into smaller pieces and how they are delivered. (Developing and Using Abstractions)

(2) Cybersecurity.

(A) Evaluate physical and digital procedures that could be implemented to protect electronic data/information; explain the impacts of cybersecurity threats and attacks. (Communicating About Computing)

(B) Compare the advantages and disadvantages of methods of encryption to model the secure transmission of information.

(Developing and Using Abstractions)

(c) Data Analysis.

(1) **Storage.** Analyze multiple methods of representing the same data and justify the most appropriate method for representing data. (Developing and Using Abstractions)

(2) **Collection, Visualization, and Transformation.** Develop, implement, and refine a process that utilizes computational tools to collect and transform data to make it more useful and reliable. (Testing and Refining Computational Artifacts)

(3) **Inference and Models.** Refine computational methods based on the data generated by the models. (Creating Computational Artifacts, Developing and Using Abstractions)

(d) Algorithms and Programming.

(1) **Algorithms.** Design algorithms in natural language, flow and control diagrams, comments within code, and/or pseudocode to solve complex problems. (Developing and Using Abstractions)

(2) **Control.** Develop programs that utilize combinations of nested loops, compound conditionals, procedures without parameters, and the manipulation of variables representing different data types. (Creating Computational Artifacts)

(3) **Modularity.** Decompose problems and subproblems into parts to facilitate the design, implementation, and review of complex programs. (Creating Computational Artifacts)

(4) Program Development.

(A) Seek and incorporate feedback from team members and users to refine a solution to a problem that meets the needs of different users. (Collaborating Around Computing, Developing a Productive Computing Environment)

(B) Incorporate existing code, media, and libraries into original programs of increasing complexity and give attribution. (Creating Computational Artifacts, Communicating About Computing, Developing and Using Abstractions)

(C) Systematically test and refine programs using a range of student created inputs. (Testing and refining Computational Artifacts)

(D) Model effective communication between participants and demonstrate successful collaboration when developing computational artifacts. (Collaborating Around Computing)

(E) Document text-based programs of increasing complexity in order to make them easier to follow, test, and debug.

(Communicating About Computing)

(e) Impacts of Computing.

(1) Culture.

(A) Explore careers related to the field of computer science, and explain how computing impacts innovation in various career fields. (Communicating About Computing)

(B) Evaluate and improve the design of existing technologies to meet the needs of different users and increase accessibility and usability. (Developing a Productive Computing Environment)

(2) Social Interactions.

(A) Describe and use safe, appropriate, and responsible practices (i.e., netiquette) when participating in online communities and understand the impact of not using safe, appropriate, and responsible practices. (Collaborating Around Computing)

(B) Communicate and publish key ideas and details individually or collaboratively in a way that informs, persuades, and/or entertains using a variety of digital tools and media-rich resources.

(Collaborating Around Computing, Creating Computational Artifacts)

(3) Internet Safety, Law, and Ethics. Discuss the social impacts and ethical considerations associated with cybersecurity, including the positive and malicious purposes of hacking. (Communicating About Computing)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

210:15-3-209. Computer Science standards for high school

(a) Standards for Level 1 (to be completed by the end of 10th grade).

(1) Computing Systems.

(A) **Devices.** Model how abstractions hide the underlying implementation details of computing systems embedded in everyday objects. (Developing and Using Abstractions)

(B) **Hardware and Software.** Analyze the interactions between application software, system software, and hardware. (Developing and Using Abstractions)

(C) **Troubleshooting.** Develop and apply criteria for systematic discovery of errors and systematic strategies for correction of errors in computing systems. (Testing and Refining Computational Artifacts)

(2) Networks and the Internet.

(A) **Network Communication and Organization.** Evaluate the scalability and reliability of networks by identifying and illustrating the basic components of computer networks (e.g., routers, switches, servers, etc.) and network protocols (e.g., IP, DNS, etc.).

(Developing and Using Abstractions)

(B) Cybersecurity.

(i) Compare physical and cybersecurity measures by evaluating trade-offs between the usability and security of a computing system and the risks of an attack. (Developing and Using Abstractions)

(ii) Recommend security measures to address various scenarios based on information security principles.

(Recognizing and Defining Computational Problems)

(iii) Explain trade-offs when selecting and implementing cybersecurity recommendations from multiple perspectives such as the user, enterprise, and government.

(Communicating About Computing)

(3) Data Analysis.

(A) Storage.

(i) Convert and compare different bit representations of data types, such as characters, numbers, and images.

(Developing and Using Abstractions)

(ii) Evaluate the trade-offs in how data is organized and stored digitally. (Recognizing and Defining Computational Problems)

(B) Collection, Visualization, and Transformation. Use tools and techniques to locate, collect, and create visualizations of small- and large-scale data sets (e.g., paper surveys and online data sets).

(Developing and Using Abstractions)

(C) Inference and Models. Illustrate and explain the relationships between collected data elements using computational models.

(Developing and Using Abstractions)

(4) Algorithms and Programming.

(A) Algorithms. Create a prototype that uses algorithms (e.g., searching, sorting, finding shortest distance) to provide a possible solution for a real-world problem. (Creating Computational Artifacts)

(B) Variables. Demonstrate the use of lists (e.g., arrays) to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (Developing and Using Abstractions)

(C) Control. Justify the selection of specific control structures (e.g., sequence, conditionals, repetition, procedures) considering program efficiencies such as readability, performance, and memory usage.

(Recognizing and Defining Computational Problems)

(D) Modularity.

(i) Decompose problems into procedures using systematic analysis and design. (Recognizing and Defining Computational Problems)

(ii) Create computational artifacts by systematically organizing, manipulating, and/or processing data. (Recognizing and Defining Computational Problems)

(E) Program Development.

(i) Create software that will provide solutions to a variety of users using a software development process.

(Communicating About Computing)

(ii) Evaluate a variety of software licensing schemes (e.g., open source, freeware, commercial) and discuss the advantages and disadvantages of each scheme in software development. (Communicating About and Collaborating Around Computing)

(iii) While working in a team, develop, test, and refine event-based programs that solve practical problems or allow self-expression. (Testing and Refining Computational Artifacts)

(iv) Using visual aids and documentation, illustrate the design elements and data flow (e.g., flowcharts, pseudocode) of the development of a complex program. (Communicating About Computing)

- (v) Evaluate and refine computational artifacts to make them more user-friendly, efficient, and/or accessible. (Testing and Refining Computational Artifacts)

(5) Impacts of Computing.

(A) Culture.

- (i) Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. (Communicating About Computing)
- (ii) Test and refine computational artifacts to ensure access to a variety of user audiences. (Developing a Productive Computing Environment)
- (iii) Demonstrate ways a given algorithm can help solve computational problems across disciplines. (Recognizing and Defining Computational Problems)

(B) Social Interactions. Demonstrate and debate how computing increases and decreases connectivity and communication among people of various cultures. (Collaborating Around Computing)

(C) Internet Safety, Law, and Ethics.

- (i) Describe the beneficial and harmful effects that intellectual property laws can have on innovation. (Communicating About Computing)
- (ii) Describe and discuss the privacy concerns related to the large-scale collection and analysis of information about individuals (e.g., how websites collect and use data) that may not be evident to users. (Communicating About Computing)
- (iii) Evaluate the social and economic consequences of how law and ethics interact with digital aspects of privacy, data, property, information, and identity. (Communicating About Computing)

(b) Standards for Level 2 (to be completed by the end of 12th grade).

(1) Computing Systems.

(A) Hardware and Software. Identify and categorize the roles of a variety of operating system software. (Communicating About Computing)

(B) Troubleshooting. Illustrate how understanding the ways hardware components facilitate logic, input, output, and storage in computing systems will support troubleshooting. (Communicating About Computing)

(2) Networks and the Internet.

(A) Network Communication and Organization. Describe the issues that impact network functionality (e.g., bandwidth, load, latency, topology). (Communicating About Computing)

(B) Cybersecurity. Compare and refine ways in which software developers protect devices and information from unauthorized access. (Communicating About Computing)

(3) Data Analysis.

(A) Collection, Visualization, and Transformation.

- (i) Use data analysis tools and techniques to identify patterns from complex real-world data. (Developing and Using Abstractions)

(ii) Generate data sets that use a variety of data collection tools and analysis techniques to support a claim and/or communicate information. (Developing and Using Abstractions)

(B) **Inference and Models.** Use models and simulations to help plan, conduct, and refine investigations. (Developing and Using Abstractions)

(4) **Algorithms and Programming.**

(A) **Algorithms.**

(i) Model and use appropriate terminology to describe how artificial intelligence algorithms drive many software and physical systems (e.g., autonomous robots, pattern recognition, text analysis). (Communicating About Computing)

(ii) Develop an artificial intelligence algorithm to play a game against a human opponent or solve a real-world problem. (Creating Computational Artifacts)

(iii) Critically examine and trace classic algorithms (e.g., selection sort, insertion sort, binary search, linear search). (Developing and Using Abstractions)

(iv) Evaluate algorithms (e.g., sorting, searching) in terms of their efficiency and clarify. (Developing and Using Abstractions)

(B) **Variables.** Compare and contrast simple data structures and their uses (e.g., lists, stacks, queues).

(C) **Control.** Model the execution of repetition (e.g., loops, recursion) of an algorithm illustrating output and changes in values of named variables. (Recognizing and Defining Computational Problems)

(D) **Modularity.**

(i) Construct solutions to problems using student-created components (e.g., procedures, modules, objects). (Creating Computational Artifacts)

(ii) Design or redesign a solution to a large-scale computational problem by identifying generalizable patterns. (Developing and Using Abstractions)

(iii) Create programming solutions by reusing existing code (e.g., libraries, Application Programming Interface [APIs], code repositories). (Creating Computational Artifacts)

(E) **Program Development.**

(i) Create software that will provide solutions to a variety of users, using the software life cycle process. (Creating Computational Artifacts)

(ii) Design software in a project team environment using integrated development environments (IDEs), versioning systems, and collaboration systems. (Communicating About and Collaborating Around Computing)

(iii) Develop programs for multiple computing platforms. (Creating Computational Artifacts)

(iv) Systematically examine code for correctness, usability, readability, efficiency, portability, and scalability through

peer review.

(v) Develop and use a series of test cases to verify that a program performs according to its design specifications.

(Testing and Refining Computational Artifacts)

(vi) Explain security issues that might lead to compromised computer programs. (Communicating About Computing)

(vii) Modify an existing program to add additional functionality and discuss intended and unintended implications (e.g., breaking other functionality). (Creating Computational Artifacts)

(5) Impacts of Computing.

(A) Culture.

(i) Evaluate the beneficial and harmful effects that computational artifacts and innovations have on society. (Communicating About Computing)

(ii) Evaluate the impact of location and user audience on the distribution of computing resources in society. (Developing a Productive Computing Environment)

(iii) Design and implement a study that evaluates or predicts how creating, testing, and refining computational artifacts has revolutionized an aspect of our culture and how it might evolve (e.g., education, healthcare, art/entertainment, energy). (Communicating About Computing)

(B) Internet Safety, Law, and Ethics. Debate laws and regulations that impact the development and use of software. (Communicating About Computing, Recognizing and Defining Computational Problems)

[Source: Added at 36 Ok Reg 1528, eff 9-13-19; Amended at 40 Ok Reg 1966, eff 9-11-23]

SUBCHAPTER 4. COMMON CORE STATE STANDARDS [REVOKED]

210:15-4-1. Purpose [REVOKED]

[Source: Added at 27 Ok Reg 2645, eff 6-21-10 (emergency); Added at 28 Ok Reg 1954, eff 7-11-11; Revoked at 32 Ok Reg 5, eff 7-31-14 (emergency); Revoked at 32 Ok Reg 900, eff 8-27-15]

210:15-4-2. Definitions [REVOKED]

[Source: Added at 27 Ok Reg 2645, eff 6-21-10 (emergency); Added at 28 Ok Reg 1954, eff 7-11-11; Revoked at 32 Ok Reg 5, eff 7-31-14 (emergency); Revoked at 32 Ok Reg 900, eff 8-27-15]

210:15-4-3. Adoption and implementation [REVOKED]

[Source: Added at 27 Ok Reg 2645, eff 6-21-10 (emergency); Added at 28 Ok Reg 1954, eff 7-11-11; Revoked at 32 Ok Reg 5, eff 7-31-14 (emergency); Revoked at 32 Ok Reg 900, eff 8-27-15]

SUBCHAPTER 5. PRIORITY ACADEMIC STUDENT SKILLS [REVOKED]

PART 1. GENERAL [REVOKED]

210:15-5-1. Purpose [REVOKED]

[Source: Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 20 Ok Reg 159, eff 10-10-02]

(emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 2. KINDERGARTEN [REVOKED]

210:15-5-5. Overview [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.1. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.2. Creative skills [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.3. Language arts [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.4. Mathematics [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.5. Motor skill and lifetime activity development [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-5.6. Science [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.7. Social skills [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-5.8. Social studies [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 3. LANGUAGE ARTS - READING, WRITING (GRAMMAR/MECHANICS/USAGE), LISTENING/SPEAKING, LITERATURE, AND VIEWING [REVOKED]

210:15-5-11. Introduction [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-11.1. Overview [REVOKED]

[Source: Added at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-11.2. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-12. Language Arts for grade one [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-13. Language arts for grade two [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-14. Language Arts for grade three [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-15. Language Arts for grade four [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-16. Language Arts for grade five [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-17. Language Arts for grades six, seven and eight [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-18. Language Arts for grades nine, ten, eleven and twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 5. LANGUAGE ARTS - READING [REVOKED]

210:15-5-31. Introduction [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97;

Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32. Language arts - reading Priority Academic Student Skills for grade one [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32.1. Language arts - reading Priority Academic Student Skills for grade two [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32.2. Language arts - reading Priority Academic Student Skills for grade three [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32.3. Language arts - reading Priority Academic Student Skills for grade four [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32.4. Language arts - reading Priority Academic Student Skills for grade five [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32.5. Language arts - reading Priority Academic Student Skills for grades six through eight [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-32.6. Language arts - reading Priority Academic Student Skills for grade nine through twelve [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

PART 7. INFORMATION LITERACY STANDARDS [REVOKED]

210:15-5-41. Introduction [REVOKED]

[Source: Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-41.1. Overview [REVOKED]

[Source: Added at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-41.2. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-42. Information Literacy, Basic Level [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-43. Learner outcomes: grade two [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-44. Learner outcomes: grade three [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-45. Learner outcomes: grade four [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-46. Learner outcomes: grade five [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-47. Proficient Level [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-48. Information literacy for grades nine through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-49. Informational Literacy, Exemplary Level [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 9. MATHEMATICS [REVOKED]

210:15-5-61. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-61.1. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-62. Introduction: Grades 1 - 5 [REVOKED]

210:15-5-63. Mathematics process standards: Grades 1 - 5 [REVOKED]

210:15-5-64. Mathematics content skills for grade one [REVOKED]

210:15-5-65. Mathematics content skills for grade two [REVOKED]

210:15-5-66. Mathematics content skills for grade three [REVOKED]

210:15-5-67. Mathematics content skills for grade four [REVOKED]

210:15-5-68. Mathematics Content Skills for grade five [REVOKED]

210:15-5-69. Introduction: Grades 6 - 8 [REVOKED]

210:15-5-70. Mathematics process standards: Grades 6 - 8 [REVOKED]

210:15-5-71. Mathematics content skills for grade six [REVOKED]

(emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-72. Mathematics content skills for grade seven [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-73. Mathematics content skills for grade eight [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-74. Introduction for Grades 9 - 12 [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-75. Process standards for Grades 9 - 12 [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-76. Mathematics content skills for Algebra I [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-77. Mathematics content skills for geometry [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-78. Mathematics content skills for Algebra II [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 11. SCIENCE [REVOKED]

210:15-5-81. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-81.1. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-81.2. Science standards for grades one through twelve [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-82. Early Elementary for grades one, two and three; content standards for Inquiry, Physical, Life, and Earth/Space Science [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-83. Upper Elementary for grades four and five; content standards for Inquiry, Physical, Life, and Earth/Space Science [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-83.1. Science Priority Academic Student Skills for grade five [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-84. Middle school for grades six, seven and eight; content standards for inquiry, physical, life, and earth/space science [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-84.1. Science Priority Academic Student Skills for grade seven [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-84.2. Science Priority Academic Student Skills for grade eight [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-85. Physical science for grades nine, ten, eleven and twelve; content standards for inquiry and the physical sciences (including earth/space science) [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-85.1. Biology for grades nine, ten, eleven and twelve; content standards for inquiry and the biological sciences [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-85.2. Chemistry for grades nine, ten, eleven and twelve [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-85.3. Physics for grades nine, ten, eleven and twelve; content standards for inquiry and physics [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-86. Teaching objectives and activities: grades one through two [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-87. Teaching objectives and activities: grades three through five [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-88. Teaching objectives and activities: grades six through eight [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-89. Teaching objectives and activities: grades nine through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 13. SOCIAL STUDIES [REVOKED]

210:15-5-101. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-101.1. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102. Overview: program outcomes [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-102.1. Social Studies for grade one [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00;

Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.2. Social Studies for grade two [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.3. Social Studies for grade three [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.4. Social Studies for grade four [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.5. Social Studies for grade five [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.6. Oklahoma History for grades six through twelve [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.7. Economics for grades six through twelve [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.8. Social Studies for grades six through eight [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-102.9. Social Studies for grades nine through twelve [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-103. Learner outcomes for program outcome 1 [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-104. Learner outcomes for program outcome 2 [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-105. Learner outcomes for program outcome 3 [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-106. Learner outcomes for program 4 [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

PART 15. HEALTH/SAFETY EDUCATION AND PHYSICAL EDUCATION [REVOKED]

210:15-5-111. Overview for health and safety education [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-111.1. Definitions for health/safety education [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-111.2. Definitions for physical education [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-112. Health/safety education for grades one through four [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-112.1. Health/safety education for grade two [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-112.2. Health/safety education for grade three [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-113. Health/safety education for grade four [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-113.1. Health/safety education for grade five [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Revoked at 17 Ok Reg 21, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 2891, eff 7-13-00]

210:15-5-114. Health and safety education for grades five through eight [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-115. Health and Safety Education for grades nine through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-115.1. HIV/AIDS prevention education for grades seven through twelve [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-115.2. Overview for physical education [REVOKED]

[Source: Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-116. Physical education for grade one [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-116.1. Physical education for grade two [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-116.2. Physical education for grade three [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-117. Physical Education for grade four [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-117.1. Physical education for grade five [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-118. Physical education for grades six through seven [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-118.1. Physical education for grades eight through nine [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02

(emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-119. Physical education for grades ten through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 17. INSTRUCTIONAL TECHNOLOGY [REVOKED]

210:15-5-131. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-131.1. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-132. Introductory level [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-132.1. Intermediate level [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-132.2. Instructional technology Priority Academic Student Skills for grades six through eight [REVOKED]

[Source: Added at 11 Ok Reg 287, eff 10-19-93 (emergency); Added at 11 Ok Reg 1987, eff 5-26-94; Revoked at 14 Ok Reg 2573, eff 6-27-97]

210:15-5-133. Introduction for secondary level [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-134. Advanced skills [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 19. KEYBOARDING [REVOKED]

210:15-5-141. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-142. Learner outcomes: grades one through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

PART 21. LANGUAGES (FOREIGN, NATIVE AMERICAN, AND/OR AMERICAN SIGN LANGUAGE) [REVOKED]

210:15-5-151. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-151.1. Definitions [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-152. Language awareness for kindergarten, grades one, two and three. [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-153. Novice level range [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-154. Intermediate level range [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-155. Preadvanced level range [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 23. THE ARTS [REVOKED]

210:15-5-161. Overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-161.1. Definitions for visual art [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-161.2. Definitions for music [REVOKED]

[Source: Added at 17 Ok Reg 21, eff 9-10-99 (emergency); Added at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-162. Visual art for grades one, two and three [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-163. Visual art for grades four and five [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-164. Visual art for grades six, seven and eight [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-165. Visual art for grades nine, ten, eleven and twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-166. Music: overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-167. General music for grades one, two and three [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-168. General music for grades four and five [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93; Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-169. General music for grades six, seven and eight [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-170. General music for grades nine, ten, eleven and twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 14 Ok Reg 2573, eff 6-27-97; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-171. Drama/theatre: overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-172. Drama/theatre learner outcomes: grades nine through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-173. Dance: overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-174. Dance learner outcomes: grades nine through twelve [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

PART 25. TECHNOLOGY EDUCATION/HANDS-ON CAREER EXPLORATION [REVOKED]

210:15-5-181. Introduction/overview [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

210:15-5-182. Technology education: grades six through ten [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Amended at 11 Ok Reg 287, eff 10-19-93 (emergency); Amended at 11 Ok Reg 1987, eff 5-26-94; Amended at 17 Ok Reg 21, eff 9-10-99 (emergency); Amended at 17 Ok Reg 2891, eff 7-13-00; Revoked at 20 Ok Reg 159, eff 10-10-02 (emergency); Revoked at 20 Ok Reg 821, eff 5-15-03]

PART 27. BUSINESS EDUCATION [REVOKED]

210:15-5-191. Philosophy [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-192. Learner outcomes: accounting I [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-193. Learner outcomes: accounting II [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-194. Learner outcomes: recordkeeping [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-195. Learner outcomes: business English/communication [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-196. Learner outcomes: business law [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-197. Learner outcomes: business mathematics [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-198. Learner outcomes: business organization and management [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-199. Learner outcomes: careers [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-200. Learner outcomes: consumer economics [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-201. Learner outcomes: economics [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-202. Learner outcomes: general business [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-203. Learner outcomes: marketing [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-204. Learner outcomes: office/secretarial procedures [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-205. Learner outcomes: shorthand (symbol only) [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-206. Learner outcomes: notehand (symbol or alphabet) [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-207. Learner outcomes: personal finance [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-208. Learner outcomes: introduction to computers [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-209. Learner outcomes: business computer applications [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-210. Learner outcomes: programming I [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

210:15-5-211. Learner outcomes: programming II [REVOKED]

[Source: Added at 8 Ok Reg 2161, eff 5-17-91 (emergency); Added at 9 Ok Reg 1825, eff 5-26-92; Revoked at 11 Ok Reg 287, eff 10-19-93 (emergency); Revoked at 11 Ok Reg 1987, eff 5-26-94]

SUBCHAPTER 7. FOUR-YEAR SCHOOL IMPROVEMENT PLAN WITHIN THE COMPREHENSIVE LOCAL EDUCATION PLAN [REVOKED]

210:15-7-1. Purpose [REVOKED]

[Source: Revoked at 14 Ok Reg 53, eff 10-14-96 (emergency); Revoked at 14 Ok Reg 1554, eff 5-27-97]

210:15-7-2. Procedures for the development and content requirements for the four year school improvement plan within the comprehensive local education plan [REVOKED]

[Source: Amended at 10 Ok Reg 4281, eff 7-20-93 (emergency); Amended at 11 Ok Reg 1989, eff 5-26-94; Revoked at 14 Ok Reg 53, eff 10-14-96 (emergency); Revoked at 14 Ok Reg 1554, eff 5-27-97]

SUBCHAPTER 8. SIX-YEAR COMPREHENSIVE LOCAL EDUCATION PLAN

210:15-8-1. Purpose

The purpose of this rule is to establish the date for submission of the Six-Year Comprehensive Local Education Plan (CLEP) for schools in School Improvement status.

[Source: Added at 23 Ok Reg 69, eff 8-24-05 (emergency); Added at 23 Ok Reg 1232, eff 5-25-06]

210:15-8-2. Date for submission of school district's Six-Year Comprehensive Local Education Plan.

No later than three months after being identified as a school in need of school improvement districts shall submit to the State Board of Education the following plans.

- (1) Comprehensive Local Education Plan required by 70 O.S. § 3-104.2.
- (2) School Improvement Plan required by 70 O.S. § 5-117.4.
- (3) Professional Development Plan required by 70 O.S. § 6-194.
- (4) Capital Improvement Plan as required in 70 O.S. § 18-153.
- (5) Reading Sufficiency Plan required by 70 O.S. § 1210.508C.

210:15-8-3. Component of the six-year plan [REVOKED]

[Source: Added at 25 Ok Reg 1503, eff 4-11-08 (emergency); Added at 26 Ok Reg 1020, eff 5-11-09; Revoked at 29 Ok Reg 1701, eff 7-26-12]

SUBCHAPTER 9. PLAN FOR EDUCATIONAL DEVELOPMENT AND IMPROVEMENT [REVOKED]

210:15-9-1. Purpose [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-9-2. Procedures for the development and content requirements for the plan of educational development and improvement [REVOKED]

[Source: Amended at 13 Ok Reg 75, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1329, eff 5-13-96; Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

SUBCHAPTER 11. EARLY CHILDHOOD EDUCATION PROGRAMS

210:15-11-1. Purpose

The rules and regulations in this Subchapter provide procedures for implementation and continuance of early childhood education programs in accredited Oklahoma schools.

210:15-11-2. Rules and regulations for early childhood education programs

(a) The number of children in a group shall not exceed twenty (20). The adult child ratio shall not exceed 1:10. Any enrollment that exceeds ten (10) shall require the employment of a teacher assistant.

(b) The school district shall ensure the teacher assistant is provided professional development in early childhood education.

(c) A child may attend less than the two and one-half (2 1/2) hours a day the first five (5) days of the semester.

(d) The program shall encourage family involvement to support the child's education experience.

(e) The learning environment shall:

- (1) be arranged to provide for individual and group learning experiences
- (2) be equipped with movable furniture of the correct size
- (3) have adequate materials and supplies available in sufficient quantities to meet the needs of the children in the class
- (4) have restroom facilities that will accommodate four-year-olds
- (5) provide for a playground area that is accessible and safe

(f) It is recommended that space requirements be based on thirty-five (35) square feet per child, and that the classroom have a sink with running water.

(g) The curriculum shall be appropriate for the age and developmental level of the students. A process to provide continuity between the early childhood program and the kindergarten program shall be established.

(h) The school district shall provide for individual student screening and referral for vision and hearing.

(i) A school district is authorized to adopt a policy providing for exemptions to the maximum age limit for half-day or full-day early childhood programs. Such a policy may allow for enrollment in the district's early childhood programs by

students who are older than five (5) if they meet the district's criteria for early childhood program age exemptions. A school district that adopts an early childhood program age exemption policy is encouraged to consider guidelines which take into account that young children may differ in developmental age due to factors including, but not limited to, premature birth and significant illness or injury during early childhood. Adoption of a maximum age exemption policy for early childhood programs does not relieve a school district of its obligations to identify and serve students with disabilities under the Individuals with Disabilities Education Act (IDEA). A student who is granted an exemption and enrolled in a school district's early childhood program under an age exemption policy shall be included as a half-day or full-day early childhood program student for State Aid purposes in the district's weighted pupil grade level calculations.

[Source: Amended at 16 Ok Reg 45, eff 10-09-98 (emergency); Amended at 16 Ok Reg 1750, eff 6-11-99; Amended at 22 Ok Reg 554, eff 2-8-05 (emergency); Amended at 22 Ok Reg 1848, eff 6-25-05; Amended at 34 Ok Reg 1078, eff 9-11-17]

210:15-11-3. Criteria for pilot early childhood program pursuant to Title 70 O.S. § 10-105.4

- (a) Qualifying children are those children aged birth through three years, who are identified as at-risk as determined by Federal Poverty Guidelines.
- (b) Qualifying programs must meet childcare licensing requirements as provided by the Oklahoma Department of Human Services for Children aged birth through three years.
- (c) The adult child ratio shall meet minimum childcare licensing requirements as provided by the Oklahoma Department of Human Services for children aged birth through three years.
- (d) The provider will ensure the operational schedule is a minimum of eight hours a day for 46 weeks a year. Children will be served 44 weeks, with two additional weeks for staff training.
- (e) Staffing requirements are:
 - (1) Lead teachers must hold one of the following:
 - (A) an associate's degree (AA), baccalaureate degree (BA), or master's degree (MA) in early childhood, child development, elementary education, or early childhood special education;
 - (B) an associate's degree (AA), baccalaureate degree (BA), or master's degree (MA) in social work, nursing, psychology, human development and family studies and one year experience as a teacher;
 - (C) at least 60 college/university credits with at least 30 college credits in early childhood education, child development, elementary education, or early childhood special education; or
 - (D) a baccalaureate degree or higher in any discipline with at least 36 college credits in early childhood education, child development, elementary education, or early childhood special education.
 - (2) Assistant teachers must hold one of the following:
 - (A) a high school diploma and a current Child Development Associate (CDA) degree (120 clock hours);
 - (B) a high school diploma and at least 12 college credits in early childhood education, child development, elementary education, or early childhood special education; or
 - (C) one of the options outlined in section (e)(1).

- (3) Each staff member must undergo a Federal Bureau of Investigation (FBI) background check.
- (4) Any staff member not meeting the requirements outlined in section (e) (1) or (e)(2) above will be given a "plan of correction" and meet requirements within a 2-year period.
- (5) The provider shall employ a family support worker whose caseload shall be approximately 50 families.
- (f) All staff must participate in initial training and annual training in infant and toddler development, curriculum, and parent education.
- (g) The curriculum shall be aligned with Oklahoma's Early Learning Guidelines for Infants and Toddlers.
- (h) All programs must undergo an annual program evaluation.

[Source: Added at 24 Ok Reg 60, eff 8-31-06 (emergency); Added at 24 Ok Reg 1217, eff 5-25-07; Amended at 39 Ok Reg 997, eff 9-11-22]

SUBCHAPTER 13. SPECIAL EDUCATION

210:15-13-1. Purpose

The purpose of these assurances and certifications made in this Subchapter is to meet federal requirements of Parts B and C of the Individuals with Disabilities Education Improvement Act [20 U.S.C. 1411-1420; 1401-1420; 1483], to assure that all policies and procedures regarding special education adhere to all pertinent Oklahoma State laws [70 O.S. 13-101 through 13-114.4 and 13-121 through 13-129], and to incorporate by reference all applicable federal and state laws, regulations, and policies.

[Source: Added at 9 Ok Reg 1813, eff 5-26-92; Amended at 24 Ok Reg 1889, eff 6-25-07]

210:15-13-2. Special education assurances and certifications (Part B)

(a) **Assurance statements.** The State Department of Education makes the following assurances and provisions as required by Part B of the Individuals with Disabilities Education Improvement Act [20 U.S.C. 1411-1420]. Additionally, the Department assures that all policies and procedures regarding special education adhere to all pertinent Oklahoma State laws [70 O.S. § 13-101 through 13-114.4 and § 13-121 through 13-129].

(1) In carrying out the requirements of 20 U.S.C. 1412, procedures are established for consultation with individuals involved in or concerned with the education of children with disabilities, including disabled individuals and parents or guardians of children with disabilities [20 U.S.C. 1412(7) (A)].

(2) Programs and procedures will be established to assure that funds received by the State or any of its political subdivisions under any other Federal program, including subpart 2 of part D of Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965 and section 202(1) of the Carl D. Perkins Vocational Education Act, under which there is specific authority for the provision of assistance for the education of children with disabilities, will be utilized by the State, or any of its political subdivisions, only in a manner consistent with goal of providing a free appropriate public education for all children with disabilities, except that nothing in this clause shall be construed to limit the specific requirements of the laws governing such Federal programs [20 U.S.C. 1413 (a) (2)].

(3) Federal funds made available under the Act:

(A) will not be commingled with State funds; and
(B) will be so used as to supplement and increase the level of Federal, State, and local funds (including funds that are not under the control of State or local educational agencies) expended for special education and related services provided to children with disabilities and will in no case be used to supplant such Federal, State, and local funds, except that, where the State provides clear and convincing evidence that all children with disabilities have available to them a free appropriate education, the Secretary may waive in part the requirement of this clause if the Secretary concurs with evidence provided by the State [20 U.S.C. 1413 (a) (9) (B) and 20 U.S.C. 1414 (a) (2) (B) (ii)].

(4) The State has an advisory panel, appointed by the Governor or any other official authorized under State law to make such appointments, composed of individuals involved in, or concerned with, the education of children with disabilities, including disabled individuals, teachers, parents or guardians of children with disabilities, State and local officials, which:

(A) advises the State educational agency of unmet needs within the State in the education of children with disabilities;

(B) comments publicly on any rules or regulations proposed for issuance by the State regarding the education of children with disabilities, and the procedures for distribution of funds under the Act; and

(C) assists the State in developing and reporting such data and evaluations as may assist the Secretary in the performance of his responsibilities under 20 U.S.C. 1418 [20 U.S.C. 1413 (a) (12)].

(5) The Individuals with Disabilities Education Improvement Act will not be construed by the State to permit the State to reduce medical or other assistance available under, or to alter the eligibility requirements of, programs funded in whole or in part through Title V (Maternal and Child Health) or Title XIX (Medicaid) of the Social Security Act, with respect to the provision of a free appropriate public education for children with disabilities within the State.

(b) General State application. The State educational agency provides assurances that it will comply with the provisions contained in 34 CFR 76.101.

(c) Certification. In accordance with 34 CFR 76.104 the state educational agency assures:

(1) That the Plan is submitted by the state agency that is eligible to submit the Plan.

(2) That the State agency has authority under State law to perform the functions of the State under the program.

(3) That the State legally may carry out each provision of the Plan.

(4) That all provisions of the plan are consistent with State Law.

(5) That a State Officer, specified by title in the certification, has authority under State law to receive, hold and disburse Federal funds made available under the Plan.

(6) That the State Officer who submits this plan, specified by title in the certification, has authority to submit the Plan.

(7) That the agency that submits the Plan has adopted or otherwise formally approved the Plan.

(8) That the Plan is the basis for State operation and administration of the program.

(d) Right to education policy statement.

(1) The Oklahoma State Department of Education (SDE) reaffirms the continuing commitment of the State to uphold the civil right of every child with disabilities (0-21) of access to a free, appropriate, public education.

(2) As the agency empowered to coordinate the supervision of all public and private special service programs throughout the State, the State Board of Education ensures through a variety of methods that required services are provided to all eligible children with disabilities (0-21) in conformity with the requirements of P.L. 94-142 and P.L. 99-457 and amendments.

(3) To ensure all public and private agencies are fully and accurately informed of required policies and procedures that must be followed in providing appropriate public education opportunities to children and youth with disabilities, the SDE annually distributes copies of its primary resource document POLICIES AND PROCEDURES MANUAL FOR SPECIAL EDUCATION IN OKLAHOMA. This manual was originally conceived as an adjunct to the State Plan and has since evolved into a highly utilitarian guide for designing, implementing, monitoring and evaluating special education programs. Basically, the manual describes:

(A) The roles and responsibilities under P.L. 94-142 (and amendments) of the SDE, LEAs and other public and private special service providers;

(B) Policies and procedures to be followed by all parties; and

(C) Forms to be used to document IEP process.

(4) Section I and II of the manual reaffirm the State policy of providing a free, appropriate, public education to every eligible child with disabilities in Oklahoma, ages 0-21 years.

[Source: Added at 8 Ok Reg 2973, eff 6-12-91 (emergency); Added at 9 Ok Reg 1813, eff 5-26-92; Amended at 24 Ok Reg 1889, eff 6-25-07]

210:15-13-3. Special education assurances and certifications (Part C)

(a) **Assurance statements.** The State Department of Education (SDE), as lead agency, makes the following assurances and provisions as required by Part C of the Individuals with Disabilities Education Improvement Act [20 U.S.C. 1401-1418]. Additionally, the SDE assures that all policies and procedures regarding early intervention adhere to all pertinent Oklahoma State laws [70 O.S. § 13-121 through 129, 70 O.S. Supp. 1991 § 13-124]

(1) Funds received under Part C will be used by the SDE to plan, develop and implement the statewide system of early intervention services [20 U.S.C. 1473].

(2) The SDE will:

(A) provide reports containing information that the Secretary may require, and

(B) keep records and afford access to those records as the Secretary may find necessary to assure the correctness and verification of reports and proper disbursement of funds provided under Part C [20 U.S.C. 1478 (b) (4)].

(3) The control of Federal funds made available under Part C and title to property acquired with those funds is in a public agency for the uses and purposes provided by Part C and a public agency administers the funds and

property [20 U.S.C. 1478 (b) (3)].

(4) Federal funds made available under Part C will not be commingled with State funds [20 U.S.C. 1478 (b) (5) (A)].

(5) Federal funds made available under Part C will be used to supplement and increase the level of State and local funds expended for infants and toddlers with disabilities and their families and in no case to supplant such State and local funds [20 U.S.C. 1478 (b) (5) (B)].

(6) Fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under Part C [20 U.S.C. 1478 (b) (6)].

(7) The SDE will not use its Part C funds to satisfy a financial commitment for services which would have been paid for from another public or private source but for the enactment of Part C except that whenever considered necessary to prevent a delay in the timely provision of services to an eligible child or family, the Part C funds may be used to pay the provider of services, pending reimbursement from the agency which has the ultimate responsibility for the payment [20 U.S.C. 1481].

(8) The SDE will not construe anything in Part C to reduce medical or other assistance available or to alter eligibility under Title V of the Social Security Act (relating to Maternal and Child Health) or Title XIX of the Social Security Act (relating to Medicaid) within the State [20 U.S.C. 1481].

(9) Federal funds paid to the SDE under Part C for developing a statewide early intervention system will be expended in accordance with the provisions of Part C [20 U.S.C. 1478 (b) (1)].

(b) General State application. The SDE provides assurances that it will comply with the provisions contained in 34 CFR 76.101.

(c) Certification. In accordance with 34 CFR 76.104, the SDE assures:

(1) That the Plan is submitted by the state agency that is eligible to submit the Plan.

(2) That the SDE has authority under State law to perform the functions of the State under the program.

(3) That the SDE legally may carry out each provision of the Plan.

(4) That all provisions of the Plan are consistent with State Law.

(5) That a State Officer, specified by title in the certification, has authority under State law to receive, hold and disburse Federal funds made available under the Plan.

(6) That the State Officer who submits this plan, specified by title in the certification, has authority to submit the plan.

(7) That the agency that submits the Plan has adopted or otherwise formally approved the Plan.

(8) That the Plan is the basis for SDE operation and administration of the program.

(d) Right to early intervention services policy statement.

(1) The SDE, as lead agency, reaffirms the continuing commitment of the State to uphold the civil right of every eligible child with a disability (0-3) of access to appropriate early intervention services.

(2) The SDE, as lead agency, is responsible for the general administration, supervision and monitoring of programs and activities receiving federal funds under Part C of the Individuals with Disabilities Education Improvement Act and state funds appropriated for the Oklahoma Early

Intervention Act. To ensure compliance with Part C as amended and its implementing regulations, the SDE is authorized to monitor and enforce any obligations imposed on agencies participating in accordance with 70 O.S. Supp. 1991 § 13-124 and related policies and procedures.

[Source: Added at 9 Ok Reg 45, eff 10-12-91 (emergency); Added at 9 Ok Reg 1815, eff 5-26-92; Amended at 24 Ok Reg 1889, eff 6-25-07]

210:15-13-4. Oklahoma Educational Interpreter for the Deaf Act

In order to be considered an Educational Interpreter, an individual must meet the requirements set out in law or a comparable level of proficiency must be demonstrated.

- (1) **Comparable level of proficiency.** A comparable level of proficiency may be obtained by passage of the following assessments defined as:
 - (A) Educational Interpreter Performance Assessment (EIPA) equals a 3.5 at the level in which the person interprets (i.e., elementary or secondary).
 - (B) Educational Sign Skills Evaluation for Signed Exact English (SEE) equals a 3.5 at the level in which the person interprets (i.e., elementary or secondary).
 - (C) National Council for Interpreter's (NCI) Certificate.
- (2) **Experience.** Three year's experience in the field of deaf education is clarified as including interpreting in non-educational settings.
- (3) **System of continuing education.**
 - (A) Educational interpreters must complete 10 continuing education units annually, 50% of which must include training in educational interpreting.
 - (B) In order to receive credit for continuing education units the course workshop or seminar must have been preapproved by the Oklahoma State Department of Education (OSDE).
- (4) **The Registry of Interpreters.** The OSDE will develop a list of educational interpreters and in conjunction with the Department of Rehabilitation Services (DRS) maintain the list.

[Source: Added at 21 Ok Reg 1970, eff 5-5-04 (emergency); Added at 22 Ok Reg 1070, eff 5-26-05]

210:15-13-5. Due Process Hearing Officer

- (a) All Hearing and Appeal Officers assigned by the Oklahoma State Department of Education (OSDE) are expected to have the ability and experience necessary to weigh evidence and testimony presented and to make decisions in keeping with the evidence and testimony.
- (b) All Hearing and Appeal Officers are expected to remain impartial in discharging their responsibilities at all times. If this is not possible, all Hearing and Appeal Officers have the responsibility to inform the OSDE immediately.
- (c) All Hearing and Appeal Officers are expected to conduct hearings in a professional manner in accordance with established procedure, write decisions in a clear and concise manner based on law, and possess sufficient time to devote to these activities.
- (d) No individual who is an official or employee of an LEA will be assigned as a Hearing or Appeal Officer. No attorney who currently represents parents or school districts, will be assigned as a Hearing Officer.
- (e) All Hearing and Appeal Officers will possess at least a law degree or a minimum of a Master's degree in education, special education, psychology, or any

related field. All Appeal Officers will have met the minimum training standards required of Hearing Officers and will have served in the capacity for at least two years in Oklahoma.

(f) OSDE will maintain an approved list of individuals who may serve as Hearing and Appeal Officers. The list will include a statement of the qualifications of each of those persons. All qualified and impartial Hearing and Appeal Officers will be assigned to a specific case on a rotational basis.

(g) The OSDE will pay for the cost of training for Hearing/Appeal Officers.

(h) The OSDE will pay for the cost of appointing the impartial Hearing/Appeal Officer with no cost to the LEA or parent.

(i) Compensation for Hearing and Appeal Officers will be set by the OSDE.

[Source: Added at 25 Ok Reg 10, eff 8-3-07 (emergency); Added at 25 Ok Reg 856, eff 5-12-08]

210:15-13-6. Subpoenas

(a) All Hearing and Appeal Officers assigned by the Oklahoma State Board of Education (OSBE) may, upon a party's request, issue subpoenas for the attendance of witnesses, the furnishing of information and the production of evidence in a due process hearing.

(b) All parties seeking a subpoena (e.g., parent, representative of a school district) may request an appropriate judicial proceeding to compel compliance by person who fails to obey a subpoena.

[Source: Added at 25 Ok Reg 10, eff 8-3-07 (emergency); Added at 25 Ok Reg 856, eff 5-12-08]

210:15-13-7. Lindsey Nicole Henry Scholarship for Students with Disabilities Program

(a) **Scholarship Requests.** The parent or legal guardian of an eligible student with disabilities who has been admitted to an approved private school may request a Lindsey Nicole Henry Scholarship from the Oklahoma State Department of Education (OSDE).

(1) A complete Lindsey Nicole Henry Scholarship for Students with Disabilities Application and all required documentation must be submitted by postal mail, email, or fax to the State Department of Education by December 1 of the year that the scholarship is being requested for. Scholarship requests received after December 1 shall be eligible for consideration, but funding for scholarship requests received after December 1 shall not be available until the beginning of the following school year.

(2) Upon receipt of a Lindsey Nicole Henry Scholarship request, the State Department of Education shall notify the school district of residence.

(3) All recipients of the Lindsey Nicole Henry Scholarship must submit a renewal request for the scholarship each year, by submitting a current Lindsey Nicole Henry Scholarship for Students with Disabilities Application to the State Department of Education. Renewal requests should be submitted in June or July prior to the beginning of the academic year for which the scholarship renewal is requested. If the application is received after the beginning of the school year, the scholarship will be prorated according to the date the renewal request is approved. If a renewal application is not submitted by December 1, the scholarship will be terminated.

(4) If the required annual renewal requests and all other required documentation are submitted to the State Department of Education as provided for in this section and in 70 O.S. § 13-101.2, the scholarship shall

remain in force until the student returns to a public school, graduates from high school, or reaches the age of twenty-two (22), whichever occurs first. (5) 70 O.S. § 13-101.2 provides that acceptance of a Lindsey Nicole Henry Scholarship shall have the same effect as a parental revocation of consent under 20 U.S.C. Section 1414(a)(1)(D) and 1414(C) of the Individuals with Disabilities Education Act (IDEA). The State Department of Education will provide a form, available online from the agency website, which a parent/guardian shall complete to indicate that they understand the revocation of consent for service under IDEA. The parent/guardian shall return the completed revocation of consent form to OSDE, and a copy of the form shall be forwarded by OSDE to the school district that most recently served the student.

(b) Payments. Payment of scholarship funds shall be made by the State Department of Education with an individual warrant made payable to the participating student's parent or guardian, and mailed by the Department to the private school where the student is enrolled.

(1) Upon issuance of a Lindsey Nicole Henry Scholarship warrant, the parent or legal guardian to whom the warrant is made shall restrictively endorse the warrant to the private school for deposit into the account of the private school.

(2) The initial payment shall be made after the State Department of Education verifies acceptance and enrollment at the approved private school. Quarterly payments shall be made upon verification of continued enrollment and attendance at the private school.

(3) The parent or legal guardian may not designate any entity or individual associated with the private school as the attorney in fact for the parent or legal guardian to endorse a warrant. Failure to comply with this subsection will result in forfeiture of the scholarship.

(c) Private School Eligibility. In order to be eligible to accept students on the scholarship, private schools must be accredited by the State Board of Education or another accrediting association approved by the State Board of Education, and meet all other requirements for participating private schools as listed in 70 O.S. § 13-101.2. No out of state schools are eligible to participate in the scholarship program. The State Department of Education shall maintain a list of private schools that have been determined to be eligible to participate in the Lindsey Nicole Henry scholarship program, to be posted on the State Department of Education website and updated each time a school is added to or removed from the program. Participating schools may be required to periodically provide documentation to OSDE demonstrating that they continue to meet the eligibility requirements for participation in the Lindsey Nicole Henry Scholarship Program. A participating school shall not be required to submit documentation of continued eligibility more than one (1) time per year, unless OSDE receives information that a participating school may no longer meet the program eligibility requirements, in which case documentation of continued eligibility may be requested from the school in question upon receipt of such a complaint. Scholarship requests shall only be considered when the parent of an eligible student submits documentation that the student has been admitted to a school that has been approved as of the date the scholarship request is received by the State Department of Education.

(d) Student Eligibility. To be eligible for a Lindsey Nicole Henry Scholarship, a student must meet the following criteria:

- (1) Has been identified as a student with a disability, and has had an individualized Education Program (IEP) developed in accordance with the Individuals with Disabilities Education Act (IDEA);
- (2) Has an IEP in effect at the time the scholarship request is received by the State Department of Education;
- (3) Has been accepted by a private school approved by the State Department of Education for participation in the Lindsey Nicole Henry scholarship program; and
- (4) Falls within one of the following three categories:
 - (A) Has spent the prior school year in attendance at a public school in Oklahoma; or
 - (B) Is the child of a member of the United States Armed Forces who transfers to a school in Oklahoma from another state or from a foreign country pursuant to a permanent change of station orders;
 - (C) Has been provided services under an Individual Family Service Plan (IFSP) through the SoonerStart program, and during transition was evaluated and determined to be eligible for school district services; or,
- (5) A student who was in out-of-home placement with the Department of Human Services (DHS), a student who was adopted while in the permanent custody of DHS, or a student who was in out-of-home placement with the Office of Juvenile Affairs (OJA) is eligible to apply for the Lindsey Nicole Henry Scholarship regardless of whether they have been identified as a student with disabilities or whether they have spent the prior school year in attendance at an Oklahoma public school.

(e) **Amount of Scholarship.** The maximum scholarship granted for an eligible student with disabilities shall be equivalent to the total State Aid factors for the applicable school year multiplied by the grade and disability weights generated by that student for the applicable school year. For a participating student who is eligible under (d)(5) of this section, the maximum amount of the scholarship shall be equivalent to the total State Aid factors for the applicable school year multiplied by the grade weight and any other factors applicable to the student.

- (1) The disability weights used in calculating the scholarship amount shall include all disability weights which correspond to the disabilities included in the multidisciplinary evaluation and eligibility group summary (MEEGS) for the student at the time the request for a scholarship is made by the parent or legal guardian.
- (2) The maximum scholarship amount shall be calculated by the State Board of Education for each year the student is participating in the Lindsey Nicole Henry Scholarship program.
- (3) Within ten (10) days after receiving a scholarship request, the State Department of Education shall notify the participating private school of the amount of the scholarship, provided the total State Aid factors have been determined for the current fiscal year.

(f) **Tracking.** Lindsey Nicole Henry Scholarship students shall be tracked through the computerized record system used by the State Department of Education.

[Source: Added at 28 Ok Reg 213, eff 9-27-10 (emergency); Added at 28 Ok Reg 1954, eff 7-11-11; Amended at 32 Ok Reg 901, eff 8-27-15; Amended at 36 Ok Reg 827, eff 7-25-19; Amended at 38 Ok Reg 1755, eff 9-11-21]

210:15-13-8. High Needs Risk Pool

(a) **Purpose and scope.** As authorized by 20 USC § 1411(e), the State Department of Education sets aside a portion of the funds reserved for state-level activities under the Individuals with Disabilities Education Act (IDEA) for the purpose of reimbursing local educational agencies (LEAs) for costs expended in educating high need students with disabilities. Under the program, a "high need" student:

- (1) Has been identified as eligible for special education and related services; and
- (2) Has special education and related service needs that exceed the typical needs of a student with a disability in terms of the intensity, frequency, and diversity of needs; and
- (3) Is identified in a disability category/categories that makes the LEA eligible for reimbursement for at least three times the average per pupil expenditure for the child; and
- (4) Requires intensive special education and related services, to an extent that serving the student presents a significant impact on the financial resources of the LEA that is likely to impair the LEA's ability to provide required educational programs to other students.

(b) **Criteria for participation by districts.** To be eligible for reimbursement for excessive costs incurred in educating a high need student, an LEA must:

- (1) Submit a properly completed application, provided by the State Department of Education (SDE), within the annual time frame established by the SDE.
- (2) Provide documentation as requested to the State Department of Education that may include, but is not limited to:
 - (A) Copies of any contracts for services;
 - (B) Invoices and payment records;
 - (C) The student's individualized education program (IEP);
 - (D) Payroll records; and
 - (E) Invoices for all instructional supplies and equipment associated specifically with the special education program and related services provided to the high need student.
- (3) Seek reimbursement only for appropriately incurred costs that exceed three times the state average per pupil expenditure, as calculated annually. The total cost of all high needs students in the LEA must be at least ten percent (10%) of the LEA's previous year's IDEA Flow-Through allocation. Appropriately incurred costs are those associated with providing direct special education instructional and related services to the students.

(A) Appropriately incurred costs include, but are not limited to:

- (i) One-to-one assistance;
- (ii) Extended school year (ESY) services;
- (iii) Specially trained related services providers;
- (iv) Public or private day programs;
- (v) Specialized equipment or materials specific to the student;
- (vi) Transportation costs specific to the high need student and identified in the IEP;
- (vii) Contracted services; and/or
- (viii) Approved out-of-state residential treatment facility services.

(B) The costs eligible for reimbursement shall not include:

- (i) Non-extraordinary nursing costs;

- (ii) Indirect costs;
- (iii) Administrative or leadership costs associated with the provision of services to the student;
- (iv) Legal fees, court costs, or other costs associated with a cause of action brought on behalf of a student with a disability to ensure a free appropriate public education (FAPE); or
- (v) Transportation costs not specific to the high needs student.

(c) **Ensuring placements comply with federal requirements.** To ensure compliance with federal standards and provide high need students with access to a FAPE, all OOS placements must comply with the provisions of 34 CFR 300.114 through 34 CFR 300.118, including but not limited to the following requirements:

- (1) The State Department of Education must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. This continuum shall include instruction available in regular classes, special classes, special schools, at home, and in hospitals and institutions.
- (2) Because a child with a disability has the right to be educated in the least restrictive environment (LRE), the placement of a high needs student at an OOS residential facility is only appropriate if the nature or severity of the child's disability is such that education cannot be satisfactorily achieved in regular classes with the use of supplementary aids and services, or in another less restrictive environment.
- (3) In determining the educational placement of a child with a disability, the placement decision must be made by a group of persons including the parent(s) or guardian(s) and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. The child's placement must be considered at least annually, be based on the child's IEP, and be as close as possible to the child's home.

(d) **Tier I funding.** Tier I of the High Needs Risk Pool offers funding on a reimbursement basis for OOS residential placements.

- (1) If a student's IEP team determines that an OOS residential placement is necessary to meet the student's education needs, the student's LEA may apply to the State Department of Education for a Tier I funding reimbursement.
- (2) Before receiving Tier I funding, it is the responsibility of the LEA to enter into a formal contractual agreement with the OOS residential facility where the child will be placed. The contractual agreement shall include a provision that notice must be provided in writing to all parties at least thirty (30) days prior to the termination of a placement. Upon receiving a copy of the completed agreement, the State Department of Education will make the appropriate percentage of funds available to the LEA on a reimbursement basis. The LEA shall send quarterly copies of the student's progress reports provided by the OOS residential facility to the SDE on a regular basis.
- (3) Tier I funds will be awarded on a sliding scale to qualifying LEAs on a priority basis, demonstrated by documented need, until \$1.5 million (60% of the annual provision for High Needs Risk Pool funds) has been obligated for the ensuing school year. Once this amount has been obligated, no more funds for Tier I requests will be available during that fiscal year for OOS residential placements.

(4) An LEA receiving reimbursement funds for a Tier I OOS residential placement must send written notification to the State Department of Education within five (5) business days in the event the high needs student's IEP team decides to terminate an OOS placement.

(5) If the terms of an OOS placement are violated by the LEA, the OOS residential facility, or the parent/student, the SDE will send written notification to the LEA, the OOS facility, and the parent/guardian of the student that the placement has been terminated. All notices that will change the placement of a student in an OOS residential placement must be provided in writing at least thirty (30) days prior to dismissal of the student from the OOS facility.

(6) LEAs that are denied Tier I reimbursement funds because of a lack of available funds will be notified in writing and their request data will be added to a database in the order the applications were received. When Tier I funds become available, these LEAs will be notified in writing within thirty (30) days of available funding on a first come, first served basis. This will include notification of any OOS placement opening that may occur before the end of the school year due to cancellation. The LEA Tier I request data will remain active in the database until the district no longer requires the reimbursement option for the high need student.

(e) **Tier II funding.** Tier II of the High Needs Risk Pool includes funding for all other high need students whose education needs result in excessive costs to the LEA. After all Tier I funding has been obligated for the school year, the remaining \$1 million (40% of the annual provision for High Needs Risk Pool funds) will be available for Tier II funding requests only. All qualifying LEAs will be awarded Tier II funding, at a prorated rate if necessary, until the remaining 40% of the High Needs Risk Pool funds are depleted.

(f) **Application timelines and notification of award status.** The following procedures will apply to applications for reimbursement from the High Needs Risk Pool.

(1) **Tier I applications.** The State Department of Education will begin accepting applications for Tier I funding on October 1 of each fiscal year. To be eligible for consideration, an LEA seeking reimbursement for Tier I expenses must submit a properly completed application and all supporting documentation annually, by the last Friday in July.

(2) **Tier II applications.** An LEA seeking reimbursement for Tier II expenses must submit a properly completed application and all required supporting documentation annually by the second Friday in July. All properly completed high needs reimbursement applications received in a timely manner will be reviewed to determine if the unique qualities of the high need student related to intensity and diversity of services are in excess of the typical needs of a student with a disability. An LEA applying for reimbursement from the High Needs Risk Pool will receive a formal written notification of award status after careful review by the State Department of Education.

[Source: Added at 32 Ok Reg 903, eff 8-27-15]

210:15-13-9. Guidelines for minimizing seclusion and restraint of students

(a) **Definitions.** The following terms, when used in this Section, shall have the following meanings unless the context clearly indicates otherwise:

(1) "**Behavior Intervention Plan (BIP)**" means a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

(2) "**Chemical restraint**" means a drug or medication used on a student to control behavior or restrict freedom of movement, when such substance is not administered as prescribed to the student by a licensed physician or other qualified health professional acting under the scope of their professional authority.

(3) "**Corporal punishment**" means, as defined in 70 O.S. § 13-116, the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.

(4) "**Functional Behavioral Assessment (FBA)**" means a process that uses direct and indirect data collection to determine why a student engages in behaviors that impede learning, and how the student's behavior relates to the environment. The FBA includes, but is not limited to: the identification of the problem behavior, the definition of the behavior in concrete terms, the identification of the contextual factors that contribute to the behavior, and the formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

(5) "**Mechanical restraint**" means the use of any device or equipment to restrict a student's freedom of movement. This term does not include motor vehicle safety restraints or devices utilized by a student, or appropriately trained school personnel, which are used as prescribed by a medical or related services professional for specific approved purposes such as: mechanical supports used to achieve proper body position or allow greater freedom of mobility, restraints for medical immobilization, or orthopedically prescribed devices.

(6) "**Physical escort**" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of directing a student to move to a safe location if they are in distress or acting out.

(7) "**Physical restraint**" means a personal restriction that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely. Physical restraint does not include an appropriately applied temporary physical escort.

(8) "**Prone restraint**" means a prohibited type of physical restraint that positions a student face down on their stomach, potentially restricting the student's ability to breathe freely.

(9) "**Seclusion**" means the involuntary confinement of a student alone in a room or area which the student is physically prevented from leaving. Seclusion does not include short-term monitored separation in a monitored and non-locked timeout setting.

(10) "**Seclusion room**" means a room or other confined area in which a student is involuntarily placed in isolation from other persons and which the student is physically prevented from leaving.

(11) "**Timeout**" means a technique that is part of an approved behavior management program and involves the monitored separation of the student in a non-locked setting for the purpose of calming.

(b) **Student seclusion.** Seclusion should never be used for the purposes of discipline, punishment, forcing compliance, or as a convenience to staff. Seclusion may only be used under emergency circumstances as outlined below.

(1) **Circumstances under which seclusion of a student is authorized.** A student may be placed in seclusion only if:

(A) The student's actions pose an imminent danger of serious physical harm to the student or other individuals, and not merely a threat to property;

(B) Positive behavior intervention strategies and less restrictive measures appropriate to the behavior exhibited by the student are currently being implemented, but have not effectively de-escalated the threat of danger or harm;

(C) School personnel are present who have completed appropriate training that addresses conflict de-escalation, the crisis cycle and associated interventions, appropriate use of seclusion rooms, and possible effects of seclusion; and

(D) The seclusion only lasts as long as necessary to resolve the threat of danger or harm.

(2) **Conditions required during an authorized use of seclusion.** If a student is placed in seclusion during an emergency situation that meets the criteria of (b)(1) above, the following precautions must be exercised throughout the time the student is in seclusion:

(A) The student must be continuously monitored visually and aurally by an appropriately trained school employee;

(B) The student must be allowed to go to the restroom upon request;

(C) The student must be permitted to drink water upon request; and

(D) Immediate action must be taken if the student displays any signs of medical distress.

(3) **Requirements for seclusion rooms.** A room or area where a student is placed in seclusion must meet the following criteria:

(A) Continuous visual and aural monitoring of a secluded student is possible;

(B) There must be adequate space for the student to sit or lie down;

(C) There must be adequate lighting;

(D) The room must be equipped with heating, cooling, and ventilation systems comparable to such systems in the rest of the building where the seclusion room or area is located;

(E) The room or area used for seclusion must be free of any objects that pose a potential risk of harm to a student with disabilities or a student in distress; and

(F) If equipped with a door that locks, the lock must automatically disengage in case of an emergency such as a fire or severe weather.

(c) **Student restraint.** Chemical restraint and/or mechanical restraint of a student is prohibited in Oklahoma public schools. Physical restraint of a student should never be used for the purposes of discipline, punishment, forcing compliance, or as a convenience to staff. In cases where a student has a history of dangerous behavior for which physical restraint was used or considered, the school should have a plan in place for teaching and supporting more appropriate behavior and determining positive methods to prevent behavioral escalations that have previously resulted in the use or consideration of restraint. Physical restraint may only be used under emergency circumstances as outlined below.

(1) Circumstances under which physical restraint of a student is authorized. A student may be physically restrained only if:

- (A) The student's actions pose an imminent danger of serious physical harm to the student or other individuals, and not merely a threat to property;
- (B) Positive behavior intervention strategies and less restrictive measures appropriate to the behavior exhibited by the student are currently being implemented, but have not effectively de-escalated the threat of danger or harm;
- (C) The physical restraint is applied by school personnel who have completed appropriate training that addresses conflict de-escalation, the crisis cycle and associated interventions, CPR and First Aid (including certifications), possible effects of physical restraint, and monitoring the wellbeing of a restrained student; and
- (D) The physical restraint lasts only as long as necessary to resolve the threat of danger or harm.

(2) Conditions required during an authorized use of physical restraint.

If a student is placed in physical restraint during an emergency situation that meets the criteria of (c)(1) above, the following precautions must be exercised throughout the time the student is restrained:

- (A) Under no circumstances may a student be restrained using a prone (facedown) restraint, any restraint that prevents the student from breathing or speaking, or any maneuver that places pressure or weight on the chest, sternum, lungs, diaphragm, neck, throat, or back;
- (B) The degree of restriction of the student's freedom of movement may not exceed what is necessary to protect the student or other individuals from the threat of serious physical harm; and
- (C) The restraint of the student is continuously witnessed by at least one school employee who is not involved in the physical restraint.

(d) Corporal punishment of students with disabilities not authorized. For all students, the State Department of Education strongly encourages Oklahoma schools to implement disciplinary policies and practices that use evidence based, developmentally appropriate methods informed by an awareness that many students have endured Adverse Childhood Experiences (ACEs) and related trauma. As applied to students with disabilities entitled to special education services under the *Individuals with Disabilities Education Act* (IDEA), the use of corporal punishment by employees or agents of an Oklahoma public school is prohibited beginning in the 2020-2021 school year.

(e) Incident reporting. Each incident of seclusion, restraint, or corporal punishment of a student with disabilities shall be reported immediately to a school site administrator and documented using the statewide online IEP reporting system. A copy of the documentation shall be placed in the student's file and provided to the student's parent(s) or guardian(s). For each incident of seclusion, restraint, or corporal punishment of a student, the student's parent(s) or guardian(s) shall be notified as soon as possible, and must be notified no later than the school day following the incident or within twenty-four (24) hours of the incident, whichever is first. An IEP meeting may be needed to review or implement a Behavior Intervention Plan (BIP) for the student.

(f) End-of-year reporting. At the end of each school year, and no later than June 30th, each school district or charter school shall report to the State Department of

Education (OSDE) Office of Special Education Services information regarding all incidents of seclusion, restraint, or corporal punishment of a student with disabilities within the district during the school year that just closed. The end-of-year summary report shall include the total number of each type of incident, as well as the number and type of incidents associated with each student to whom seclusion, physical restraint, or corporal punishment was applied. This information will be used to identify districts in need of additional support, training, and guidance in the areas of conflict de-escalation, crisis intervention, Functional Behavior Assessments, the possible effects of seclusion and restraint, and effective behavior intervention planning.

[Source: Added at 37 Ok Reg 1194, eff 9-11-20]

SUBCHAPTER 15. ESEA TITLE II [REVOKED]

210:15-15-1. General provisions [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-2. State allotment administration and supplement requirement [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-3. SEA use of funds and special considerations [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-4. Needs assessment, additional factors, and private school participation [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-5. LEA allocation calculation, allocation notification, use of funds, and application [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-6. Application approval and payment disbursement [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-7. Complaint procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-8. Program assessment [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-15-9. Fiscal management requirements, budget review criteria, and auditing procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3329, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2533, eff 6-25-98]

SUBCHAPTER 17. AIDS PREVENTION EDUCATION

210:15-17-1. Purpose

The purpose of the rules in this Subchapter is to clarify the requirement that AIDS Prevention Education is to be taught in the public schools of Oklahoma. Rules herein address grade levels and frequency of instruction, certain required curriculum content, and materials.

210:15-17-2. AIDS prevention program

(a) Acquired immune deficiency syndrome (AIDS) prevention education shall be taught in the public schools of this state. AIDS prevention education shall be limited to the discussion of the disease AIDS and its spread and prevention.

Students shall receive such education:

- (1) at the option of the local school district, a minimum of once during the period from grade five through grade six;
- (2) a minimum of once during the period from grade seven through grade nine; and
- (3) a minimum of once during the period from grade ten through grade twelve.

(b) A school district may develop its own AIDS prevention education curriculum and materials or use those developed by the State Department of Education. Any curriculum and materials developed for use in the public schools shall be approved for medical accuracy by the State Department of Health and must be limited to factual medical information for AIDS prevention.

(c) AIDS prevention education shall specifically teach students that:

- (1) engaging in homosexual activity, promiscuous sexual activity, intravenous drug use or contact with contaminated blood products is now known to be primarily responsible for contact with the AIDS virus;
- (2) avoiding the activities specified above is the only method of preventing the spread of the virus;
- (3) sexual intercourse, with or without condoms, with any person testing positive for human immunodeficiency virus (HIV) antibodies, or any other person infected with HIV, places that individual in a high risk category for developing AIDS.
- (4) abstinence from sexual activity is the only certain means for the prevention of the spread or contraction of the AIDS virus through sexual contact; and
- (5) that artificial means of birth control are not a certain means of preventing the spread of the AIDS virus and reliance on such methods puts a person at risk for exposure to the disease.

(d) School districts shall make the curriculum and materials available for inspection by the parents and guardians of the students that will be involved with the curriculum and materials. The school districts, at least one month prior to teaching AIDS prevention education in any classroom, shall conduct for the parents and guardians of the students involved, during weekend and evening hours, at least one presentation concerning the curriculum and materials that will be used for such education. No student shall be required to participate in AIDS prevention education if a parent or guardian of the student objects in writing to such participation.

SUBCHAPTER 18. OKLAHOMA ORGAN DONOR EDUCATION AND AWARENESS PROGRAM ACT

210:15-18-1. Organ donor awareness

A resource list of existing organ donor awareness curriculum materials available for possible use in the elementary and secondary schools shall be developed by the Oklahoma State Department of Education.

- (1) At the option of the local school district, organ donor awareness curriculum may be used in appropriate curriculum content areas including: life science, biology, health, consumer science and physical education classes.
- (2) The local school district shall determine at which grades to use an organ donor awareness curriculum.
- (3) Any organ donor awareness curriculum beyond the scope of the current locally approved instructional materials shall require parent notification of their child's participation related to the specific organ donor awareness curriculum materials. No student shall be required to participate in organ donor awareness curriculum if a parent or guardian of the student objects in writing to such participation.

[Source: Added at 18 Ok Reg 3424, eff 6-26-01 (emergency); Added at 19 Ok Reg 976, eff 5-13-02]

SUBCHAPTER 19. DRIVER EDUCATION

210:15-19-1. Purpose

This section outlines student eligibility, teacher qualifications, vehicle specifications, reporting and reimbursements, instructional time, and other requirements applicable to the Driver and Traffic Safety Education Program.

210:15-19-2. Definitions

"Credential" means endorsements, major and/or minor teaching areas, licenses, as well as professional, standard, provisional, temporary, and emergency certificates.

"Simulators" means a teaching method employing films, electronic and electro-mechanical devices, or other equipment designed to represent the driver's compartment of the automobile through which students develop proper judgment and behavior responses, as well as manipulative skills.

"Multiple car driving range" means an off-street area on which a number of cars are used simultaneously to provide laboratory instruction under supervision of one or more qualified instructors.

210:15-19-3. Rules and Regulations [REVOKED]

[Source: Revoked at 10 Ok Reg 2139, eff 5-4-93 (emergency); Revoked at 11 Ok Reg 1989, eff 5-26-94]

210:15-19-4. Teacher qualifications

Each teacher assigned to teach Driver and Traffic Safety Education in an accredited high school must have:

- (1) A valid Oklahoma Secondary, Elementary-Secondary, Library Media Specialist, Speech-Language Pathology or Vocational Technical License/Certificate;
- (2) A credential in Driver and Traffic Safety Education;
- (3) A valid Oklahoma Driver's License as verified by Service Oklahoma;
- (4) The teacher shall meet the requirements in (1) and (2) of this subsection before the State Department of Education recommends to Service Oklahoma that an instructor's permit be issued. The Instructor Certification,

Assurances and Permit (ICAP) application shall be submitted to the State Aid Section. Provided the program meets all requirements and the teacher is properly qualified, the (ICAP) application will be forwarded to Service Oklahoma to consider the instructor's driving record and to issue or renew a current driver education instructor's permit.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98; Amended at 40 Ok Reg 1978, eff 9-11-23]

210:15-19-5. Reporting

The State Aid Section of the State Department of Education will furnish all forms of the required reports. There must be on file with the State Aid Section at the State Department of Education:

- (1) A copy of the current Instructor Certification, Assurances and Permit (ICAP) application approved by both the State Department of Education and Service Oklahoma. Such approved application shall be prerequisite to any behind-the-wheel instruction. An approved application must be filed for the appropriate session(s) of the school year;
- (2) A copy of the Driver Education Application for Prior Year Reimbursement form shall be submitted to the State Department of Education to claim reimbursement. For reimbursement purposes, each student must receive 30 hours of classroom instruction and 6 hours of behind-the-wheel instruction.
- (3) Any other reports requested by the State Aid Section of the State Department of Education.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98; Amended at 16 Ok Reg 46, eff 10-9-98 (emergency); Amended at 16 Ok Reg 1174, eff 5-13-99; Amended at 40 Ok Reg 1978, eff 9-11-23]

210:15-19-6. Reimbursements

- (a) Beginning with the reimbursement for the 1998-99 school year driver education program, and each year thereafter, the State Superintendent of Public Instruction shall allow to each school district the amount per pupil as stated in law, providing the driver education program was completed during the preceding fiscal year and is in accordance with 210:15-19-4 through 210:15-19-12. No fee shall be charged to the student if the driver education program is offered during the regular school day. Every public school qualifying for reimbursement shall, upon conclusion of a school year, submit a report showing the total students per program, and a statement that all of the minimum standards have been met. These reports must be filed on forms supplied by the State Department of Education.
- (b) No allowance shall be made under this act for the instruction of pupils in driver education unless the school district has complied with these rules and regulations governing the establishment, conduct, and scope of driver education.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98; Amended at 16 Ok Reg 46, eff 10-9-98 (emergency); Amended at 16 Ok Reg 1174, eff 5-13-99; Amended at 24 Ok Reg 1218, eff 5-25-07]

210:15-19-7. Instructional time requirements

The Driver and Traffic Safety Education Program shall be conducted a minimum of 1 semester. Students to be counted by the school under these regulations for reimbursement shall receive a minimum of 30 hours of classroom instruction and a minimum of 6 hours of actual driving in the Driver and Traffic Safety Education vehicle, all under a qualified Driver and Traffic Safety education

instructor.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98]

210:15-19-8. Summer programs

(a) Summer School Driver Education shall comply with rules and regulations for summer high school. Schools desiring Summer School Driver Education shall make application on forms furnished for this purpose. The application shall be properly completed and filed with the State Aid Section, State Department of Education.

(b) The summer session must be in compliance with 210:15-19-7, Instructional Time Requirements, and rules and regulations for summer high school.

(c) Application for Instructor Certification, Assurances and Permit (ICAP) must be filed on forms furnished for this purpose and approved by the State Aid Section of the State Department of Education and Service Oklahoma before behind-the-wheel instruction begins.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 502, eff 10-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98; Amended at 16 Ok Reg 46, eff 10-9-98 (emergency); Amended at 16 Ok Reg 1174, eff 5-13-99; Amended at 40 Ok Reg 1978, eff 9-11-23]

210:15-19-9. Simulation

Simulators may be used to substitute for part of the time requirements in the behind-the-wheel phase of the program. Where such devices are used, a minimum of 3 hours instruction must be given in the vehicle, under actual driving conditions. The time spent on the simulator shall be at the ratio of 4 to 1 ... 4 hours on a simulator may be substituted for 1 hour of actual behind-the-wheel driving experience.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98]

210:15-19-10. Scheduling

(a) Classroom instruction should be scheduled in keeping with the regular scheduling policy for other subjects in the school curriculum. It is highly recommended that the classroom, simulation (where used), and the behind-the-wheel instruction be integrated to the extent that each phase supplements the other.

(b) Behind-the-wheel instruction should be scheduled in keeping with the needs of the students and, if possible, should be scheduled the same hour as classroom instruction. However, the driving phase of the class shall begin and end, with all students and the instructor, at the school.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94]

210:15-19-11. Student eligibility

(a) Students who enroll in Driver and Traffic Safety Education in any public school of this state must show evidence that they are physically and mentally capable of receiving instruction and may profit from the course.

(b) Any student receiving instruction in Driver and Traffic Safety Education, under the provisions of the law shall be:

(1) at least fifteen (15) years of age and a secondary school student.

(2) The student shall meet the requirements in (b) (1) of this section while regularly enrolled and certified by an instructor as a student taking a

prescribed course of secondary school driver education, to operate a motor vehicle while accompanied by, and receiving instruction from said instructor who is actually occupying a seat beside the driver.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98; Amended at 17 Ok Reg 3415, eff 8-24-00 (emergency); Amended at 18 Ok Reg 3005, eff 7-12-01]

210:15-19-12. Specifications for the vehicle

(a) All Driver and Traffic Safety Education (D/TSE) vehicles must be equipped with dual controls, sideview mirrors (right and left), and front and rear seat belts for all occupants of the vehicle.

(b) All D/TSE vehicles shall be clearly identified "Student Driver" on front and back of vehicle in a clearly visible place. It is recommended that the letters be at least 4" high.

[Source: Added at 10 Ok Reg 2139, eff 5-4-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 14 Ok Reg 2103, eff 3-31-97 (emergency); Amended at 15 Ok Reg 2533, eff 6-25-98]

SUBCHAPTER 21. DRUG EDUCATION [REVOKED]

210:15-21-1. Explanatory statement [REVOKED]

[Source: Revoked at 15 Ok Reg 2533, eff 6-25-98]

SUBCHAPTER 23. GIFTED AND TALENTED EDUCATION REGULATIONS AND PROGRAM APPROVAL STANDARDS

210:15-23-1. Responsibilities of school districts and local boards of education in providing for a gifted and talented program

The local board of education is responsible to provide gifted and talented educational programs for all identified gifted and talented children who reside in the district. Gifted and talented educational programs must include multiple programming options which are matched with each student's identified needs and interests.

[Source: Added at 10 Ok Reg 4285, eff 7-20-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 11 Ok Reg 4765, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1355, eff 5-25-95; Amended at 14 Ok Reg 2609, eff 6-27-97; Amended at 17 Ok Reg 3302, eff 7-28-00 (emergency); Amended at 18 Ok Reg 3006, eff 7-12-01]

210:15-23-1.2. Definitions

The following words and terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Children who reside in the district" means children who are legally enrolled in the district.

"Students who score in the top three percent (3%) on any nationally standardized test of intellectual ability" means a composite, total or full scale score in the 97th percentile or above, including the standard error of measure as denoted in each nationally standardized test of intellectual ability technical manual.

"Composite, total or full scale score" means the total of all components or subtest scores as defined in the technical manual of the nationally standardized test of intellectual ability. Subtest scores themselves do not constitute a composite, total or full scale score.

[Source: Added at 17 Ok Reg 3302, eff 7-28-00 (emergency); Added at 18 Ok Reg 3006, eff 7-12-01]

210:15-23-2. Procedural safeguards for the identification of students for gifted education programming

- (a) Gifted and talented children shall be identified consistent with 70 O.S. 1210.301 for the purposes of funding through the annual gifted educational child count.
- (b) Identification procedures are clearly stated and uniformly implemented.
- (c) Student placement decisions in the capability areas are based on multiple criteria.
- (d) Procedures used in the identification process are non-discriminatory with respect to race, economic background, national origin or handicapping condition.
- (e) Written identification and placement procedures include parental involvement.
 - (1) Parents grant written permission for individual ability testing.
 - (2) Local Gifted Educational Plan includes a procedure for parents to appeal a placement or nonplacement decision with which they disagree.
- (f) Identification of gifted students is an ongoing process extending from school entry through grade twelve.
 - (1) Opportunities are provided for students to be considered for placement in gifted programs throughout their school experience. Students' placement in programming options is based on their abilities, needs and interests.
 - (2) Identification of students based on a nationally standardized test of intellectual ability is valid for a minimum of three years and may be valid for the student's educational experience.
 - (3) Procedures for the consideration of identification and placement of a pupil who was identified as gifted and talented in another school district are developed and implemented.
 - (4) Evaluation of the appropriateness of students' placement in gifted educational programming shall be ongoing.
 - (5) Written policies for removal from a programming option include a procedure for conferencing with parents relative to any change in placement.
 - (6) Strict confidentiality procedures are followed in regard to records of placement decisions and data on all nominated students.
 - (7) Records of placement decisions and data on all nominated students are kept on file for a minimum of five years or for as long as needed for educational decisions.
 - (8) Appropriate documentation for students scoring in the top three percent (3%) on a nationally standardized test of intellectual ability shall include, but is not limited to, individual student test composite score reports, written parent permission to test (required for individual ability tests), parental approval of program placement decisions.

[Source: Added at 10 Ok Reg 4285, eff 7-20-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Amended at 11 Ok Reg 4765, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1355, eff 5-25-95; Amended at 14 Ok Reg 2609, eff 6-27-97; Amended at 17 Ok Reg 3302, eff 7-28-00 (emergency); Amended at 18 Ok Reg 3006, eff 7-12-01]

210:15-23-3. Qualifications for teachers of the gifted and talented [REVOKED]

[Source: Added at 10 Ok Reg 4285, eff 7-20-93 (emergency); Added at 11 Ok Reg 1989, eff 5-26-94; Revoked at 11 Ok Reg 4765, eff 9-14-94 (emergency); Revoked at 12 Ok Reg 1355, eff 5-25-95]

210:15-23-4. Differentiated education [REVOKED]

[Source: Added at 11 Ok Reg 4765, eff 9-14-94 (emergency); Added at 12 Ok Reg 1355, eff 5-25-95; Revoked at 14 Ok Reg 2609, eff 6-27-97]

210:15-23-5. Evaluation [REVOKED]

[Source: Added at 11 Ok Reg 4765, eff 9-14-94 (emergency); Added at 12 Ok Reg 1355, eff 5-25-95; Amended at 13 Ok Reg 75, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1329, eff 5-13-96; Revoked at 14 Ok Reg 2609, eff 6-27-97]

210:15-23-6. Local Advisory Committee [REVOKED]

[Source: Added at 11 Ok Reg 4765, eff 9-14-94 (emergency); Added at 12 Ok Reg 1355, eff 5-25-95; Revoked at 14 Ok Reg 2609, eff 6-27-97]

210:15-23-7. Qualifications of gifted child educational program staff

Gifted educational program coordinators and teachers shall participate in inservice training or college training designed to educate and assist them in the area of gifted education.

[Source: Added at 11 Ok Reg 4765, eff 9-14-94 (emergency); Added at 12 Ok Reg 1355, eff 5-25-95; Amended at 14 Ok Reg 2609, eff 6-27-97]

210:15-23-8. Other information related to gifted child educational programming [REVOKED]

[Source: Added at 11 Ok Reg 4765, eff 9-14-94 (emergency); Added at 12 Ok Reg 1355, eff 5-25-95; Revoked at 14 Ok Reg 2609, eff 6-27-97]

210:15-23-9. Process for appeal of penalty

Districts against which a penalty is assessed as required under Part B of 70 O.S. 1210.303 may appeal to the State Board of Education by:

- (1) An intent to appeal must be filed with the Director of Gifted Education within 30 days following receipt of notification that the gifted child educational program is not in compliance with State Board rules and 70 O.S. 1210-301 through 308.
- (2) The appeal will be brought to the State Board for their review and consideration at the next regularly scheduled meeting following receipt of notification of intent to appeal if notification is received at least ten working days prior to the next regularly scheduled board meeting.
- (3) The State Department of Education will review for the State Board the information upon which the penalty is assessed. The school district found to be in noncompliance will be given an opportunity to provide information to the State Board to refute the penalty.
- (4) Upon review of the information presented by the State Department and school district, the State Board will either uphold or overturn the penalty.

[Source: Added at 14 Ok Reg 2609, eff 6-27-97]

210:15-23-10. Failure to Report

Any school district who fails to submit an expenditure report to the State Department of Education by August 1 of each school year as required by 70 O.S. § 1210.307(D) shall have State Aid for gifted and talented programs withheld pursuant to 70 O.S. § 3-104(13) until all reporting requirements have been met.

[Source: Added at 29 Ok Reg 1701, eff 7-26-12]

SUBCHAPTER 25. ARTS IN EDUCATION [REVOKED]

210:15-25-1. Purpose [REVOKED]

[Source: Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-25-2. Solicitation/acceptance [REVOKED]

[Source: Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-25-3. Evaluation [REVOKED]

[Source: Revoked at 15 Ok Reg 2533, eff 6-25-98]

210:15-25-4. Program administration [REVOKED]

[Source: Revoked at 15 Ok Reg 2533, eff 6-25-98]

SUBCHAPTER 26. TOBACCO USE PREVENTION AND CESSATION SCHOOL PROGRAM

210:15-26-1. Purpose

These rules establish the Tobacco Use Prevention and Cessation School program pursuant to House Bill 2019. The purpose of the program is to establish, organize, and administer a program designed to:

- (1) Lower smoking rates among Oklahoma youths;
- (2) Reduce tobacco consumption by Oklahomans; and
- (3) Reduce exposure related to secondhand tobacco smoke.

[Source: Added at 18 Ok Reg 757, eff 1-24-01 (emergency); Added at 18 Ok Reg 3007, eff 7-12-01]

210:15-26-2. Program cornerstones

The components of the program shall consist of the following four cornerstones as defined by House Bill 2019:

- (1) Community-based initiatives;
- (2) Voluntary classroom programs in public schools;
- (3) Cessation assistance; and
- (4) Public education media programs.

[Source: Added at 18 Ok Reg 757, eff 1-24-01 (emergency); Added at 18 Ok Reg 3007, eff 7-12-01]

210:15-26-3. Use of funds

(a) Grantees shall use grant funds to hire school nurses to:

- (1) Implement comprehensive, evidence-based tobacco use prevention and cessation programs demonstrated to be effective by the United States Centers for Disease Control and Prevention; and
- (2) Perform other duties required by the district.

(b) A school nurse hired to implement the program must be a registered nurse and certified the same as a teacher by the State Department of Education.

[Source: Added at 18 Ok Reg 757, eff 1-24-01 (emergency); Added at 18 Ok Reg 3007, eff 7-12-01]

210:15-26-4. Approval

Successful applicants shall be notified of approval for funding no later than January 1, 2001.

[Source: Added at 18 Ok Reg 757, eff 1-24-01 (emergency); Added at 18 Ok Reg 3007, eff 7-12-01]

210:15-26-5. Program priority

Priority shall be given to school districts:

- (1) Which do not currently have a full-time school nurse; and
- (2) With indicators of relatively higher than normal tobacco consumption among the student population;
- (3) With a high poverty level; and
- (4) Currently receiving additional greatest-need funding through the Title IV Safe and Drug-Free Schools and Communities program.

[Source: Added at 18 Ok Reg 757, eff 1-24-01 (emergency); Added at 18 Ok Reg 3007, eff 7-12-01]

210:15-26-6. Awarding of grants

(a) An application form shall be sent to each school district superintendent that does not employ a full-time school nurse.

- (1) The original application and one (1) copy shall be submitted to the program administrator by the indicated deadline date.
- (2) The signature of the superintendent of the local educational agency shall appear on the application.

(b) Grant applications shall be read, evaluated, and scored by a committee of school nurses employed outside the State Department of Education.

- (1) Members of the review committee shall not evaluate an application from his or her own district.
- (2) Each application shall be evaluated in the following areas:
 - (A) Applicants eligibility to apply under the statutory priorities;
 - (B) Statement of Need;
 - (C) Specific activities for the implementation of the six (6) components described in the "Guidelines for Implementation of the Tobacco Use Prevention and Cessation School Program;" and
 - (D) Budget.

(c) After evaluation, the State Superintendent shall recommend to the State Board of Education those applications which have been determined to be eligible for funding.

(d) Each grantee shall:

- (1) Utilize training, technical assistance, and materials provided by the State Department of Health to develop, implement, and evaluate the comprehensive evidence-based tobacco use prevention and cessation program approved in the application.
- (2) Provide all requested reports.

[Source: Added at 18 Ok Reg 757, eff 1-24-01 (emergency); Added at 18 Ok Reg 3007, eff 7-12-01]

SUBCHAPTER 27. READING SUFFICIENCY ACT

210:15-27-1. District Reading Sufficiency Plans and Summer Academy Reading Programs

(a) **Definitions.** The following terms, when used in this Subsection, shall have the following meaning, unless the context clearly indicates otherwise:

- (1) **"Individualized Program of Reading Instruction"**, also referred to as **"Academic Progress Plan" ("APP")**, means the program of reading instruction developed pursuant to 70 O.S. § 1210.508C for a student in first, second, or third grade who is not meeting grade level targets in reading,

which is designed to enable the student to acquire the appropriate grade level reading skills.

(2) **"READ Initiative"** means the Reading Enhancement and Acceleration Development Initiative that each school district is directed to establish pursuant to 70 O.S. § 1210.508C, which shall be focused on preventing the retention of third grade students, and which comprises statutory components including but not limited to: availability to all kindergarten through third grade students at risk of retention as identified by Reading Sufficiency Act assessments; provision of services during regular school hours; and a reading curriculum that provides skill development in phonemic awareness, phonics, reading fluency, vocabulary, and comprehension.

(b) **District Reading Sufficiency Plans.** Each public school district will develop a District Reading Sufficiency Plan that includes a plan for each school site. The district and site reading plans shall provide for all students to receive at least ninety (90) minutes of reading instruction. Each Reading Sufficiency Plan must be updated annually, signed by the school site principal, and electronically submitted to and approved by the Oklahoma State Department of Education (OSDE) Office of Curriculum and Instruction no later than August 30 as part of the requirements for receiving accreditation, provided that electronic submission and approval of annual updates to the district plan shall not be required if:

- (1) The last plan submitted by the school district was approved; and
- (2) Expenditures for the district's reading program include only expenses relating to:
 - (A) Individual and small group tutoring;
 - (B) Purchase of and training in the use of screening and assessment measures;
 - (C) Summer school programs; or
 - (D) Saturday school programs.

(c) **Conditions requiring annual submission of Plans.** If any expenditure for the district's reading program is deleted or changed or if any other type of expenditure for the district's reading program is implemented, the school district shall be required to submit the latest annual update for approval. Notwithstanding the provisions of (a)(1) and (2) of this Section, if a district has one or more schools that are not achieving the annual improvement goals as outlined in the Reading Sufficiency Act, or if a district has one or more schools designated as a Targeted Support and Improvement (TSI) or Additional Targeted Support and Improvement (ATSI) site, the district shall submit its District Reading Sufficiency Plan for approval no later than August 30 of the applicable school year.

(d) **Submitting data for the annual report to the Legislature.** Each school district and each school site shall submit to the State Department of Education the information to be used for the annually required Reading Sufficiency Act report to the Oklahoma Legislature by the submission deadline to be determined by the Office of Instruction of the State Department of Education.

(e) **Reporting the number of students in need of remediation.** Each school district will submit to the OSDE the "Beginning of Year" report indicating the number of students in kindergarten, first, second and third grades found to be in need of remediation in reading based on screening instruments approved by the State Board of Education by October 1.

(f) **Funding.** Contingent on the availability of appropriated funds designated for the Reading Sufficiency Act, the State Department of Education may allocate funds to

public school districts in accordance with the provisions of 70 O.S. § 1210.508D. Superintendents of school districts allocated such funds will sign and submit an assurance statement that their reading program meets the requirements of the Reading Sufficiency Act prior to receipt of funding. In order to be eligible for Reading Sufficiency Act funds, a school district must submit its District Reading Sufficiency Plan to the OSDE by August 30, and must submit its "Beginning of Year" report of the number of students in need of remediation by October 1. A school district that has not submitted either of these documents by the applicable due dates will not be eligible to receive Reading Sufficiency Act funds for the school year in which the submission was not provided to the OSDE by the due date. A district that is unable to meet a submission deadline due to a technical problem in its Student Information System or in a system operated by the OSDE should immediately notify the Office of Curriculum and Instruction of the technical difficulty preventing a timely submission, and may be provided an extension of the applicable due date until the relevant technical issue is resolved. A district that is unable to meet a submission deadline due to circumstances that are beyond the district's control, but not attributable to a technical issue, may file an appeal with the State Board of Education. Such appeals shall be considered by the Board within forty-five (45) days of receipt.

(g) **Authorized expenses for RSA funds.** Reading sufficiency funds allocated pursuant to subsection (e) of this Section must be used for expenses relating to individual and small group tutoring, purchase of and and/or development of instructional training in the use of screening assessment measures, summer academy reading sufficiency plan programs, Saturday school programs, and any other reading program or professional development training contemplated as necessary by the districts to perform the goals of the Reading Sufficiency Act for students in the kindergarten, first, second, and third grades who have been identified by the elementary site as in need of a program of reading instruction. Professional development funded pursuant to this Section shall be consistent with guidance made available on the OSDE website by the Office of Curriculum and Instruction.

(h) **Summer Academy Reading Programs.** Summer Academy Reading Programs for students, as authorized by 70 O.S. § 1210.508E shall be courses that:

- (1) provide at least four (4) weeks of tutoring a minimum of three (3) hours each day for four (4) days;
- (2) incorporate the content of a reading sufficiency plan that meets the criteria set forth in the Reading Sufficiency Act;
- (3) are taught by teachers who have successfully completed a professional development institute or program in reading as prescribed by the statutory provisions of the Reading Sufficiency Act; and
- (4) include only eligible students not reading at grade level based on results from an assessment approved by the State Board of Education.

(i) **Alternative schedule for Summer Academy Reading Program.** School districts observing a continuous learning calendar may request to implement a Summer Academy Reading Program on an alternative schedule throughout the extended school year (e.g., during intersession breaks) by submitting a proposed alternative Summer Academy Reading Program schedule to the OSDE for approval prior to the deadline established by the Office of Curriculum and Instruction.

(j) **Promotion upon completion of a Summer Academy Reading Program.** Upon completion of a Summer Academy Reading Program pursuant to 70 O.S. § 1210.508E, a student may demonstrate successful completion of the required

competencies for reading necessary for promotion to fourth grade upon the student's completion of either:

- (1) A student portfolio in accordance with the criteria set forth in 210:15-27-2(b)(4); or
- (2) An acceptable level of performance on an alternative reading assessment in accordance with the criteria set forth in 210:15-27-2(b)(3)(A); or
- (3) An acceptable level of performance on one of the screening instruments approved by the State Board of Education.

[Source: Added at 16 Ok Reg 48, eff 10-9-98 (emergency); Added at 16 Ok Reg 1751, eff 6-11-99; Amended at 18 Ok Reg 3008, eff 7-12-01; Amended at 23 Ok Reg 70, eff 8-24-05 (emergency); Amended at 23 Ok Reg 1233, eff 5-25-06; Amended at 29 Ok Reg 102, eff 10-7-11 (emergency); Amended at 29 Ok Reg 976, eff 6-26-12; Amended at 30 Ok Reg 1607, eff 7-11-13; Amended at 33 Ok Reg 699, eff 8-25-16; Amended at 37 Ok Reg 1196, eff 9-11-20]

210:15-27-2. Good cause exemptions for promotion under the Reading Sufficiency Act

(a) Students who do not meet grade-level criteria as established by the Office of Educational Quality and Accountability (OEQA) on the reading foundations/processes and vocabulary portions of the third grade assessment administered pursuant to 70 O.S. § 1210.508 may be promoted to fourth grade if the student qualifies for a good cause exemption authorized by 70 O.S. § 1210.508C. Only the scores from the reading foundations/processes and vocabulary portions of the third grade assessment shall be used to determine the promotion and retention of third grade students pursuant to the Reading Sufficiency Act.

(b) Good cause exemptions shall be limited to the statutory exemptions outlined in 70 O.S. § 1210.508C as follows:

(1) Students with limited English proficiency may be granted a good cause exemption for promotion to the fourth grade. To qualify for this exemption, the student must:

- (A) Be identified as Limited-English Proficient (LEP)/English Learner (EL) on a screening tool approved by the Oklahoma State Department of Education Office of Bilingual/Migrant Education and have an English Language Academic Plan (ELAP) in place prior to the administration of the third grade assessment; and
- (B) The student must have had less than two (2) years of instruction in an English Learner (EL) program that meets the definition of a "language instruction educational program" set forth in 20 U.S.C. § 7011.

(2) Students with disabilities who are assessed with alternate achievement standards under the Oklahoma School Testing Program (OSTP) with the Oklahoma Alternative Assessment Program (OAAP) qualify for a good cause exemption for promotion to fourth grade. To qualify for this exemption, the student must meet all of the following criteria:

- (A) The student must be identified as needing special education services prior to the administration of the third grade assessment;
- (B) The student must have an Individualized Education Program (IEP) in place prior to the administration of the third grade assessment; and
- (C) The student's IEP must direct that the student is to be assessed with alternate achievement standards through the Oklahoma Alternative Assessment Program (OAAP) based upon the OSDE Criteria Checklist for Assessing Students with Disabilities on State

Assessments.

(3) Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment may be granted a good cause exemption for promotion to the fourth grade. To promote a student using an alternative standardized reading assessment, the following criteria shall apply:

(A) The student must score an acceptable level of performance on an approved alternative standardized reading assessment. The following are approved alternative standardized reading assessments that may be used to justify a good cause promotion under this exemption. The listed score constitutes an acceptable level of performance, and the student must score at or above the following percentiles:

- (i) Stanford Achievement Test, - 45th Percentile
- (ii) Iowa Test of Basic Skills (ITBS) Complete Battery, Reading Comprehension - 45th Percentile
- (iii) Iowa Test of Basic Skills (ITBS) Core Battery, Reading Comprehension - 45th Percentile
- (iv) TerraNova, Complete Battery Level 13, Reading - 45th Percentile

(B) Alternative standardized reading assessments may only be administered following the administration of the reading foundations/processes and vocabulary portions of the third grade assessment. The spring test form of the exam shall be administered.

(C) An approved alternative standardized reading assessment may be administered at any time prior to the start of the next academic year, if there are at least twenty (20) calendar days between administrations and different test forms are administered.

(4) Students who can demonstrate evidence through a student portfolio that the student has mastered state standards beyond the retention level and that the student is reading on grade level or higher may be granted a good cause exemption. To promote a student through the use of a student portfolio, the following criteria shall apply:

(A) The student portfolio shall include evidence demonstrating the student's mastery of the Oklahoma state standards in reading equal to grade level performance on the reading foundations/processes and vocabulary portions of the third grade assessment. Such evidence shall be documented through an organized collection of work representing the student's mastery of such standards, including a demonstration of mastery of all of the following essential components of reading:

- (i) Phonemic awareness;
- (ii) Phonics (i.e., The student demonstrates awareness of letter-sound correspondence for consonants, vowels, and consonant digraphs, syllable types, and two to three syllable words);
- (iii) Reading fluency (i.e., The student demonstrates timed letter and word identification, sight words, modeled paragraph reading);
- (iv) Vocabulary (i.e., The student demonstrates ability to determine the meaning of general academic-specific and

domain-specific words and phrases in a text relevant to a grade three topic or subject area); and

(v) Comprehension (i.e., The student demonstrates ability to read and comprehend informational text independently and proficiently).

(B) The student portfolio shall include clear evidence that the standards assessed by the reading foundations/processes and vocabulary portions of the third grade assessment have been met. Such evidence could consist of:

(i) Chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma Academic Standards; or

(ii) Teacher-prepared assessments.

(C) Each standard and objective assessed by the reading foundations/processes and vocabulary portions of the third grade assessment must include a minimum of four (4) work samples of mastery whereby the student attained a grade of 70% or above. Demonstrating mastery of each objective for each standard is required.

(D) The student portfolio shall include copies of any screening, diagnostic, or progress monitoring assessments administered pursuant to 70 O.S. § 1210.508C, as well as a copy of the student's Individualized Program of Reading Instruction (also known as "Academic Progress Plan").

(E) The student portfolio shall be signed by the certified classroom teacher responsible for the student's reading instruction and the principal of the school, attesting that:

(i) The portfolio is an accurate assessment of the student's reading achievement level;

(ii) The portfolio includes only work that has been independently produced by the student in the third grade, including programs of reading instruction provided after regular school hours, on Saturdays, and during the summer following the student's third grade year; and

(iii) The student possesses required reading skills to be promoted to fourth grade.

(5) Students with disabilities who participate in the statewide assessments and have an IEP may qualify for a good cause exemption for promotion to fourth grade. To qualify for this exemption, the student must meet the following criteria:

(A) The student's IEP must reflect that the student has received intensive remediation in reading; and

(B) Reflect that the student has made adequate progress in reading pursuant to the student's IEP.

(6) Students who demonstrate a reading deficiency and have been previously retained may qualify for a good cause exemption for promotion to fourth grade. To qualify for this exemption, the student must meet the following criteria:

(A) The student must have been previously retained in pre-kindergarten for academic reasons, kindergarten, first grade, second grade, or third grade; and

- (B) The student must have received intensive reading instruction for two (2) or more years.
- (7) Students who have been granted an exemption for medical emergencies by the State Department of Education may qualify for a good cause exemption pursuant to 70 O.S. § 1210.508C. To qualify for this exemption, the student must have been granted a medical emergency exemption pursuant to 70 O.S. § 1210.508-2 and 210:10-13-23, applicable to the testing window during which the reading foundations/processes and vocabulary portions of the third grade assessment were administered to the student's class.
- (c) Each student completion of a transitional grade between kindergarten and third grade shall be considered a previous retention for purposes of 70 O.S. § 1210.508C. A transitional grade consists of subject area curriculum selected from two consecutive grade levels to provide differentiated instruction needed for a student to master appropriate skills required for promotion.
- (d) Documentation shall be maintained in the student record of any student promoted on the basis of a good cause exemption listed in 70 O.S. § 1210.508C. Documentation shall include the student's assessment score on the reading foundations/processes and vocabulary portions and any documentation relied upon to grant a good cause exemption.
- (e) Any student promoted on the basis of a good cause exemption listed in 70 O.S. 1210.508C should continue to receive intensive reading instruction and intensive instructional services and supports through the continued implementation of an Individualized Program of Reading Instruction to remedy the reading deficiency.
- (f) Each student's Individualized Program of Reading Instruction shall be documented on a form approved by the OSDE Office of Curriculum and Instruction, and shall include, but not be limited to, the following information:
- (1) Identification of assessments used for diagnostic purposes and periodic progress monitoring;
 - (2) The results of the assessment(s) used to identify the reading deficiency;
 - (3) A list of the developmental reading skill areas targeted for improvement (i.e., phonemic awareness, phonics, reading fluency, vocabulary, or comprehension);
 - (4) A description of the supplemental and/or remedial services and supports provided to the student in accordance with the provisions of 70 O.S. § 1210.508C;
 - (5) A description of parental involvement strategies; and
 - (6) Identification of any collaborative services provided to the student in order to facilitate the Individualized Program of Reading Instruction (i.e., Title I, IDEA, EL/Title III).

[Source: Added at 29 Ok Reg 976, eff 6-26-12; Amended at 30 Ok Reg 1607, eff 7-11-13; Amended at 31 Ok Reg 1196, eff 9-12-14; Amended at 33 Ok Reg 699, eff 8-25-16; Amended at 37 Ok Reg 1196, eff 9-11-20]

210:15-27-3. Standards for mid-year promotion of retained third graders

- (a) School district boards of education shall adopt and implement a policy for the mid-year promotion of any student retained in third grade due to a reading deficiency as required by 70 O.S. § 1210.508C. Such mid-year promotions of retained third grade students must occur during the first semester of the academic year, and shall occur prior to November 1 of that academic year.
- (b) To be eligible for mid-year promotion, a student must demonstrate by reasonable expectation that they:

- (1) Are a successful and independent reader as demonstrated by reading at or above grade level;
- (2) Have progressed sufficiently to master appropriate fourth grade reading skills; and
- (3) Have met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board.

(c) Standards that provide a reasonable expectation that the student has met the requirements of (b) of this Section include demonstrating a level of proficiency required to meet grade-level criteria as established by the Office of Educational Quality and Accountability (OEQA) on the third grade assessment and mastery of reading skills, consistent with the month of promotion to fourth grade, as presented in the scope and sequence of the school district's core reading program. Evidence of demonstrated mastery shall be shown by the following:

- (1) Successful completion of portfolio elements that meet state criteria in (d) of this Section; or
- (2) Satisfactory performance on a subsequent alternative standardized assessment as specified in (e) of this Section.

(d) To promote a student mid-year using a student portfolio as provided for in (c)(1) of this Section, there must be evidence of the student demonstrating a level of proficiency required to meet criteria on the Oklahoma state standards as assessed by the reading comprehension and vocabulary portions of the third grade assessment administered pursuant to 70 O.S. § 1210.508, and mastery of the Oklahoma Academic Standards as assessed by the reading foundations/processes and vocabulary portions of the fourth grade assessment, as specified in (b) of this Section. The student portfolio must meet the following requirements:

- (1) Consist only of work selected by the certified classroom teacher responsible for the student's Reading instruction;
- (2) Be an accurate representation of the student's reading achievement level, and only include work that has been independently produced by the student in the classroom of the certified classroom teacher responsible for the student's Reading instruction;
- (3) Include evidence demonstrating a level of proficiency required to meet criteria on the standards assessed by the reading comprehension and vocabulary portions of the third grade assessment by meeting all portfolio requirements set forth in 210:15-27-2(b)(4);
- (4) Include evidence of beginning mastery of fourth grade state standards that are assessed by the fourth grade reading foundations/processes and vocabulary portions of the assessment. Such evidence could consist of:
 - (A) Chapter or unit tests from the district's adopted core reading curriculum that are aligned with the Oklahoma State Standards; or
 - (B) Teacher-prepared assessments;
- (5) Each standard and objective assessed by the fourth grade reading foundations/processes and vocabulary portions of the assessment must include a minimum of three (3) work samples of mastery whereby the student attained a grade of 70% or above. Demonstrating mastery of each objective for each standard is required; and
- (6) Be signed by the certified classroom teacher responsible for the student's reading instruction and the principal of the school, both attesting that the portfolio is an accurate assessment of the student's ability and that the student possesses the required reading skills to be promoted to fourth

grade.

(e) To promote a student mid-year using an alternative standardized assessment as provided for in (c)(2) of this Section, there must be evidence that the student scored at or above grade level on the reading portion of an alternative standardized reading assessment listed in OAC 210:15-27-2(b)(3)(A), as demonstrated by standard scores or percentiles consistent with the month of promotion to the fourth grade.

Alternative assessments administered for the purpose of determining a student's eligibility for mid-year promotion must also comply with the requirements of 210:15-27-2(b)(3) and the school district's policy for mid-year promotion, provided that alternative assessments administered for this purpose may be administered until November 1 of the school year.

(f) A mid-year promotion shall only occur upon agreement of the parent or legal guardian of the student, and the principal of the school. Such decision should be made in consultation with the student's third and fourth grade teachers.

(g) The Individualized Program of Reading Instruction for any retained third grade student who has been promoted mid-year to fourth grade shall be re-evaluated and modified as appropriate to support success in fourth grade, and shall be implemented for the entire academic year.

[Source: Added at 29 Ok Reg 976, eff 6-26-12; Amended at 31 Ok Reg 1196, eff 9-12-14; Amended at 33 Ok Reg 699, eff 8-25-16; Amended at 37 Ok Reg 1196, eff 9-11-20]

210:15-27-4. Individualized Program of Reading Instruction

(a) **Eligible students.** Students enrolled in kindergarten, first, second, and third grade in the public schools of Oklahoma shall be assessed at the beginning, middle, and end of each school year using a screening instrument approved by the State Board of Education. Any student found not to be reading at grade level shall be provided an Individualized Program of Reading Instruction designed to enable the student to acquire the appropriate grade level reading skills. Diagnostic assessment shall be provided if determined appropriate, and progress monitoring shall continue throughout the year.

(b) **Student Reading Proficiency Team.** For students found not to be reading at the corresponding grade level upon completion of an approved screening instrument, a Student Reading Proficiency Team shall be created. The following guidelines apply to Student Reading Proficiency Teams:

(1) For a student not reading at the corresponding grade level in first grade or second grade as identified by an approved screening instrument, the Student Reading Proficiency Team shall develop an individualized program of reading instruction. The team shall be composed of:

(A) The student's parent(s) or guardian(s);

(B) The teacher assigned responsibility for the student's reading instruction in that academic year;

(C) A teacher assigned responsibility for reading instruction in the student's next grade level; and

(D) A certified reading specialist, if available.

(2) For a third grade student who is not eligible for automatic promotion and who does not meet criteria on the reading foundations/processes and vocabulary portions of the third-grade assessment administered pursuant to 70 O.S. § 1210.508, a Probationary Promotion Reading Proficiency Team may evaluate the student for probationary promotion. Upon the unanimous recommendation of the Probationary Promotion Reading Proficiency Team and approval of the school principal and district superintendent, a student

recommended for probationary promotion shall be promoted to fourth grade. The Probationary Promotion Reading Proficiency Team shall be composed of:

- (A) The student's parent(s) or guardian(s);
- (B) The teacher assigned responsibility for the student's reading instruction in that academic year;
- (C) A teacher assigned responsibility for reading instruction in the student's next grade level; and
- (D) A certified reading specialist.

(c) **Program requirements.** Each program of reading instruction shall include provisions of the READ Initiative adopted by the school district as provided for in 70 O.S. § 1210.508C. For purposes of the Reading Sufficiency Act, a "program of reading instruction" shall be based upon a Multi-Tiered Systems of Support (MTSS) model, and shall include:

(1) **Tier I.** Tier I, or core instruction, is research-based reading instruction for all students that is based on the science of how students learn to read and is aligned with the Oklahoma Academic Standards. Tier I instruction provides all students a minimum of ninety (90) minutes of daily reading instruction.

(2) **Tier II.** Tier II intervention is supplemental, direct, research-based instruction based on the cognitive science of how students learn to read, designed to supplement core instruction and address students' reading skill deficits. Tier II intervention is:

- (A) Based on specific student needs;
- (B) Reflects the needed intensity and/or frequency as identified by an appropriate reading assessment; and
- (C) Is determined by the teacher responsible for grade level Tier I reading instruction, reading specialist (if available), and building principal.

(3) **Tier III.** Tier III intervention is supplemental, direct, customized, and intensive research-based instruction based on the cognitive science of how students learn to read, designed to supplement core instruction and address students' reading skill deficits by targeting the area(s) of greatest need. Tier III intervention is:

- (A) Based on specific student needs;
- (B) Reflects the needed intensity and/or frequency as identified by a diagnostic assessment; and
- (C) Is determined by the teacher responsible for grade level Tier I reading instruction, reading specialist (if available), and building principal.

(d) **District review of program.** Each district shall conduct a review of the program of reading instruction for all students who do not meet criteria on the reading foundations/processes and vocabulary portions of the third grade assessment and do not qualify for a good-cause exemption under 70 O.S. § 1210.508C. For each student retained under the provisions of the Reading Sufficiency Act, the school district shall require a student portfolio to be completed. The district review of each retained student's program of reading instruction shall address additional supports and services needed to remediate the identified areas of reading deficiency, which may include but not limited to:

- (1) Small group instruction;
- (2) Reduced teacher-student ratios;

- (3) More frequent progress monitoring;
- (4) Tutoring or mentoring;
- (5) Transition classes containing third and fourth grade students;
- (6) Extended school day, week, or year; and
- (7) Summer Academy Reading Programs as provided for in 70 O.S. § 1210.508E, if available.

(e) **Students approved for probationary promotion.** For a student who is approved for probationary promotion, the Probationary Promotion Reading Proficiency Team shall continue to review the student's reading performance and repeat the evaluation and recommendation process described in 1210.508C each academic year until the student demonstrates grade-level reading proficiency on an approved screening instrument or transitions to another school. If a student who has been approved for probationary promotion transitions to another school before demonstrating grade-level proficiency on an approved screening instrument, a copy of the student's Individualized Program of Reading Instruction shall be provided to the student's subsequent school.

[Source: Added at 33 Ok Reg 699, eff 8-25-16; Amended at 37 Ok Reg 1196, eff 9-11-20; Amended at 39 Ok Reg 998, eff 9-11-22]

SUBCHAPTER 29. ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FEDERAL PROGRAMS

210:15-29-1. Purpose

This rule prescribes procedures to be used for appealing a decision by the Oklahoma Department of Education relating to federal programs administered by the Department and subject to the Education Division General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations §§ 75 and 76.

[Source: Added at 21 Ok Reg 198, eff 11-6-03 (emergency); Added at 21 Ok Reg 1206, eff 5-27-04]

210:15-29-2. Education Division General Administrative Regulations (EDGAR)

(a) **Hearing Issues.** A school district or public agency may request a hearing if it alleges that the Department violated a federal statute or regulation by:

- (1) Terminating further assistance for an approved project;
- (2) Ordering the repayment of misspent or misapplied federal funds;
- (3) Disapproving or failing to approve the application or project in whole or in part;
- (4) Failing to provide funds in amounts in accordance with the requirements of statutes and regulations; or
- (5) Not approving the school district's or public agency's proposal for funding.

(b) **Hearing Appeals Panel.** When a school district or public agency requests a hearing, the Superintendent of Public Instruction shall select a three-member hearing panel from the members of the Department's Leadership Team other than those within the same division as the federal program area under which the appeal rose.

(c) Hearing Procedures.

- (1) An applicant must request a hearing by notifying the State Superintendent by certified mail of its decision to appeal. If the applicant is or represents a school district, authorization to seek a hearing must come from the school board of that school district.

- (2) The request for hearing must set forth the nature of the complaint and the facts on which the complaint is based.
 - (3) The applicant shall request a hearing within thirty (30) calendar days of the date the final action notice is sent by the Department.
 - (4) A hearing shall be scheduled before the hearing appeals panel within thirty (30) calendar days from the receipt of the appeal request.
 - (5) The hearing appeals panel chair shall give at least ten (10) days' notice of the hearing date to the complainant.
 - (6) The applicant and the Department may submit written materials to the hearing appeals panel no later than five (5) days prior to the hearing, such materials to consist of three (3) copies.
 - (7) All appeal hearings shall be recorded.
 - (8) At the hearing the parties may present evidence in writing and through witnesses and may be represented by counsel.
 - (9) The length and order of the presentation may be determined by the hearing appeals panel chair.
 - (10) If the applicant or authorized representative fails to appear at the designated time, place, and date of the hearing, the appeal shall be considered closed and the process terminated.
- (d) **Decision.** No later than ten (10) calendar days after the hearing, the hearing appeals panel shall issue its written ruling to the applicant, including findings of fact and reasons for the ruling.
- (e) **Appeal.** If the hearing appeals panel does not rescind the Department's action, the applicant may appeal to the U.S. Department of Education. The applicant shall file a notice of appeal with the U.S. Department of Education within twenty (20) calendar days after the applicant has been notified by certified mail of the hearing appeals panel's decision.
- (f) A copy of the hearing tape will be provided to an applicant who is appealing.

[Source: Added at 21 Ok Reg 198, eff 11-6-03 (emergency); Added at 21 Ok Reg 1206, eff 5-27-04]

SUBCHAPTER 30. SUPPLEMENTAL EDUCATIONAL SERVICE PROVIDERS

210:15-30-1. Purpose

The purpose of this rule is to define the roles, responsibilities and requirements of the local educational agency and the Supplemental Educational Service (SES) provider.

[Source: Added at 25 Ok Reg 213, eff 10-2-07 (emergency); Added at 25 Ok Reg 1577, eff 6-12-08]

210:15-30-2. Local educational agency role and responsibilities

(a) Local educational agencies (LEAs) with schools in their second year of school improvement shall:

- (1) Identify eligible students;
- (2) Notify parents about the availability of services and the process for obtaining supplemental educational services for their child(ren) in an understandable and uniform format that includes identifying approved providers whose services are in the school district or within a reasonable proximity of the district;
- (3) Help parents choose a provider, if such help is requested;

- (4) Determine which students should receive services when all students cannot be served;
 - (5) Enter into an agreement with a provider selected by parents of an eligible student;
 - (6) Provide quality information to the SDE so that it can monitor the quality and effectiveness of the services offered by providers;
 - (7) Offer the opportunity for supplemental services until the school in question is no longer identified for school improvement according to the requirements of the NO CHILD LEFT BEHIND ACT OF 2001; and
 - (8) Protect the privacy rights of students who receive supplemental educational services.
- (b) Districts shall submit semi-annual programmatic and fiscal reports to SDE due the last Friday in January and the last Friday in June. The report shall include:
- (1) Information on each student served during the semester by provider; including test, demographic, and attendance data;
 - (2) Pre- and posttesting information from the school district for each student eligible for supplemental educational services based on the annual Oklahoma Core Curriculum Tests in reading and mathematics;
 - (3) Details of any complaints received from parents or SES providers;
 - (4) Summary of any announced or unannounced monitoring visits to SES provider sites conducted during the semester.
 - (5) Any updates or revisions to information submitted to the SDE regarding SES implementation (i.e., timelines, additional schools, changes in Title I per pupil allocation, etc.); and
 - (6) Information on the fiscal expenditures of Title I funds for SES, indicating the payments made by the district to each provider for the reporting period. If a student's services are terminated during the SES reporting period, the costs should be reported in accordance with the percentage of the program completed prior to termination of services.
- (c) Districts failing to submit timely and complete reports shall be cited for noncompliance and requested to submit a corrective action plan. Upon receipt of such notice of noncompliance, districts shall have thirty (30) days to submit a corrective action plan, addressing all cited issues of noncompliance.
- (d) Each district required to offer supplemental educational services shall maintain documentation relating to the provision of SES for state and federal monitoring and evaluation purposes. Districts should make the following information, at minimum, available for state, federal, or third-party evaluator review:
- (1) Annual Notice for SES, including how parents can access services; a listing of approved providers; brief description of provider services, qualifications, and demonstrated effectiveness of the providers;
 - (2) Description of LEA procedures for determining eligibility of students;
 - (3) Description of LEA process for prioritizing availability of services if demand is greater than available allocation;
 - (4) Copies of the district's contracts with SES providers.

[Source: Added at 25 Ok Reg 213, eff 10-2-07 (emergency); Added at 25 Ok Reg 1577, eff 6-12-08]

210:15-30-3. SES provider responsibilities

- (a) All approved SES providers shall abide by a code of ethics consisting of the following requirements:
- (1) Providers shall describe services as approved in state application to consumers in terms that are easy to understand and jargon-free.

- (2) Providers shall submit a sample of SES program promotional materials and advertisements, (such as brochures, flyers, and posters) to the school district(s) in which they wish to serve and/or the SDE, upon request.
 - (3) Providers shall not misrepresent to anyone the location of a provider's program or its approval status.
 - (4) Providers shall not compensate district employees in exchange for access to facilities or to obtain student lists. School personnel may be hired for instructional purposes only.
 - (5) Providers shall not directly or indirectly use incentives as a method of promoting selection of their services by parents or guardians of eligible children. Rewards may be offered for eligible children to reward attendance, to reward continued participation, or achievement related to a provider's services:
 - (A) if the reward has no redeemable monetary value to the eligible child or his parent/guardian and is otherwise consistent with accepted classroom incentives, such as pizza parties, ice cream parties, school supplies having nominal value, or the opportunity to order discounted instructional material for the eligible child's personal use; and
 - (B) parents or guardians of an eligible child or children consent to offering such rewards.
 - (6) Providers shall not encourage or induce students or parents to switch providers once students have been enrolled into another program.
 - (7) Providers shall not enroll students in an SES program without prior authorization from the district.
 - (8) For students under 13, providers proposing to utilize web-based instruction must obtain parental permission before communicating with students via e-mail or the Internet as per Title XIII - Children's Online Privacy Protection Act of 1998.
- (b) An approved provider shall report annually to the SDE and each district served. The report shall include the following information: number of students served, pre- and posttest data, attendance, percentage of students meeting the academic goals set for in the Individual Learning Plans, details of any complaints received from teachers or parents; and an updated assurance that all information within the provider's approved application remains true and correct.
- (c) Providers shall maintain records for a period of five years. Documentation shall be made available, upon request by the SDE, for monitoring reviews or audit purposes.
- (d) Providers shall cooperate with any assessments or evaluations conducted by the SDE.

[Source: Added at 25 Ok Reg 213, eff 10-2-07 (emergency); Added at 25 Ok Reg 1577, eff 6-12-08]

210:15-30-4. Removal of an SES provider

A Supplemental Educational Service (SES) provider may not be approved to be listed as an Oklahoma SES provider or may be removed from the list of Oklahoma SES providers for any of the following:

- (1) Company owners and employees are subject to background checks. Any owner or employee who has a felony conviction will be grounds for removal.
- (2) Providers that use materials that are misleading or provide false information.

- (3) Providers working with schools not eligible for Supplemental Educational Services funding but using that program as their advertising.
- (4) Providers that provide incentives to students, parents, or school persons to gain advantage in signing up students.
- (5) Providers that fail to turn in their end of the year reports.
- (6) A provider must be able to deliver supplemental educational services to school districts in which the provider is approved by the state. If a state-approved provider withdraws from offering services to students in a school district in which it is approved and in which it has signed either a contract to provide services or a letter of intent and the minimums per site set by the provider have been met, the school district must report the provider to the SDE. The provider shall be immediately removed from the state-approved list for the current school year for that school district. Upon the second such withdrawal in any school district, the provider shall be ineligible to provide services in the state the following year.
- (7) The SDE may consider contractual violations for purposes of provider renewal if provider fails to meet LEA contract for services.
- (8) If compliance issues are raised about a provider and his/her services the following may occur depending upon the issue raised:
 - (A) Provider's services may be immediately suspended if it commits a felony or misdemeanor; has substantial noncompliance; or if an LEA or SDE determines that a threat exists to the health or safety of students.
 - (B) A provider may be removed from the State-approved list upon written notice if the provider has engaged in illegal or deceptive practice, violated any assurance or aspect of its application to SDE, falsified any information on its application or other reports to SDE, or otherwise violated State or federal law.
- (9) Federal programs complaint procedures for Title I, Part A, (210:10-17-1) apply to SES programs.

[Source: Added at 25 Ok Reg 213, eff 10-2-07 (emergency); Added at 25 Ok Reg 1577, eff 6-12-08]

SUBCHAPTER 31. MIDDLE SCHOOL MATHEMATICS LABORATORIES FOR PUBLIC SCHOOLS WITH LOW STUDENT ACHIEVEMENT IN MATHEMATICS PROGRAM

210:15-31-1. Purpose

This rule prescribes procedures to be used in developing and implementing the Middle School Mathematics Laboratory Program for public schools with low student achievement in mathematics at the middle school level pursuant to the provisions of state statute 70 O.S. § 1210.558.

[Source: Added at 23 Ok Reg 153, eff 10-6-05 (emergency); Added at 23 Ok Reg 1690, eff 6-11-06]

210:15-31-2. Middle school mathematics laboratories for public schools with low student achievement in mathematics program

(a) The State Department of Education shall identify public schools with low student achievement in mathematics at the middle school level that meet the following criteria:

- (1) Each school shall have at least fifty percent of its students performing below satisfactory on the eighth grade mathematics criterion referenced test

of the Oklahoma School Testing Program in at least one of the two preceding years.

(2) There shall be a limit of one school per school district each year.

(3) There shall be representation from urban, suburban, and rural districts provided that such schools meet all other criteria.

(4) There shall be representation from each quadrant of the state provided that such schools meet all other criteria.

(b) Each selected school shall:

(1) implement the computer education teaching system as recommended by the vendor and the State Department of Education.

(2) develop a Mathematics Laboratory Team which may include up to ten administrators, teachers, and technicians selected by school personnel to operate and utilize the computer education teaching system.

(3) attend all professional development provided by the vendor and the State Department of Education for appropriate implementation of the program.

(4) establish benchmark goals based upon preassessment data and state performance standards for the Oklahoma School Testing Program which will be submitted to the State Department of Education.

(c) Each participating school shall provide disaggregated data to the State Department of Education through quarterly reports.

[Source: Added at 23 Ok Reg 153, eff 10-6-05 (emergency); Added at 23 Ok Reg 1690, eff 6-11-06; Amended at 25 Ok Reg 81, eff 9-4-07 (emergency); Amended at 25 Ok Reg 857, eff 5-12-08; Amended at 26 Ok Reg 97, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1465, eff 6-11-09]

SUBCHAPTER 33. CELEBRATE FREEDOM WEEK

210:15-33-1. Purpose

Public schools will provide certain required activities during the Celebrate Freedom Week that is the week in which November 11 falls. Sunday shall be considered the first day of the week.

[Source: Added at 25 Ok Reg 215, eff 10-2-07 (emergency); Added at 25 Ok Reg 1579, eff 6-12-08]

210:15-33-2. Celebrate Freedom Week requirements

(a) By December 31, 2007, each public school district in the state will include as a part of a social studies class, during Celebrate Freedom Week, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical contexts.

(b) The religious references in the writings of the founding fathers shall not be censored.

(c) The study of the Declaration of Independence will include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(d) During Celebrate Freedom Week students in grades three through twelve will study and recite the text quoted below:

(1) "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that

among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

(2) Students may be excused from the recitation of the text, if:

(A) The parent or guardian of the student submits to the school district a written request that the student be excused;

(B) As determined by the school district, the student has a conscientious objection to the recitation; or

(C) The student is a child of a representative of a foreign government to whom the United States government extends diplomatic immunity.

(e) The Oklahoma State Department of Education will provide a curriculum guide for public schools that identifies different levels of content and rigor for the grade-appropriate subject matter to be covered during Celebrate Freedom Week.

[Source: Added at 25 Ok Reg 215, eff 10-2-07 (emergency); Added at 25 Ok Reg 1579, eff 6-12-08; Amended at 26 Ok Reg 53, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1465, eff 6-11-09]

SUBCHAPTER 34. SUPPLEMENTAL ONLINE COURSE PROCEDURES

210:15-34-1. General provisions

(a) **Purpose.** The purpose of this program is to make supplemental learning opportunities available to local school district students using online technology in a nontraditional classroom setting, (i.e., inside or outside of public school site locations). The supplemental online course enrollment options are for public school students enrolled in the district. This rule establishes policies and procedures as directed by 2011 Senate Bill 280, which amends Oklahoma Statute Title 70, Section 1-111.

(b) **General Information.** The Oklahoma Supplemental Online Course Program (hereafter referred to as OSOCP), establishes a framework for districts to offer supplementary online courses to any public student residing in Oklahoma. All OSOCP teachers shall be: 1) appropriately certified in accordance with Oklahoma Administrative Rule 210:35-21-2 to teach in the content area of the course offered, or 2) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course. All courses offered through OSOCP shall be aligned with Oklahoma's Priority Academic Student Skills (PASS) standards. Local districts have control regarding the method by which they deliver online courses to enrolled students.

(c) **Definitions.**

(1) **Supplemental online course.** An online program that allows students who are enrolled in a public school to supplement their education by enrolling part time in online courses that are educationally appropriate for the student, which are equal to the equivalent of classroom instruction time required for student attendance and participation by the district.

(2) **Educationally appropriate.** For the purposes of supplemental online courses, "educationally appropriate" means any instruction that is not substantially a repeat of a course or portion of a course that the student has successfully completed, regardless of the grade of the student, and regardless of whether a course is similar to or identical to the instruction that is currently offered in the school district. The determination of educationally appropriate will be made at local district level.

[Source: Added at 29 Ok Reg 980, eff 6-26-12; Amended at 30 Ok Reg 2167, eff 7-24-13 (emergency); Amended at 31 Ok Reg 1200, eff 9-12-14; Amended at 32 Ok Reg 6, eff 9-13-14 (emergency); Amended at 32 Ok Reg 906, eff 8-27-15]

210:15-34-2. Access

Only public school students enrolled in the district will be granted access to supplemental online courses. Each Oklahoma public school district shall provide enrolled students the opportunity to participate in supplemental online courses that comply with the standard curriculum of the public school. Once a student has made a request to enroll in supplemental online course(s), the district will be obligated to take necessary steps to determine the educational appropriateness of the request and to make online course(s) available to the student. Oklahoma public school students may take supplemental online courses from any online course provider selected and approved by the district that meets the criteria established by the Oklahoma State Board of Education. The school district shall not limit a student's access to supplemental online courses by either policy or application of internal or customary procedures. However, students taking supplemental online courses from a remote location will be responsible for providing their own equipment and Internet access.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-3. Funding

The yearly revenue received in the General Fund from all sources of revenue for districts may be used by districts to purchase one or more courses per student from any online course provided that meets the criteria established by the Oklahoma state Board of Education. A school district shall provide funding for online courses in an amount not to exceed the previous year's general fund per pupil expenditure. Public school students will be allowed to take up to the academic equivalent of five (5) hours of supplemental online instruction per day at no cost to the student. Districts shall not be required to dedicate more than the pro-rated portion of the previous year's per pupil expenditure towards payment for online courses so that the appropriate portion of funding is allocated to correspond with the number of online course hours the student has enrolled in. Students wishing to take more online course instruction may do so, but the cost to the district for such additional courses cannot exceed the pro-rated portion of the general fund per pupil expenditure for the student. No district will be financially responsible to pay an online course provider for online course instruction expenses incurred by a student that exceeds the pro-rated portion of the general fund per pupil expenditure for the student. The funding restrictions in no way will effect, prohibit or prevent any student from enrolling in additional online courses at the expense of the student or student's parent or guardian. Districts will also bear no responsibility for payment or collection of any outstanding funds or fees owed by a student to an online course provider.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-4. School day

Students may take OSOCP courses from a location inside or outside of the school site location, and may take supplemental online courses outside the normal school hours of operation. Students who elect to enroll in supplemental online courses, regardless of when or where taken, are still required to complete the equivalent number of hours of instruction as regularly enrolled students in the district and must satisfy the same attendance requirements of the district. For

purposes of supplemental online courses, one credit may be granted for required or elective courses consisting of a minimum of 120 instructional hours or in which students demonstrate mastery of Oklahoma's *PASS* and/or *CCSS* in one-credit courses without specified instructional time. The local district shall establish local policy regarding attendance standards for supplemental online students in accordance with these rules.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-5. Student eligibility, admissions & enrollment

Online supplemental courses that are educationally appropriate shall be offered to all qualifying Oklahoma school students who meet the following criteria:

(1) **Eligibility.** Districts shall offer individual academically approved and educationally appropriate online supplemental courses to students who are enrolled in the local school district. Students enrolled in supplemental online courses through the local public school district must meet all enrollment and eligibility criteria set by the district, the Oklahoma State Board of Education Rules, and Oklahoma State Statutes. Districts may use their existing residency determination policy utilized for registration/enrollment so long as the policy complies with all current rules and statutes regarding residency, transfers, and enrollment. Only students who are enrolled in the public school for the current school year are eligible to enroll in supplemental online courses through OSOCP.

(2) **Admissions.** Each accredited public school district shall apply their locally adopted admissions process for regular enrollment to satisfy enrollment requirements for online students. The admission process for students taking one or more supplemental online courses through a public school district shall be the same for students enrolled in traditional coursework.

(3) **Enrollment in supplemental online courses.** Each local school board shall adopt a policy for enrollment in supplemental online courses. However, the local policy cannot prohibit or deny a student the opportunity to enroll in supplemental online courses that are educationally appropriate for the student. The local school district policy shall allow for ongoing and continuous enrollment for supplemental online courses that are compliant with the state statute and all applicable Administrative Code Rules. Students may have input as to the selection of supplemental online course providers but the final determination and selection of the provider(s) is left to the discretion of the local district. No enrollment in a supplemental online course will be allowed until the parent or legal guardian has signed the Oklahoma State Department of Education Student Assessment Results Release Form or FERPA waiver. If a school district denies a student's enrollment in a supplemental online course based upon a determination that the course is not educationally appropriate, the local school board enrollment policy must contain a process for the parents or guardians of the student to appeal that determination. Districts will notify the State Department of Education immediately of any denial of a student's enrollment in online supplemental course(s), the reasons given for the denial, and any correspondence or information the district received in support of the student taking the online course(s). Notice shall be directed to the Director of Instructional Technology at the State Department of Education.

(4) Course codes and course credit transferability. For the purpose of data collection, supplemental online courses shall employ the appropriate course codes, names, and numbers as established by the Oklahoma State Department of Education. All public school districts in Oklahoma shall recognize course credit issued for courses authorized through OSOCP.

(5) Reporting course completion or change in enrollment status.

Supplemental online course providers shall officially notify school districts and parents in writing of the completion of each course the student takes within five (5) business days of completion. Course grades must be reported in the form of a percentage or in a manner consistent with local school grading policies. Local districts shall use the district's established grading scale to convert the percentage to a letter grade or other notation consistent with local school grading policies for transcript purposes. Providers must also report any change in a student's status (moving, dropping a course, etc.) immediately upon discovery or notification of the student's change in status.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-6. Grading scales

School district policies governing grading scales and credits earned shall be applied to OSOCP courses under the same criteria as courses offered by the school district. A grade assigned for course credit that was completed through the OSOCP shall be treated the same as any other course offered by the district.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-7. Student information system

Each district shall use the Oklahoma State Department of Education's electronic student information system to document enrollment in a supplemental online courses. The online provider for the course shall be coded to the individual student's enrollment record.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-8. Course withdrawal grace period

Each local school board shall adopt policies for a grace period for withdrawal from a supplemental online course of fifteen (15) calendar days from the first day of a supplemental online course enrollment as required by 70 O.S. § 1-111(C) (6). A student who withdraws during the fifteen (15) day grace period may withdraw from the supplemental online course without academic penalty. A student who withdraws from any supplemental online course is still obligated to complete the equivalent number of classroom hours of educational instruction that is required of students in the district in accordance with state law and local district policy. No school district shall be required to pay an online course provider for any student enrollment of less than (15) fifteen calendar days.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-9. Course completion

Supplemental Online courses are an optional avenue for instruction. All existing requirements related to student progression including retention, promotion, and grade assignment are the same for the school district's online students as they are for students enrolled in traditional courses. Each local school board shall ensure

that students have the opportunity to advance through the supplemental online course at their own pace so long as the supplemental online course completion corresponds with the standard course completion schedule of the district or the student's Individualized Education Program (IEP) or 504 Plan.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-10. Attendance

Students enrolled in supplemental online courses must meet all state mandated compulsory attendance requirements and are not exempt from state truancy laws. Attendance/participation in a supplemental online course shall be monitored in accordance with local district policy and determined by documented student/teacher/course interaction that may include, but is not limited to, online chats, emails, posting/submission of lessons, etc. The student may be counted "present" or "in attendance" when the supplemental online course provider provides evidence of student/teacher/course interaction that demonstrates student progress toward learning objectives and demonstrates regular student engagement in course activity. Supplemental online course providers shall make available to students, parents, and districts reports that reflect daily attendance/participation. Such attendance/participation reports shall be provided to parents and districts on a regular weekly basis via electronic format unless required more frequently by the local district. The supplemental online course provider must provide evidence that the student is making appropriate progress weekly and such reports shall be sent to the designated resident district office via electronic format unless required more frequently by the local district.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-11. Extracurricular and co-curricular activities

Students who are enrolled in one or more supplemental online courses may participate in extracurricular activities sponsored by the district in which they are enrolled in accordance with state law and regulations governing participation as set forth in 70 O.S. § 1-111(C)(8).

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-12. Student assessments

Students enrolled in online courses must participate in required state-level academic assessments in the same manner as other regularly enrolled students within the state. No student will be allowed to enroll in an online course without submission of a signed Education Student Assessment Results Release Form or FERPA waiver, available on the Oklahoma State Department of Education (OSDE) Web site at <www.sde.state.ok.us>. Each local school board shall adopt a policy that requires and ensures each student enrolled in one or more online courses will participate in state assessments administered pursuant to state statute and that the results of the assessments are released to the school district and the online course provider(s).

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-13. Communication: Progress reports

Local school districts shall establish a method for districts to accept transmissions of progress reports and grades for students enrolled in supplemental online courses. Students enrolled in supplemental online courses shall have their

progress monitored by the supplemental online course provider weekly unless more frequent reporting is required by the local district. Progress reports shall be transmitted to the designated district representative and parent(s)/guardian(s) via electronic format. Such reports shall be reviewed regularly by the district at least twice per month unless more frequent review is required by the local district.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-14. Online course providers

Each supplemental online course provider seeking to serve Oklahoma public school districts must demonstrate compliance with Oklahoma State Board of Education guidelines by completing the Oklahoma State Department of Education School District Virtual Instruction Vendor Form. This form is available on the OSDE web site, <www.sde.state.ok.us>. Vendor forms shall be submitted to the OSDE with a list of all course offerings that meet Oklahoma educational standards and shall include a price list of the cost of each course offered by that Vendor for the current fiscal year. The Vendor Form will be posted on the OSDE Web site and must be updated annually by the Vendor by July 1st of each fiscal year. The course offerings and price schedules listed by each Vendor should be honored by the Vendor for a full fiscal year. No vendor shall be allowed to charge a price to the districts for an online course that is higher than the price listed in the OSDE Vendor Form on file with the OSDE unless the district enters into a contract for additional services. A district may choose to negotiate a lower price with the vendor or choose to pay a higher price. Districts may provide vendor feedback to the Oklahoma State Department of Education through its website. The Department will maintain all vendor and course feedback comments received from districts on its website for two (2) years from the date of receipt.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-15. Payment

A price schedule for each supplemental online course for each online vendor shall be listed and maintained by the State Board of Education for the current academic year. The local school district shall only be required to pay the price listed by the vendor for that academic year. A district may choose to negotiate a lower price with the vendor. The local school district shall use standard payment procedures that comply with the uniform Oklahoma Cost Accounting System (OCAS) for reporting of supplemental online course expenses. Selection and payment for supplemental online courses for the student is the responsibility of the local public school district. Payment to the provider will be based upon continued course enrollment and subsequent course completion. Final payment to the provider shall be made in accordance with the district's procurement policies or as otherwise negotiated by the district with the vendor by contract. All vendor contracts must comply with all State Department of Education rules and regulations.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

210:15-34-16. Special education

Local school districts shall provide supplementary aids and services, program modifications, supports for personnel and accommodations set forth in a student's IEP or Section 504 Plan to enable a student to take supplemental online courses as defined in section 210-15-34-(c)(1)(2) of these rules that have been determined to be educationally appropriate for the student. Provisions in the IEP for

related services shall be the responsibility of the local school district where the student is enrolled in accordance with the Individuals with Disabilities Education Act (IDEA). Enrollment in supplemental online course does not abdicate, modify or alter the school district's legal responsibility under IDEA.

[Source: Added at 29 Ok Reg 980, eff 6-26-12]

SUBCHAPTER 35. ENGLISH LANGUAGE LEARNER PROGRAMS

210:15-35-1. Definitions

The following terms, when used in this subchapter and related State Department of Education materials, shall have the following meanings unless the context clearly indicates otherwise:

"Bilingual" means a student whose Home Language Survey (HLS) indicates that a language other than English is spoken in the student's home, and:

- (A) The HLS indicates that a language other than English is spoken in the home "more often" than English; or
- (B) The HLS indicates that a language other than English is spoken in the home "less often" than English, and one of the following three factors applies:

- (i) The student's previous year Oklahoma School Testing Program (OSTP) English Language Arts (ELA) test score was Basic or Below Basic or their College and Career Readiness Assessment (CCRA) (ACT or SAT) Reading subtest score was at or below the 35th percentile;
- (ii) The student has a recent, qualifying ELA/Reading score as measured by a state-approved, locally administered norm-referenced test (NRT). Note that qualifying NRT scores must be the most recently available and may not be used if obtained from an assessment administered prior to spring of the previous school year; or
- (iii) The student is designated English Language Learner/Limited English Proficient on an Oklahoma English language proficiency test, including the WIDA ACCESS for ELLs or Alternate ACCESS for ELLs assessment, the WIDA Screener for Kindergarten, the WIDA Screener, or WIDA MODEL assessment.

"English Language Academic Plan" or "ELAP" means an individualized education plan designed to address the specific needs of an ELL student.

"English Language Learner" means an individual:

- (A) Who is aged three (3) through twenty-one (21);
- (B) Who is enrolled or preparing to enroll in an elementary school or secondary school;
- (C) Who:
 - (i) was not born in the United States or whose native language is a language other than English; or
 - (ii) is a Native American or Alaska Native, and who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
 - (iii) is migratory, whose native language is a language other than English, and who comes from an environment where a

language other than English is dominant; and
(D) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual

- (i) The ability to meet the state's proficient level of achievement on state assessments; or
- (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) The opportunity to participate fully in society.

"Home Language Survey" (HLS) means a survey that must be conducted in regard to every student, which asks the following:

- (A) What is the dominant language most often spoken by the student?
- (B) What is the language routinely spoken in the home, regardless of the language spoken by the student?
- (C) What language was first learned by the student?

"Immigrant children and youth" means individuals who:

- (A) Are aged three (3) through twenty-one (21);
- (B) Were not born in any U.S. state, the District of Columbia, or Puerto Rico; and
- (C) Have not been attending one or more schools in any U.S. state(s), the District of Columbia, or Puerto Rico for more than three (3) full academic years.

"Limited English proficient" means "English Language Learner", as defined in this section.

[Source: Added at 32 Ok Reg 906, eff 8-27-15; Amended at 40 Ok Reg 1979, eff 9-11-23]

210:15-35-2. Responsibilities of school districts

(a) **Identification of ELL students.** Pursuant to federal law, school districts are required to implement procedures for identifying English Language Learner (ELL) students.

(1) **Timeframe.** Identification, screening, and parental notification of ELL students eligible for language assistance services shall occur within thirty (30) days of the beginning of the school year. For students who transfer to a district during the school year, identification as an ELL student eligible for language assistance services and parental notification shall occur within two weeks of enrollment.

(2) **Home Language Survey.** Each school is required to conduct a home language survey in regard to every student, which requests from the student's parent or guardian only the following information:

- (A) What is the dominant language most often spoken by the student?
- (B) What is the language routinely spoken in the home, regardless of the language spoken by the student?
- (C) What language was first learned by the student?

(3) **Screening tools.**

(A) A student in an early childhood education program whose Home Language Survey indicates that another language is spoken in the home, either "more often" or "less often" than English, shall be assessed using the ELL Pre-K Screening Tool. A student who scores 7/10 or higher on the Pre-K Screening Tool is deemed

ineligible for language assistance services. A student who scores 6/10 or lower on the Pre-K Screening Tool is deemed eligible for language assistance services.

(B) Kindergarten 1st semester: Potential EL students are administered only the oral language domain (Speaking and Listening) section of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

(C) Kindergarten 2nd semester through 1st semester 1st grade: Potential EL students are administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener for Kindergarten* or Kindergarten MODEL. A Composite/Overall score of 5.0 for WIDA Screener for Kindergarten* or 4.8 for Kindergarten MODEL or better is considered English Language Proficient/Not EL. A Composite/Overall score of 4.5 or below is considered Not English Language Proficient/EL.

(D) A student in the 2nd semester of 1st grade-12th grade whose Home Language Survey indicates that another language is spoken in the home, either "more often" or "less often" than English, shall be administered all four domains of the grade-appropriate WIDA Screener. A Composite/Overall score of 5.0 or better is considered English Language Proficient/Non-EL. A Composite/Overall score of 4.5 or below is considered Not English Proficient/EL.

(b) **Language Instruction Education Program (LIEP).** Every school district must provide an evidence-based English language acquisition program for students identified as ELLs. A school district may participate in a Title III consortium to provide an appropriate Language Instruction Education Program (LIEP) to ELL students of member districts.

[Source: Added at 32 Ok Reg 906, eff 8-27-15; Amended at 40 Ok Reg 1979, eff 9-11-23]

210:15-35-3. Assessments

(a) **Inclusion of ELL students in state academic content assessments.** An ELL student must be included in the state academic assessment system immediately upon enrollment, and shall participate in assessments administered under the Oklahoma School Testing Program (OSTP). A student may not be excluded from participation in OSTP assessments based on English proficiency status.

(b) **Accommodations for ELL students taking state academic content assessments.** While ELL students must participate in content assessments required under the OSTP, an ELL student may qualify for a test accommodation based on limited English proficiency. Test accommodations for ELL students may be either linguistic (direct) or nonlinguistic (indirect), and are intended to increase the likelihood that English Language Learners are tested on their knowledge of the subject content rather than their proficiency in English. Decisions concerning OSTP accommodations for an ELL student shall be made by the English Language Academic Plan (ELAP) committee, or the district or consortium equivalent.

(1) **Eligibility.** An individual ELL student is eligible for testing accommodations only when all of the following factors apply:

- (A) The student has a primary language other than English and is not proficient in listening, speaking, reading, writing, or comprehension in an English-speaking classroom;
- (B) The student routinely uses the accommodation during classroom instruction and assessment in the subject, both before and after the OSTP test is administered;
- (C) The accommodation must be documented on the student's current ELAP or locally designed equivalent plan;
- (D) The accommodation must be among those approved by the State Department of Education; and
- (E) The student requires the accommodation in order to participate in OSTP testing.

(2) Impermissible accommodations. An ELL test accommodation may not:

- (A) Alter, explain, simplify, paraphrase, or eliminate any test question, reading passage, writing prompt, or multiple-choice answer option;
- (B) Provide verbal clues or other suggestions that hint at or give away the correct response to the student; or
- (C) Contradict test administration requirements or result in the violation of test security, including but not limited to modifying, reordering, or reformatting test questions or altering, enlarging, or duplicating tests.

(c) Accommodations for ELL students with disabilities. For an ELL student who is also identified as a student with disabilities, any testing accommodations other than the ELL supports addressed in subsection (b) must be based on the student's disability and documented in the student's IEP or Section 504 Plan.

(d) English language proficiency assessments. The English language proficiency of every ELL student shall be assessed annually using the ACCESS for ELLs test, which shall measure ELL students' oral language, reading, and writing skills in English. Any testing accommodations provided to an ELL student with a disability must be based on the student's disability and documented in the student's IEP or Section 504 Plan.

[Source: Added at 32 Ok Reg 906, eff 8-27-15; Amended at 40 Ok Reg 1979, eff 9-11-23]

SUBCHAPTER 37. WORKPLACE SAFETY TRAINING IN SCHOOLS

210:15-37-1. Workplace safety training in schools

School districts are encouraged to inform teachers of students in grades seven (7) through twelve (12) about the importance of incorporating workplace safety training in their curriculum. The Oklahoma Department of Labor has prepared a free "Youth @ Work Talking Safety" curriculum for this purpose, available through the Oklahoma State Department of Education website.

[Source: Added at 33 Ok Reg 705, eff 8-25-16]

SUBCHAPTER 39. STUDENT APPRENTICESHIP, INTERNSHIP, AND MENTORSHIP PROGRAMS

210:15-39-1. Student apprenticeship, internship, and mentorship programs

(a) **Policies authorized.** The governing body of any public school, charter school, or private school in Oklahoma is authorized to adopt policies regarding student internship, mentorship, and apprenticeship programs. Such policies may provide for participation in the programs by high school juniors and seniors. Policies may allow participation in internship, mentorship, or apprenticeship programs to satisfy elective course requirements as a student's schedule permits, but a student may not use program participation to replace any other state education requirement. Any policy adopted by a school's governing body under this authorization shall include qualifying criteria that public or private organizations must meet to be eligible for an internship, mentorship, and/or apprenticeship program agreement.

(b) **Agreements authorized.** Beginning with the 2017-2018 school year, the governing body of each public school district, charter school, or private school may enter into an agreement with one or more public or private organizations for the purpose of creating internship, mentorship, and/or apprenticeship programs as addressed in the policies of the governing body. The provisions of 70 O.S. § 1210.528-1 notwithstanding, a school district that has an existing agreement with an outside entity to offer internships or similar arrangements as part of an alternative education program prior to November 1, 2016 may continue to participate in such existing agreements as a component of the district's alternative education program.

[Source: Added at 34 Ok Reg 1078, eff 9-11-17]

APPENDIX A. MATHEMATICS STANDARDS - THE PROPERTIES OF OPERATIONS

Figure 1

Several definitions in section 210:15-3-55 refer to this table. In this table, a, b, and c stand for arbitrary numbers in a given number system. The properties of operations apply to the rational number system, the real number system, and the complex number system.

Associative property of addition	$(a + b) + c = a + (b + c)$
Commutative property of addition	$a + b = b + a$
Additive identity property of 0	$a + 0 = 0 + a = a$
Existence of additive inverses	For every a there exists -a so that $a + (-a) + a = 0$
Associative property of multiplication	$(a \times b) \times c = a \times (b \times c)$
Commutative property of multiplication	$a \times b = b \times a$
Multiplicative identity property of 1	$a \times 1 = 1 \times a = a$
Existence of multiplicative inverses	For every a (where a is not equal to 0) there exists $1/a$ so that $a \times (1/a) = (1/a) \times a = 1$.
Distributive property of multiplication over addition	$a \times (b + c) = a \times b + a \times c$

[Source: Added at 33 Ok Reg 1324, eff 9-11-16]

APPENDIX B. MATHEMATICS STANDARDS - THE PROPERTIES OF EQUALITY

Figure 1

Several definitions in section 210:15-3-55 refer to this table. In this table, a, b, and c stand for arbitrary numbers in the rational, real, or complex number systems.

Reflexive property of equality	$a = a$.
Symmetric property of equality	If $a = b$, then $b = a$.
Transitive property of equality	If $a = b$ and $b = c$, then $a = c$.
Addition property of equality	If $a = b$, then $a + c = b + c$.
Subtraction property of equality	If $a = b$, then $a - c = b - c$.
Multiplication property of equality	If $a = b$, then $a \times c = b \times c$.
Division property of equality	If $a = b$ and c is not equal to 0, then $a \div c = b \div c$.
Substitution property of equality	If $a = b$, then b may be substituted for a in any expression containing a .

[Source: Added at 33 Ok Reg 1324, eff 9-11-16]

APPENDIX C. MATHEMATICS STANDARDS - THE PROPERTIES OF INEQUALITY

Figure 1

In this table, a, b, and c stand for arbitrary numbers in the rational or real number systems.

Law of Trichotomy	Exactly one of the following is true: $a < b$, $a = b$, or $a > b$.
Reversal Property	If $a > b$, then $b < a$.
Additive Inverse	If $a > b$, then $-a < -b$.
Addition and Subtraction Property of Inequality	If $a > b$, then a plus or minus $c > b$ plus or minus c .
Positive Multiplication Property of Inequality	If $a > b$ and $c > 0$, then $a \times c > b \times c$.
Negative Multiplication Property of Inequality	If $a > b$ and $c < 0$, then $a \times c < b \times c$.
Positive Division Property of Inequality	If $a > b$ and $c > 0$, then $a \div c > b \div c$.
Negative Division Property of Inequality	If $a > b$ and $c < 0$, then $a \div c < b \div c$.

[Source: Added at 33 Ok Reg 1324, eff 9-11-16]

APPENDIX D. MATHEMATICS STANDARDS - FLUENCY EXPECTATIONS

Figure 1

See definition for "Fluency" in section 210:15-3-55. Grade level fluency expectations apply to operations of whole numbers.

	Addition	Subtraction	Multiplication	Division
Grade 1	Through 10	Through 10		
Grade 2	Through 20	Through 20		
Grade 3			Through factors of 10	
Grade 4			Through factors of 12	Through factors of 12

[Source: Added at 33 Ok Reg 1324, eff 9-11-16]

CHAPTER 20. STAFF

[Authority: 20 U.S.C. 7926; 22 CFR 62.24; 59 O.S., § 4003; 68 O.S., § 238.1; 70 O.S., §§ 3-104, 3-104.1, 3-104.6, 5-110, 5-110.1, 5-110.2, 5-141.2, 6-101.10, 6-101.16, 6-101.21, 6-101.22, 6-127, 6-122.3, 6-127A, 6-154.1, 6-181, 6-182, 6-184, 6-185, 6-187, 6-189, 6-190, 6-191, 6-194, 6-195, 6-197, 6-204.2, 6-206, 11-103.6, and 14-104, 18-114.14; HB 1017 (1990), HB 1593 (2008); HJR 1078]

[Source: Codified 12-31-91]

SUBCHAPTER 1. GENERAL PROVISIONS

210:20-1-1. General provisions

(a) **Purpose.** The purposes of this Chapter are numerous. Primarily, this chapter sets forth, describes, and/or outlines rules, regulations, and requirements pertaining to professional standards, teacher (including administrator) preparation, licensing, certification, evaluation, professional development, minimum criteria for teaching and administrative performance, teacher testing, residency programs, mentor teachers, and teacher incentive pay plans. Also addressed are requirements for new board member certification and continuing education.

(b) **Definitions.** Definitions, where applicable, are provided by subchapter.

[Source: Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96]

210:20-1-2. Prohibition on aiding and abetting sexual abuse

(a) **General prohibition.** Pursuant to 20 U.S.C. § 7926, it is prohibited for any individual who is employed by a school district or charter school, is under contract with a school district or charter school, or is in any capacity the agent of a school district or charter school, to assist any school employee, contractor, or agent in obtaining a new job if the individual or agency knows, or has probable cause to believe, that such person engaged in sexual misconduct with a minor or a student.

(b) **Limited exception.** The prohibition in subsection (a) shall not apply if the information giving rise to the probable cause:

- (1) Has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and
- (2) Has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.) and the associated implementing

regulations under 34 C.F.R. Part 106, or any succeeding regulations; and

(3) One of the following conditions has occurred:

(A) The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee, contractor, or agent engaged in sexual misconduct regarding a minor or student in violation of the law; or

(B) The school employee, contractor, or agent has been charged with, and acquitted or otherwise exonerated of the alleged misconduct; or

(C) At least four (4) years have passed from the date on which the information was reported to a law enforcement agency, and the case or investigation remains open and there have been no charges filed against, or indictment of, the school employee, contractor, or agent.

(c) **Local policies.** Pursuant to 20 U.S.C. § 7926, a school district or charter school shall adopt a policy consistent with federal law and this administrative rule, prohibiting its employees, contractors, or agents from assisting any individual currently or formerly associated with the district in an employee, contractor, or agent capacity from obtaining new employment if the individual or district knows, or has probable cause to believe, that such person has engaged in sexual misconduct with a minor or student.

(d) **Reporting obligation.** In addition to the federal prohibition on assisting in the employment of individuals known or believed based on probable cause to have engaged in sexual misconduct with a minor or student, Oklahoma school districts and charter schools are required by 70 O.S. § 6-101.25 to notify the State Board of Education if a superintendent has recommended a teacher's termination or non-reemployment based on allegations of sexual misconduct or any other crime listed in 70 O.S. § 3-104(6), and the teacher is either terminated or non-reemployed, or resigns from their position.

(e) **Certification.** Notwithstanding the applicability of any exceptions listed in subsection (b) of this rule, the State Board of Education may suspend or revoke any certificate issued by the Board, impose other sanctions against the holder of such a certificate, or decline to issue a certificate to an applicant if the individual:

(1) Has assisted another person in obtaining, or seeking to obtain, a new job, other than by routine transmission of administrative and personnel files; and

(2) Knew, or had probable cause to believe, that the person assisted has previously engaged in sexual misconduct with a minor or student.

[Source: Added at 36 Ok Reg 829, eff 7-25-19]

SUBCHAPTER 3. EVALUATION: MINIMUM CRITERIA FOR EFFECTIVE TEACHING AND ADMINISTRATIVE PERFORMANCE

210:20-3-1. Rules and Regulations [REVOKED]

[Source: Revoked at 11 Ok Reg 3143, eff 6-27-94]

210:20-3-2. Purpose [REVOKED]

[Source: Added at 11 Ok Reg 3143, eff 6-27-94; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98]

210:20-3-3. Policy requirements [REVOKED]

[Source: Added at 11 Ok Reg 3143, eff 6-27-94; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98]

210:20-3-4. Oklahoma minimum criteria for effective teaching performance [REVOKED]

[Source: Added at 11 Ok Reg 3143, eff 6-27-94; Revoked at 30 Ok Reg 1612, eff 7-11-13]

210:20-3-5. Oklahoma minimum criteria for effective administrative performance [REVOKED]

[Source: Added at 11 Ok Reg 3143, eff 6-27-94; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Revoked at 30 Ok Reg 1612, eff 7-11-13]

SUBCHAPTER 5. OUTCOMES-BASED ADMINISTRATOR EVALUATION SYSTEM

210:20-5-1. Rules and regulations¹

EDITOR'S NOTE: ¹The rule initially codified at this Section number on 12-31-91 should not have been included in the Code.

SUBCHAPTER 7. OUTCOMES-BASED SUPERINTENDENT EVALUATION SYSTEM

210:20-7-1. Rules and regulations¹

EDITOR'S NOTE: ¹The rule initially codified at this Section number on 12-31-91 should not have been included in the Code.

SUBCHAPTER 9. PROFESSIONAL STANDARDS: TEACHER EDUCATION AND CERTIFICATION

210:20-9-1. General regulations-teaching certificates [REVOKED]

[Source: Amended at 9 Ok Reg 2359, eff 6-25-92; Revoked at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-2. Standards for approved teacher education programs [REVOKED]

[Source: Revoked at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-3. Endorsement [REVOKED]

[Source: Revoked at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-4. Teacher education [REVOKED]

[Source: Amended at 9 Ok Reg 2359, eff 6-25-92; Revoked at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-5. Teacher certification [REVOKED]

[Source: Amended at 9 Ok Reg 2359, eff 6-25-92; Revoked at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-6. Alternate placement program [REVOKED]

[Source: Amended at 8 Ok Reg 3493, eff 8-12-91 (emergency); Amended at 9 Ok Reg 1817, eff 5-26-92; Revoked at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-7. Conditional provisional [REVOKED]

[Source: Revoked at 10 Ok Reg 1587, eff 5-13-93]

PART 1. GENERAL TEACHING CERTIFICATE REQUIREMENTS

210:20-9-8. Authority

Oklahoma statutes give authority to the State Board of Education in matters relating to the preparation and certification of teachers and school personnel. [70 O.S. 3-104]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-9. Kinds, types, classes, and processing fees of certificates

(a) **Kinds of certificates.** The specific use of each kind of certificate, in terms of the nature of services which the holder is permitted to render, is regulated by rules of the State Board of Education. The kinds of certificates available are:

- (1) Administrative certificate
 - (A) Elementary principal (Grades Pre-Kindergarten (Pre-K) through eight (8))
 - (B) Middle level principal (Grades five (5) through nine (9) (optional))
 - (C) Secondary principal (Grades five (5) through twelve (12))
 - (D) Superintendent (Grades Pre-Kindergarten (Pre-K) through twelve (12))
- (2) Early childhood education certificate (Grades Pre-Kindergarten (Pre-K) through three (3))
- (3) Elementary school certificate (Grades one (1) through eight (8))
- (4) Middle level certificate (Grades five (5) through eight (8) (optional))
- (5) Pre-Kindergarten - secondary certificate (Grades Pre-Kindergarten (Pre-K) through twelve (12))
- (6) Secondary school certificate (Grades five (5) through twelve (12))
- (7) Other certified personnel certificate (Grades Pre-Kindergarten (Pre-K) through twelve (12))
- (8) Career Technology certificate (Grades five (5) through twelve (12))

(b) **Types of certificates.** The endorsement indicates the type of license/certificate issued.

(c) **Classes of certificates.** The class determines the term of validity. The classes of certificates are:

- (1) Standard certificate and Career Technology standard certificate - valid for five (5) years and renewal upon compliance with prescribed conditions
- (2) Provisional certificate - term of validity varies depending upon regulatory basis for issuance

(d) **Processing fees of certificates.**

- (1) Certificate \$50.00
- (2) Renewals \$50.00
- (3) Alternative Placement Application/Evaluation \$50.00
- (4) All other transactions will be \$50 or less

(e) **One-time fee waiver for eligible low income applicants.** Pursuant to 59 O.S. § 4003, an individual who meets the statutory guidelines for identification as a "low-income individual" at the time they submit their application for initial educator certification or certificate renewal shall be eligible for a one-time waiver of certification fees. The fee waiver for low-income individuals is available for any type or class of certificate issued by the State Board of Education. For purposes of the fee waiver, "low-income individual" means an individual who is enrolled in a state or federal public assistance program including, but not limited to, Temporary Assistance for Needy Families (TANF), Medicaid, or the Supplemental Nutrition Assistance Program (SNAP), or whose household adjusted gross income is below one hundred forty percent (140%) of the federal poverty line. An eligible individual is authorized to receive a waiver of certification fees only one time, but the fee waiver is available for either initial certification or certificate renewal. An individual who wishes to apply for a one-time waiver of certification fees shall submit such a request to the State Department of Education Office of Certification along with their initial certification or certificate renewal application materials, and must provide official documentation of their participation in a qualifying program or their qualifying household income. If eligibility cannot be determined from the documentation of program participation or income provided with the application materials, the Office of Certification may require the applicant to submit additional documentation in order to authorize the fee waiver.

[Source: Added at 10 Ok Reg 625, eff 1-1-93 (emergency); Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 1555, eff 5-27-97 (emergency); Amended at 15 Ok Reg 16, eff 8-1-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 17 Ok Reg 2893, eff 7-13-00; Amended at 17 Ok Reg 3303, eff 7-28-00 (emergency); Amended at 18 Ok Reg 3009, eff 7-12-01; Amended at 26 Ok Reg 1020, eff 5-11-09; Amended at 31 Ok Reg 1202, eff 9-12-14; Amended at 33 Ok Reg 706, eff 8-25-16; Amended at 36 Ok Reg 830, eff 7-25-19]

210:20-9-10. General certificate requirements [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-10.1. Competency-based teacher licensure and certification system

(a) Students admitted to a teacher education program on or after September 1, 1997, shall meet State Board of Education adopted competencies for licensure and certification as specified in Sections 210:20-9-152 and 210:20-9-172 of Title 210, OAC, and shall pass the applicable state competency examinations(s). Effective July 1, 1997, the available certificate areas under the competency based system are:

- (1) art
- (2) business education
- (3) driver/safety education
- (4) early childhood education
- (5) elementary education
- (6) English
- (7) family and consumer sciences
- (8) foreign languages
 - (A) French
 - (B) German
 - (C) Latin
 - (D) Russian
 - (E) Spanish

- (F) other foreign language
- (9) journalism
- (10) library-media specialist
- (11) mathematics
 - (A) advanced/secondary (70 O.S. § 6-189.1)
 - (i) analysis
 - (ii) calculus
 - (iii) trigonometry
 - (B) intermediate--(Not required if teacher holds advanced mathematics certification)
 - (i) algebra
 - (ii) general math
 - (iii) geometry
- (12) middle level. Subject areas are:
 - (A) art
 - (B) English
 - (C) foreign language
 - (i) French
 - (ii) German
 - (iii) Latin
 - (iv) Russian
 - (v) Spanish
 - (vi) other foreign language
 - (D) mathematics (algebra/geometry)
 - (E) music
 - (F) physical education/health/safety
 - (G) science
 - (H) social studies
 - (I) technology engineering
- (13) music
 - (A) instrumental/general music
 - (B) vocal/general music
- (14) physical education/health/safety
- (15) school psychometrist
- (16) reading specialist
- (17) ROTC (Reserve Officers Training Corps)
- (18) school counselor
- (19) school nurse
- (20) school psychologist
- (21) science
 - (A) biological sciences
 - (i) anatomy/physiology
 - (ii) biology
 - (iii) botany
 - (iv) zoology
 - (B) chemistry
 - (C) earth science
 - (D) physical science
 - (E) physics
- (22) social studies

- (A) United States History/Oklahoma History/Government/Economics
- (B) World History/Geography
- (C) Psychology/Sociology
- (23) special education
 - (A) blind/visual impairment
 - (B) deaf/hard of hearing
 - (C) mild-moderate disabilities
 - (D) severe-profound/multiple disabilities
- (24) speech/drama/debate
- (25) speech-language pathologist
- (26) vocational-technical education
 - (A) agricultural education
 - (B) marketing education
 - (C) technology engineering
 - (D) vocational business
 - (E) vocational family and consumer sciences
- (27) Administrative
 - (A) Elementary Principal
 - (B) Middle Level Principal
 - (C) Secondary Principal
 - (D) Superintendent

(b) Competency for occupational agriculture, occupational family and consumer sciences, trade and industrial education, and vocational health occupations will be verified by passing a state or national licensure examination developed specifically to the occupation and/or occupational testing approved by the Oklahoma Department of Vocational and Technical Education. Non-degreed vocational teachers certified under rules promulgated by the State Board of Education are exempt from the provisions of 70 O.S. § 6-180 et. seq., except for those provisions concerning professional development programs.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97; Amended at 17 Ok Reg 117, eff 10-12-99 (emergency); Amended at 17 Ok Reg 1053, eff 5-11-00; Amended at 17 Ok Reg 3303, eff 7-28-00 (emergency); Amended at 18 Ok Reg 3009, eff 7-12-01; Amended at 26 Ok Reg 2958, eff 7-2-09 (emergency); Amended at 27 Ok Reg 1385, eff 6-11-10]

210:20-9-10.2. Teacher Competency Review Panel; recommendation for certification; fee assessment [REVOKED]

[Source: Added at 15 Ok Reg 18, eff 8-1-97 (emergency); Added at 15 Ok Reg 2248, eff 6-11-98; Revoked at 33 Ok Reg 706, eff 8-25-16]

210:20-9-11. Institutional recommendation

An applicant for a license/certificate may be recommended by the preparing Oklahoma institution or may apply directly to the State Department of Education.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-12. General education requirements of individuals who already hold baccalaureate degrees

If an applicant for a standard certificate completed a baccalaureate degree prior to the completion of requirements for the standard certificate for which he is currently applying, the general education requirements shall be considered fulfilled.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-13. Professional education requirements [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-14. Alternative plan for student teaching requirements

Any teacher holding a certificate/license assigned to teach in an accredited school and without student teaching experience shall be required to enroll in a supervised teaching experience with an approved teacher education institution. Vocational-technical teachers required to show occupational competency by testing before receiving any additional certificate may be exempt from this requirement.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-15. Implementation dates for certification standards [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-16. Residency program [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-17. Exemption clause [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-18. Education of the exceptional child [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98]

PART 3. STANDARDS FOR APPROVED TEACHER EDUCATION PROGRAMS [REVOKED]

210:20-9-30. Purpose; application [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-31. Admission standards [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-32. Standard certificate requirements [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

PART 5. ENDORSEMENTS [REVOKED]

210:20-9-50. Purpose [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-51. Certificate endorsement [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-52. Conversion endorsement [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 11 Ok Reg 3143, eff 6-27-94; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-53. Special endorsement [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 11 Ok Reg 3143, eff 6-27-94; Revoked at 17 Ok Reg 2893, eff 7-13-00]

PART 7. TEACHER EDUCATION [REVOKED]

210:20-9-70. State approved programs [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-71. College credit [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-72. Junior college credit [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-73. Graduates of NCATE colleges or universities [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

PART 9. TEACHER CERTIFICATION

210:20-9-90. Purpose

Information concerning the procedures used in applying for Oklahoma licenses, certificates, or endorsements; and renewing certificates is provided in this Part.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93]

210:20-9-91. Application for new certificates

The application processes for individuals seeking new certificates are described separately for individuals completing requirements at an in-state college or an out-of-state college.

(1) **Graduates of Oklahoma colleges and universities.** The application process for graduates of Oklahoma colleges and universities is as follows:

(A) The completed application may be submitted to the director of teacher education at the recommending college or sent directly to the State Department of Education along with an official up-to-date transcript(s) and the appropriate processing fee. See 210:20-9-9 (d)

(B) The signature of the director of teacher education verifies that the applicant has met the requirements of the institution's approved teacher education program for the license/certificate sought and that the applicant possesses the character and general fitness to be a teacher. Application approval by the State Department of Education verifies that the applicant has met an approved program.

(i) Vocational certificate applicants: The director of teacher education at the recommending institution or the applicant will forward the application to the appropriate state

supervisor at the Oklahoma Department of Career and Technology Education. After approving the application the state supervisor will send it, along with supporting documents, to the State Department of Education.

(ii) Nonvocational certificate applicants: The director of teacher education at the recommending institution shall forward the approved application, along with supporting documents, to the State Department of Education.

(2) Graduates of out-of-state colleges and universities. The application process for graduates of out-of-state colleges and universities is as follows:

(A) The applicant will submit the following items to the State Department of Education as part of the application process:

- (i) the completed application form
- (ii) official up-to-date transcripts of all college course work
- (iii) documentation the applicant has completed an accredited teacher preparation program
- (iv) the appropriate processing fee for each class of certificate sought. See 210:20-9-9 (d)

(B) For vocational certificate applications, the applicant will submit all items in (2) (A) of this section directly to the State Department of Education.

(3) Applicants who are certified out-of-state. The State Board of Education shall issue a teaching certificate to an applicant who submits a valid out-of-state teaching certificate issued by a state or territory of the United States, a completed application for certification, and the applicable certification fee, and has on file with the State Department of Education a current Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation and a national criminal history record check as defined in 74 O.S. § 150.9. The applicant shall be responsible for the costs of the criminal history record checks. The Oklahoma certificate shall be valid only for the subject areas and grade levels most closely aligned to those recognized on the applicant's out-of-state certificate. An applicant who holds valid teaching certificates issued by more than one state is eligible for Oklahoma certification in the subject area(s) most closely aligned to any subject area(s) listed on any of the valid out-of-state certificates submitted to the State Department of Education. An applicant who is issued an Oklahoma teaching certificate under this subsection may be eligible for up to five (5) years of credit for documented and verified out-of-state teaching experience.

(4) Applicants who are certified out-of-country. The temporary certification of visiting teachers from outside the United States, who serve in teaching positions in Oklahoma schools as guest or exchange teachers under the provisions of 22 C.F.R. § 62.24, is governed not by this section but by OAC 210:20-9-98. The following provisions apply to applicants for Oklahoma teacher certification who hold a teacher certification issued in a country other than the United States:

(A) **Completed application and documentation.** To be eligible for consideration for an Oklahoma teaching certificate based on teaching credentials issued in a country outside the United States, an applicant must submit a completed application for certification, the applicable certification fee, and verifiable documentation of

each of the requirements of this section to the State Department of Education. It is the responsibility of the applicant to obtain translation and any necessary analysis of documentation in a language other than English. The applicant shall be responsible for the costs of any necessary translation and/or analysis.

(B) Verification of lawful presence in the United States. In accordance with 8 U.S.C. § 1621 and 56 O.S. § 71, an applicant for certification based on an out-of-country teacher certification must provide proof of lawful presence in the United States. Under federal and state law an applicant for a state benefit such as professional licensure is not required to be a U.S. citizen, but if the applicant is not a U.S. citizen they must document that they are a qualified alien under the federal Immigration and Nationality Act who is lawfully present in the U.S. Because lawful presence is distinct from work authorization under federal immigration and labor laws, an applicant who meets all criteria for teacher certification under this subsection may be eligible for certification prior to receiving authorization to work in the United States. The State Board of Education and the State Department of Education have no authority regarding an individual's eligibility for employment under federal law, and make no representation regarding the employment authorization status of an individual who is issued an Oklahoma teaching certificate under this subsection. A school district is responsible for verifying the work authorization status of every individual employed by the district.

(C) Baccalaureate degree or equivalent. To be eligible for consideration for an Oklahoma teaching certificate, an applicant must submit documentation verifying that the individual has received a baccalaureate college degree (4-year undergraduate degree), or the equivalent of a baccalaureate degree in the higher education system of the country where the degree was conferred. It is the responsibility of the applicant to obtain any necessary translation and analysis of their foreign education credentials from a reputable educational credential evaluation service approved by the State Department of Education, including but not limited to services approved by the National Association of Credential Evaluation Services (NACES). The applicant shall be responsible for the costs of any necessary translation and/or analysis.

(D) Out-of-country teaching certification and statement of good standing.

(i) An applicant for Oklahoma certification under this subsection must submit a copy of their valid current teacher certification issued outside the United States. An applicant who holds teaching credentials issued in more than one country may submit each valid current teaching certification, but is only required to submit the most recently issued out-of-country certification. It is the responsibility of the applicant to obtain any necessary translation and analysis of the certification(s) from a reputable educational credential evaluation service. The applicant shall be responsible for the costs of any necessary

translation and/or analysis.

(ii) An Oklahoma teaching certificate issued under this subsection shall be valid only for the subject areas and grade levels most closely aligned to those recognized on the applicant's out-of-country teaching certificate. For an applicant who holds teaching certifications issued by more than one licensing jurisdiction, the Oklahoma teaching certificate may include the grade level(s) or subject area(s) most closely aligned to the grade level(s) or subject area(s) recognized on any of the applicant's currently valid certifications. If the applicant's out-of-country teaching certification does not specify subject areas, the applicant may provide verification of teaching experience in one or more subjects that correspond to Oklahoma certification areas, plus documentation of a passing score on the Oklahoma Subject Area Test (OSAT) in the subject area(s).

(iii) The applicant must also submit written verification, on the letterhead of the licensing authority that issued their out-of-country teaching certification, or the school system where they were most recently employed, indicating their good standing as a member of the teaching profession whose teaching certification has not been revoked or suspended. If the applicable entity does not use an official letterhead, an alternative verification method such as notarization or apostille may be acceptable subject to the approval of the State Department of Education Office of Certification. It is the responsibility of the applicant to obtain any necessary translation and analysis of the statement of good standing from a reputable educational credential evaluation service, or a reputable translation service, subject to the approval of the Office of Certification. The applicant shall be responsible for the costs of any necessary translation and/or analysis.

(E) Verification of teaching experience. An applicant must submit documentation confirming that they were employed as a teacher for at least two (2) of the five (5) years preceding the application for Oklahoma certification. Teaching experience may be confirmed with a properly completed and verified "Proof of Teaching Experience" form upon approval of the State Department of Education Office of School Personnel Records. An applicant who is issued an Oklahoma teaching certificate under this subsection may be eligible for up to five (5) years of credit for documented and verified out-of-country teaching experience.

(F) Recommendation by school administrator or education official. An applicant must submit a letter of recommendation from a national, regional, or local education official or school administrator who has worked with or evaluated the applicant in a professional capacity. It is the responsibility of the applicant to obtain any necessary translation of the letter of recommendation from a reputable educational credential evaluation service, or a reputable translation service, subject to the approval of the Office of

Certification. The applicant shall be responsible for the costs of any necessary translation and/or analysis.

(G) Criminal history record check and statement of eligibility for certification. An applicant shall have on file with the State Department of Education a current Oklahoma criminal history record check from the Oklahoma State Bureau of Investigation and a national criminal history record check as defined in 74 O.S. § 150.9. In addition to the criminal history record checks required by state law, an applicant for Oklahoma certification under this subsection must affirm that they have not been convicted in any jurisdiction, and have not received a suspended or deferred sentence in any jurisdiction, for a crime or attempted crime which would make an individual ineligible for teacher certification under 70 O.S. § 3-104(6)(a) if committed or attempted in Oklahoma.

(H) English proficiency. So that they may adequately instruct and communicate with students, an applicant for Oklahoma certification based on a teacher certification issued in another country must be proficient in spoken and written English. By submitting an application for certification under this subsection, an applicant affirms that their command of spoken and written English is equivalent, at a minimum, to competence under the Test of English as a Foreign Language (TOEFL), the International English Language Testing System (IELTS), the American Council on the Teaching of Foreign Languages (ACTFL) oral and written English proficiency assessments, or a similar reputable English language competence examination, subject to the approval of the Office of Certification.

(5) Technology center teaching certificate applicants. Pursuant to 70 O.S. § 6-189, the State Board of Education may issue a technology center teaching certificate to an individual who meets the requirements established by the Oklahoma Department of Career and Technology Education (ODCTE) at Oklahoma Administrative Code 780:20-3-4(a)(2), including a current criminal history record check, and is recommended by ODCTE for technology center teaching certification. The technology center teaching certificate shall be valid only for the subject area(s) aligned to the applicant's degree, credential, and/or work experience, and credit earned by students shall be awarded in accordance with 70 O.S. § 11-103.6.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 13 Ok Reg 3921, eff 9-5-96 (emergency); Amended at 14 Ok Reg 2612, eff 6-27-97; Revoked at 17 Ok Reg 2893, eff 7-13-00; Amended at 17 Ok Reg 3303, eff 7-28-00 (emergency); Amended at 18 Ok Reg 3009, eff 7-12-01; Amended at 20 Ok Reg 611, eff 2-5-03 through 7-14-03 (emergency)¹; Amended at 33 Ok Reg 707, eff 8-25-16; Amended at 34 Ok Reg 1079, eff 9-11-17; Amended at 36 Ok Reg 13, eff 9-10-18 (emergency); Amended at 36 Ok Reg 831, eff 7-25-19]

EDITOR'S NOTE: ¹This emergency action expired without being superseded by a permanent action. Upon expiration of an emergency amendatory action, the last effective permanent text is reinstated. Therefore, on 7-15-03 (after the 7-14-03 expiration of the emergency action), the text of 210:20-9-91 reverted back to the permanent text that became effective on 7-12-01, as was last published in the 2001 Edition of the OAC, and remained as such until amended by permanent action on 8-25-16.

210:20-9-92. Application for endorsements

Application for an endorsement(s) is made along with the application for a license/certificate. After the initial license/certificate is issued individuals may apply to the Oklahoma State Department of Education for additional endorsements

by passing the appropriate curriculum examination(s).

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-93. Application for emergency certification [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-94. Period of validity of certificates

(a) Standard certificates normally have a validity period of five (5) years. The standard certificate will expire five (5) years from the nearest thirtieth day of June either preceding or following the effective date of the certificate.

(b) Provisional certificates, vocational and/or nonvocational, will have a validity period established by the State Department of Education.

(c) Emergency certificates normally have a validity period of one (1) school year. The certificate will expire the thirtieth day of June of the school year for which it was issued. The validity period for an emergency certificate may be extended for one (1) additional school year at the request of the superintendent of the employing district, subject to the approval of the State Board of Education. At the request of the superintendent of the employing district, an emergency certificate may be renewed by the State Board of Education for an additional year for an individual who has been employed by a school district for two (2) or more years, provided the following criteria are met:

(1) The individual has been granted an emergency certificate for at least two (2) years;

(2) The individual has a rating of "Effective" or higher on the qualitative portion of the last evaluation conducted pursuant to 70 O.S. § 6-101.16;

(3) The individual has not successfully completed the competency examinations required by applicable law;

(4) The individual, via the requesting school district, submits a portfolio of their work to the State Board of Education, which shall include evidence of progress toward standard certification;

(5) The employing school district board of education agrees to renew the individual's contract for the ensuing fiscal year; and

(6) The superintendent of the employing school district submits to the State Board of Education the reason the emergency certificate should be renewed, and provides evidence of the district's attempts to, and inability to, hire a teacher who holds a standard teaching certificate.

(d) Individuals employed by a school district under an emergency or provisional certificate shall not be considered career teachers and therefore not entitled to the protections of the Teacher Due Process Act of 1990.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 17 Ok Reg 2893, eff 7-13-00; Amended at 33 Ok Reg 709, eff 8-25-16; Amended at 38 Ok Reg 938, eff 8-26-21]

210:20-9-95. Effective date of teaching certificates

(a) **New certificates.** A certificate issued to an applicant who completes all requirements and applies for the certificate between May 1 and December 31 will be dated and become effective July 1 of the year the application and all supporting documentation are received, provided that an applicant may be employed for a maximum of sixty (60) days pending receipt of results of a national criminal history record check pursuant to 70 O.S. § 5-142. A certificate issued to an applicant who completes all requirements and applies for the certificate between January 1 and

April 30 will be dated and become effective the first day of the month in which the application and all supporting documents are received by the State Board of Education.

(b) Renewal of standard certificates and licenses. Renewed standard certificates will become effective July 1 following receipt of the application provided the application is made prior to the expiration of the certificate. If a certificate has expired and a renewal application is submitted by December 31 of the year in which the certificate expired, the certificate shall be renewed with an effective date of July 1 of the year in which it expired. If a certificate has expired and a renewal application is submitted after December 31 of the year in which the certificate expired, the renewed certificate will be dated the first day of the month in which the application and all supporting documents are received. In the event an educator's certificate cannot be renewed due to failure to comply with Oklahoma's tax laws, the renewed certificate will be dated the date the State Department of Education receives notice from the Tax Commission that the educator has come into compliance.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 17 Ok Reg 2893, eff 7-13-00; Amended at 27 Ok Reg 596, eff 1-14-10 (emergency); Amended at 27 Ok Reg 1424, eff 6-11-10; Amended at 33 Ok Reg 63, eff 9-14-15 (emergency); Amended at 33 Ok Reg 709, eff 8-25-16]

210:20-9-96. Requirements for renewal or reissuance of certificates

(a) Standard certificate.

(1) To renew a standard certificate a teacher must submit the appropriate application, pay the appropriate processing fee specified in subsection 210:20-9-9 (d) and complete one of the following options:

(A) Option I--the applicant shall have completed a minimum of three (3) years of school experience in an accredited school during the five (5) year validity of the standard certificate. Applicants who have completed fewer than three (3) years of school experience may substitute coursework in professional education and/or specialization from an accredited college or university for each year of experience they are lacking at the following rate: with two (2) years of experience, complete three (3) semester hours; with one (1) year of experience, complete four (4) semester hours; or with zero (0) years of experience, complete five (5) semester hours. College credit must be completed within the five (5) year period immediately preceding the date of application for renewal. Teachers who teach one-half day in an accredited school each school year for the five (5) year validity period of their certificate may renew a standard certificate. The following provisions apply if the certificate has been expired more than five (5) years: If the certificate has been expired for more than five years and the teacher was certified in and teaching in another state and has three years of experience within the five year period immediately preceding the date of application for renewal the experience will apply toward renewal.

(B) Option II--a teacher or administrator who is not employed as a teacher or administrator and holds a valid Oklahoma Standard Teaching Certificate may satisfy requirements for renewal of the Standard Teacher Certificate by completing seventy-five (75) points in professional development programs, conferences and seminars approved by a public school district. A combination of professional

development points, higher education credits and/or teaching experience may also be used for renewal of a valid standard teaching certificate. Only programs, conferences and seminars recognized for professional development credit by an Oklahoma public school district at the time the teacher attends the programs, conferences or seminars may be used to fulfill the renewal requirement. The individual seeking certification renewal is responsible to maintain his/her professional development attendance forms to submit to the State Department of Education. Exact combinations of professional development points, college credit hours and years of teaching experience will be determined by the Professional Standards Section of the State Department of Education.

(C) Option III--Issue a two-year certificate immediately and then complete the following requirement. Successful employment for one year in an Oklahoma accredited school or accredited college or university. An administrator will provide supervision and a teacher or appropriate colleague will provide assistance as needed.

Ultimately, certification is contingent on the district or college/university-level evaluation of the candidate.

(2) School experience, for purposes of renewing a standard certificate, is experience as a teacher, supervisor, or administrator in a school, college, or university accredited by either a state board of education or state board of regents.

(3) If a standard certificate has been expired for one (1) year or more, the applicant must undergo a new criminal history record check, as provided for at 70 O.S. § 5-142. Applicant is responsible for any fees associated with the criminal history record check.

(b) Provisional certificates.

(1) **Nonvocational provisional certificates.** Nonvocational provisional certificates may be renewed if requirements outlined by the State Department of Education toward meeting requirements for a standard certificate are met during the term of validity of the provisional certificate.

(2) **Vocational provisional certificates.** Vocational provisional certificates may be renewed if requirements outlined by the State Department of Education and/or the Oklahoma Department of Vocational and Technical Education toward meeting requirements for a standard certificate are met during the term of validity of the provisional certificate.

(c) Supplemental renewal regulations.

(1) Experience as a professional employee of a state education agency or professional educational organization is considered valid experience for the renewal of a standard or professional certificate.

(2) Teachers who teach one-half day in an accredited school (nursery--higher education) each year for the validity period of their certificate may renew a standard or professional certificate.

(3) Teaching experience with the Oklahoma Department of Corrections Educational System, the Oklahoma Department of Human Services as a vocational rehabilitation counselor, with optional/special function schools in Oklahoma accredited by the North Central Association of Colleges and Schools, experience in the Head Start Program, full-time active military service, or experience as a member of the Oklahoma Legislature may be

accepted in meeting requirements for renewal of a standard or professional certificate.

(4) The State Board of Education shall recognize full-time service as a member of the staff of the House of Representatives, the Senate or the Legislative Service Bureau in an area related to education as valid experience for renewal of the standard certificate. This experience is calculated at the same rate as it is for other teachers.

(5) Any person who is receiving retirement compensation from the Teacher Retirement System may renew the last standard or professional certificate for the purpose of substitute teaching.

(6) A minimum of two-thirds of a school year (120 days or 720 hours) acquired in not more than two (2) contractual school years during the validity of the certificate in accredited schools may be considered as one (1) year of school experience.

(7) A teacher who has taught more than one-half of a day for 120 days or more will be considered as having had one year of experience.

(8) Substitute teachers, unless under contract, may count experience acquired in not more than two (2) consecutive years during the validity of the certificate.

(9) Student teaching, experience in nonaccredited schools, experience while not holding a valid certificate, and experience while providing contracted services will not be accepted as school experience for purposes of renewal.

(10) Applications for renewal of standard certificates will not be accepted prior to January 1 of the year in which the certificate expires.

(d) **Due process procedures in case of denial to renew a certificate.** Upon the denial of an individual's application to renew a standard teaching certificate, the State Board of Education shall notify the superintendent of the district that currently employs or most recently employed the certified individual based on the personnel reports currently on file with the State Department of Education. An individual whose application for renewal of a standard certificate is denied may request a hearing to be conducted by the State Board of Education or a hearing officer delegated such authority by the Board. Such a hearing shall not be available to an individual who holds an emergency or provisional teaching certificate. A request for a hearing on denial of renewal shall be filed with the Executive Secretary of the State Board of Education. The following procedures apply to hearings and deliberations held pursuant to such requests:

(1) **Hearing procedures.**

(A) **Hearing and appointment of a hearing officer.** Upon filing the application with the Secretary of the Board, the Secretary shall set the matter for a hearing. The Board, at its discretion, may utilize a hearing officer to conduct the hearing. If utilized, the hearing officer shall be appointed by the Chairperson of the Board.

(B) **Attendance of witnesses.** If the complainant, or the holder of the certificate wants any person to attend the hearing and testify as a witness, the individual shall notify the Chairperson of the State Board of Education at least fifteen (15) calendar days prior to the hearing, in writing, giving the name and address of the desired witness, and the Chairperson shall thereupon subpoena, by mail, the desired witness to attend in accordance with the provisions of this subsection. Every person testifying at a revocation hearing shall be sworn to tell the truth. The parties to the hearing shall exchange

witness and exhibit lists and any exhibits no later than fifteen (15) calendar days prior to the hearing.

(C) **Subpoenas.** Subpoenas and/or subpoenas duces tecum may be issued in accordance with the following procedures:

(i) **Issuance of subpoenas.** Subpoenas for the attendance of witnesses, or for the production of books, records, papers, objects, or other evidence of any kind as may be necessary and proper for the purposes of a proceeding shall be issued by the Secretary of the Board at the direction of the Chairperson; upon order of the Board; or at the request of any party to a proceeding before the Board. The signature of the Secretary shall be sufficient authentication for any subpoena.

(ii) **Service of subpoenas.** Subpoenas shall be served in any manner prescribed for service of a subpoena in a civil action in the district courts of the State of Oklahoma.

(iii) **Objections to and compliance with subpoenas.** Any party to the proceeding may move to quash a subpoena or subpoenas duces tecum issued in accordance with the provisions of this Section, provided that, prior to quashing a subpoena or subpoenas duces tecum the agency shall give notice to all parties. A subpoena or subpoenas duces tecum may not be quashed if any party objects.

(iv) **Enforcement of subpoenas.** Upon the failure of any person to obey a subpoena, or upon the refusal of any witness to be sworn or make an affirmation or to answer a question put to her or him in the course of any individual proceeding or other authorized action of the Board, the Board as soon as convenient shall consider the issue of enforcement of the subpoena. By resolution, it may direct application to the district or superior court of the county of such person's residence or to any judge thereof for an order to compel compliance with the subpoena or the furnishing of information or the giving of testimony. Meanwhile, the hearing or other matters shall proceed, so far as is possible, but the Board at its discretion at any time may order a stay or continuance of the proceedings for such time as may be necessary to secure a final ruling in the compliance proceedings.

(v) **Costs of issuance and service of subpoenas.** The costs covering the issuance and service of subpoenas and all witness fees incurred on behalf of a party to the proceedings, other than the Board, shall be borne by the party on whose behalf they are incurred.

(D) **Right to representation.** Any party to the individual proceeding shall at all times have the right to representation by counsel, provided that such counsel must be duly licensed to practice law by the Supreme Court of Oklahoma, and provided further that counsel shall have the right to appear and act for and on behalf of the party represented.

(E) **Legal counsel to State Board of Education.** An attorney for the State Board of Education shall present evidence to the Board, in furtherance of the application. If deemed necessary by the Chairperson of the Board, a request may be made of the Attorney General to provide counsel to the Board to rule on questions of admissibility of evidence, competency of witnesses, and any other questions of law. In the event that counsel is not requested from the Attorney General the Chairperson of the Board will rule on the evidence, competency of the witness and other questions of law.

(F) **Disqualification of a Board member or hearing officer.** A Board member or hearing officer shall withdraw from any individual proceeding in which the individual cannot accord a fair and impartial hearing or consideration. Any party may request the disqualification on the ground of their inability to give a fair and impartial hearing by filing an affidavit promptly upon discovery of the alleged disqualification, stating with particularity the grounds upon which it is claimed that a fair and impartial hearing cannot be accorded. The issue shall be determined promptly by the Board, or if it affects a member of the Board, by the remaining members thereof, if a quorum. Upon the entry of an order of disqualification affecting a hearing officer, the Board shall either assign a replacement hearing officer, or conduct the hearing itself. Upon the entry of an order of disqualification affecting a Board member, the Governor immediately shall appoint a member pro tempore to sit in place of the disqualified member in that proceeding.

(G) **Notice of facts.** The Board shall give notice to all parties, prior to, or at the hearing, of any facts of which it proposes to take official notice. Any party or their attorney may request that official notice be taken of any fact qualified for such notice by the statutes of this state. If such official notice is taken, it shall be stated in the record, and all parties shall have opportunity to contest and give evidence in rebuttal or derogation of the official notice.

(H) **Presentation and consideration of evidence.** The State Board of Education shall consider only evidence upon the specific cause contained in the notice, and evidence will be heard for such cause. Questions of the admissibility of evidence shall be governed by the provisions of 75 O.S. § 310.

(I) **Order of procedure.** The order of procedure at the hearing shall be as follows:

- (i) Opening statements by legal counsel of both parties;
- (ii) Presentation of evidence by both parties followed by cross-examination of witnesses, and questions by State Board members or the hearing officer;
- (iii) Closing arguments by legal counsel of both parties; and
- (iv) Submission of case to the Board or the hearing officer for decision.

(J) **Continuance of a hearing.** The Board or hearing officer may continue or adjourn the hearing at any time for a specified time by notice or motion. The Board or hearing officer may grant a continuance upon motion of a party for good cause shown if written request is filed and served on all parties of record and filed with the

Secretary of the Board at least five (5) days prior to the date set for hearing. A respondent may be granted only one (1) continuance.

(2) **Deliberations and decisions.** Deliberations by the Board or the hearing officer in an individual proceeding may be held in executive session pursuant to the provisions of the Open Meeting Act set forth at 25 O.S. § 307.

(A) **Decision.** Decisions shall be issued in accordance with the following procedures:

(i) After hearing all evidence, and all witnesses, the State Board of Education or, if applicable, the hearing officer, shall render its decision on whether the certificate shall be revoked.

(ii) The decision of the State Board of Education or a hearing officer presiding at the hearing shall be announced at the conclusion of the hearing and notification of that decision shall be by certified or registered mail, restricted delivery with return receipt requested to the holder of the certificate.

(iii) If the holder of the certificate fails to appear at the scheduled hearing without prior notification within the time frame to request a stay or continuance set forth in (d)(1)(J) of this Section, demonstration of good cause, the Board or hearing officer shall hold the party in default and issue an order sustaining the allegations set forth in the application.

(iv) If the applicant fails to appear at the scheduled hearing without prior notification within the time frame to request a stay or continuance set forth in subsection (d)(1)(J) of this Section, demonstration of good cause, or fails to prove the allegations by clear and convincing evidence, the application shall be dismissed.

(B) **Findings of fact and conclusions of law.** After the decision is announced, but before issuance of the final order, if the Board has not heard the case or read the record of the individual proceeding, the hearing officer shall provide the parties with an opportunity to prepare and submit proposed findings of fact and conclusions of law in accordance with the provisions of 75 O.S. § 311. After the parties have been given notice and an opportunity to file exceptions, present briefs and oral arguments to the proposed findings of fact and conclusions of law, the Board may take action to accept, reject, or modify the proposed Findings and Conclusions of the hearing officer. The Board shall render findings of fact and conclusions of law. All findings of fact made by the Board shall be based exclusively on the evidence presented during the course of the hearing or previously filed briefs, (made a part of the record), of the testimony of witnesses taken under oath.

(C) **Final order.** As the final determination of the matter, the final order shall constitute the final agency order and shall comply with the requirements set forth at 75 O.S. § 312. If no motion for rehearing, reopening or reconsideration of the order is filed in accordance with (h) of this Section, the final agency order shall represent exhaustion of all administrative remedies by the State

Board of Education. All final orders in an individual proceeding shall be in writing and made a part of the record. Final orders are to be issued by the Chairperson of the Board or the presiding officer for transmission to the parties by the Secretary of the Board. Within five (5) business days of the date of issuance of the final order, parties shall be notified of a final order either personally or by certified mail, return receipt requested. Upon request, a copy of the order shall be delivered or mailed to each party and the party's attorney of record, if any. If an individual's appeal of a denial of renewal is successful following a hearing held under this Section, the certificate shall be reissued. If a certificate that was initially denied for renewal is reissued based on a successful appeal, the State Board of Education shall notify the superintendent of the district that currently employs or most recently employed the certified individual based on the personnel reports currently on file with the State Department of Education.

(D) Communication with parties. Unless required for the disposition of ex parte matters authorized by law, the Chairperson and the members of the Board, the hearing officer, or the employees or the agents of the Board shall not communicate, directly or indirectly, in connection with any issue of fact, with any person or party, nor, in connection with any issue of law, with any party or his or her representative except upon notice and opportunity for all parties to participate. The Chairperson and members of the Board or their employees may communicate with one another and have the aid and advice of one or more personal assistants. Advice may also be secured from the Attorney General's office.

(3) Record of hearing.

(A) The record of a hearing shall be set forth in such form and detail as the Chairperson or the Board may direct. The hearing may also be fully transcribed, and shall be placed on file in the Secretary's office. Parties to the proceeding may have the proceedings transcribed by a court reporter at their own expense. In accordance with the requirements of 75 O.S. § 309, the record shall include:

- (i) All pleadings, motions, and intermediate rulings;
- (ii) Evidence received or considered during the individual proceeding;
- (iii) A statement of matters officially noticed;
- (iv) Questions and offers of proof, objections, and rulings thereon;
- (v) Proposed findings and exceptions;
- (vi) Any decision, opinion, or report by the Board or a hearing officer presiding at the hearing; and
- (vii) All other evidence or data submitted to the Board or hearing officer in connection with their consideration of the case.

(B) The State Board shall electronically record the proceedings, with the exception of executive sessions. The recording shall be made and maintained in accordance with the requirements of 75 O.S. § 309, and a copy shall be provided to any party to the

proceeding upon request. If the requesting party should desire the tape(s) to be transcribed by a court reporter, the requesting party shall bear the expense.

(4) Rights to a rehearing, reopening or reconsideration.

(A) A petition for rehearing, reopening or reconsideration of a final order must be filed with the Secretary of the State Board within ten (10) days from the entry of the order. It must be signed by the party or his or her attorney, and must set forth with particularity the statutory grounds upon which it is based. However, a petition based upon fraud practiced by the prevailing party or upon procurement of the orders by perjured testimony or fictitious evidence may be filed at any time. All petitions for rehearing, reopening, or reconsideration will be considered and ruled upon as soon as the convenient conduct of the Board's business will permit.

(B) A petition for a rehearing, reopening, or reconsideration shall set forth the grounds for the request. The grounds for such a petition shall be either:

- (i) Newly discovered or newly available evidence, relevant to the issues;
- (ii) Need for additional evidence adequately to develop the facts essential to proper decision;
- (iii) Probable error committed by the Agency in the proceeding or in its decision such as would be grounds for reversal on judicial review of the order;
- (iv) Need for further consideration of the issues and the evidence in the public interest; or
- (v) A showing that issues not previously considered ought to be examined in order to properly dispose of the matter. The grounds which justify the rehearing shall be set forth by the State Board of Education which grants the order, or in the petition of the individual making the request for the hearing.

(C) It is the burden of the party requesting a rehearing to notify the opposing party of the appeal.

(D) Rehearing, reopening, or reconsideration of the matter may be heard by the State Board of Education or may be referred to a hearing officer. The hearing must be confined to those grounds on which the recourse was granted.

(5) Judicial review. Any person or party aggrieved or adversely affected by a final order in an individual proceeding is entitled to certain judicial review in accordance with the provisions of the Oklahoma Administrative Procedures Act, and the procedures set forth therein shall govern appeals.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 11 Ok Reg 2595, eff 6-13-94; Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 13 Ok Reg 3921, eff 9-5-96 (emergency); Amended at 14 Ok Reg 2612, eff 6-27-97; Amended at 17 Ok Reg 2893, eff 7-13-00; Amended at 32 Ok Reg 909, eff 8-27-15; Amended at 33 Ok Reg 710, eff 8-25-16; Amended at 37 Ok Reg 1203, eff 9-11-20]

210:20-9-97. Recency requirement [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Revoked at 17 Ok Reg 2893, eff 7-13-00]

210:20-9-98. Administrative requirements of teacher certification

(a) **Evaluation of foreign credentials.** Foreign credentials must be either analyzed by a recognized translation service or an Oklahoma college before the State Department of Education will accept them.

(b) **Noncitizens of the United States.** Requirements for noncitizens seeking an Oklahoma teaching credential are as follows:

- (1) Noncitizens of the United States will be required to submit documentation proving lawful presence with the application before an Oklahoma teaching credential may be issued or reissued.
- (2) The Oklahoma teaching credential may be issued/reissued for no longer than the validity of the documentation proving lawful presence. If the documentation proving lawful presence does not have an expiration date that affects the duration of a noncitizen's lawful presence, then the teaching credential shall have the same validity period as the teaching credential of a U.S. citizen.

(c) **Noncitizen Visiting Teacher Certification.** The State Board of Education may, upon request of a local school district, issue an international visiting teacher certification pursuant to 70 O.S. § 3-104(6).

(1) An international visiting teacher certification may be issued to applicants who meet the following criteria:

- (A) Applicant presents a document from an accredited public school district in this state offering employment following certification;
- (B) Applicant must be a citizen of a country other than the United States and hold a J-1 visa issued by the United States Department of State;
- (C) Applicant holds the equivalent of a bachelor's degree or higher from an accredited college or university in the subject area the applicant intends to teach and in the case of world languages, if the applicant is not a proficient native speaker of the target language to be taught, applicant has completed a major in the target language to be taught;
- (D) Applicants who seek to teach world languages must have a minimum of three years of teaching experience in the target language requested to be taught unless the applicant is a proficient native speaker of the target language to be taught;
- (E) Applicant is a participant in a visiting teacher program approved by the Oklahoma State Department of Education;
- (F) Applicant must demonstrate proficiency at the advanced-low level of the American Council on the Teaching of Foreign Languages' (ACTFL) proficiency scale in both spoken and written English; and
- (G) Applicant must complete an orientation program prior to employment and must be assigned a mentor teacher by the district.

(2) Applicants meeting all qualifications shall be granted a one-year teaching credential which may be renewed on a year-to-year basis for a maximum of five (5) years upon request of the employing district.

(d) **Native American Language Teacher Certification.** The State Board of Education may, upon application, issue a teacher certification in Native American Languages. For purposes of this subchapter, a "Native American Language" means the historical, traditional languages spoken by Native Americans. For purposes of this subchapter, "Native American" shall have the meaning set forth in 25 U.S.C §

2902(1)-(2).

(1) A Native American language certification may be issued to applicants who meet the qualifications set forth in 210:20-9-104(b) and provide documentation that the applicant has met the following criteria:

(A) Applicant has obtained a certification of proficiency in the language sought to be certified in accordance with the provisions of 210:20-9-104(b);

(B) Applicant has completed a background check conducted by the State Department of Education in accordance with the provisions of 70 O.S. § 5-142; and

(C) Applicant has submitted a portfolio documenting applicant's experience in teaching the Native American language in which the applicant has been certified by a tribe and any other experience related to education.

(D) Any applicant who does not hold an Oklahoma traditional or alternative teaching credential must complete a school orientation program prior to employment and must be assigned a mentor teacher by the district.

(2) Applicants meeting all of the criteria set forth in this subsection shall be granted a provisional Native Language teacher certification for a period of one year. After the expiration of the one year provisional term, the Native Language teacher certification may be renewed in accordance with the following provisions:

(A) For an applicant who does not hold an Oklahoma traditional or alternative teaching credential, the Native Language certification may be renewed on a year-to-year basis if:

(i) Renewal is requested by the employing district; and

(ii) As a condition of the first two renewals of the teaching certificate, applicant provides evidence of completion of 60 clock hours/points of a professional teaching development program each year. For purposes of (ii) of this subparagraph, a professional teaching development program may include:

(I) Programs, seminars, or conferences recognized for professional development credit by an Oklahoma public school district at the time the teacher attends; or

(II) Higher education coursework in teacher education from an accredited college or university.

(B) For an applicant who holds an Oklahoma traditional or alternative teaching certificate, the Native Language teacher certification may be renewed for a five (5) year period.

(e) **Privacy and access.** Any person, with proper identification, that makes a written or oral request, will be informed of the certification status of any individual subject to certification. No other information will be given to a third party without the written consent of the person about whom the information is sought.

(1) College transcripts and other supporting documents will neither be duplicated by nor released by the State Department of Education.

(2) An original out-of-state teaching certificate may be returned, upon written request, to the applicant.

(f) **Multiple applications.** When application is made at the same time for two (2) or more certificates of the same class, only a single processing fee will be charged.

(1) Applications may be made for multiple classes of certificates on one (1) form. There is a fee for each class.

(2) When application is made at different times for two (2) or more certificates, a fee will be charged for each certificate requested.

(g) **Duplicate/update certificates.** A certificate may be duplicated or updated by submitting a written request and paying the fee.

(h) **Change of name.** A legal change of last name on a certificate may be accomplished at any time upon written request and paying the fee.

(i) **Refusal of certification.** No certificate will be issued unless all requirements for the certificate in question are fully met. In addition, no certificate will be issued if the attempt to become certified is based on misrepresentation, forgery, or fraud.

(j) **Grounds for cancellation of certificates.** Any certificate, credential, or endorsement obtained by misrepresentation, forgery, fraud, or issued by error will be cancelled. Upon written request the holder must surrender the certificate in question to the State Department of Education.

(k) **Felony as grounds for noncertification.** No person shall receive an Oklahoma certificate who has been convicted of a felony, any crime involving moral turpitude, or a felony violation of the narcotics laws of the United States or the State of Oklahoma, provided the conviction was entered within the ten (10) year period immediately preceding application for teacher certification.

(l) **Revocation of teaching certificate.** Teaching certificates issued by authority of the Oklahoma State Board of Education may be revoked by the board for willful violation of any rule or regulation of the board or any federal or state law or other proper cause. A certificate will be revoked only after a sufficient hearing has been given to the teacher before the State Board of Education in accordance with the hearing procedures set forth at 210:1-5-6.

(1) No person whose certificate has been revoked in Oklahoma or any other state shall be issued an Oklahoma certificate unless the revoked certificate has been fully reinstated by the revoking state and grounds for the revocation do not conflict with Oklahoma law.

(2) A person who has either voluntarily surrendered a teaching certificate in another state, been denied certification in another state or has had a certificate suspended in another state is not eligible for Oklahoma certification until an investigation has resolved the issues surrounding the surrender, denial, or suspension of certification.

(m) **Extending provisional certificates.** A request for extension of validity of any expired provisional certificate will be presented to the State Board of Education only when extenuating circumstances seem to justify its consideration. These requests shall be submitted in writing by the employing superintendent. A superintendent who holds an expired provisional certificate needs to have the president of the local board of education make the written request.

(n) **Degree/college credit accepted for certification regulations.** Only degrees conferred by state or regionally accredited colleges and universities recognized by the Oklahoma State Board of Education will be accepted by the Professional Standards Section as part of the requirements for teacher certification. Only work completed in state and regionally accredited colleges and universities, or transfer credit validated by them, will be accepted as a basis for teacher certification. For purposes of Oklahoma certification, state-accredited colleges and universities are considered to be colleges and universities accredited by the Oklahoma State

Regents for Higher Education or their counterpart in other states (a statewide higher education coordinating board/agency of control). Regionally accredited colleges and universities are considered to be colleges and universities accredited by regional institutional accrediting bodies recognized by the United States Department of Education.

(o) **Fee for duplicate certificates.** The State Board of Education shall charge and collect reasonable fees for the issuance and duplication of certificates.

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 17 Ok Reg 2893, eff 7-13-00; Amended at 24 Ok Reg 138, eff 10-8-06 (emergency); Amended at 24 Ok Reg 1219, eff 5-25-07; Amended at 29 Ok Reg 1594, eff 7-12-12; Amended at 30 Ok Reg 1613, eff 7-11-13; Amended at 33 Ok Reg 64, eff 9-14-15 (emergency); Amended at 33 Ok Reg 712, eff 8-25-16; Amended at 34 Ok Reg 1082, eff 9-11-17]

210:20-9-99. National Board certification [REVOKED]

[Source: Added at 17 Ok Reg 2893, eff 7-13-00; Amended at 25 Ok Reg 216, eff 10-22-07 (emergency); Amended at 25 Ok Reg 1580, eff 6-12-08; Revoked at 32 Ok Reg 911, eff 8-27-15]

210:20-9-99.1. National certification bonus for school psychologists, speech-language pathologists, and audiologists

(a) Subject to availability of funds, a bonus in the amount prescribed in 70 O.S. § 6-206, shall be provided to individuals currently providing service to children and who are an Oklahoma school psychologist who has been designated as a nationally certified school psychologist by the National School Psychology Certification Board, or a speech-language pathologist or audiologist who holds a Certificate of Clinical Competence awarded by the American Speech-Language Hearing Association.

(b) If adequate funding is not available for a full bonus to be provided, the bonus amount may be prorated.

(c) Psychologists, speech-language pathologists, or audiologists eligible for the bonus are those individuals currently employed in the public schools of Oklahoma and are carried on the school personnel report submitted to the State Department of Education. The individual must be coded as a speech-language pathologist, psychologist, or audiologist only. Individuals may be employed in multiple districts.

(d) To document having a current national certificate, being employed by a public school district, and are currently providing services to children as a psychologist, speech-language pathologist, or audiologist, as of January 1 of the year the bonus is to be awarded, a verification form will be sent to each nationally certified person to be signed by the psychologist, speech-language pathologist, or audiologist and the superintendent of the local school district and returned to the State Department of Education before the bonus is awarded.

(e) Verification of national certification shall be provided to the State Department of Education prior to the bonus being awarded.

[Source: Added at 24 Ok Reg 578, eff 12-21-06 (emergency); Added at 24 Ok Reg 1221, eff 5-25-07; Amended at 25 Ok Reg 216, eff 10-22-07 (emergency); Added at 25 Ok Reg 1580, eff 6-12-08; Amended at 26 Ok Reg 98, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1467, eff 6-11-09]

210:20-9-100. Teacher Competency Review Panel [REVOKED]

[Source: Added at 18 Ok Reg 3425, eff 6-26-01 (emergency); Added at 19 Ok Reg 133, eff 10-9-01 (emergency); Added at 19 Ok Reg 976, eff 5-13-02; Revoked at 33 Ok Reg 715, eff 8-25-16]

**210:20-9-101. Early Childhood/Child Development Associate (CDA)
Certificate limited to four-year-olds and younger in Oklahoma**

- (a) The applicant shall have been an early childhood educator with the Head Start Program and have been employed in such experience for a period of at least five (5) years.
- (b) The applicant shall have a Child Development Associate Certificate.
- (c) The applicant shall pass the state general education competency examination and early childhood education subject area competency examination.
- (d) The applicant shall have on file with the Board a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation as well as a national fingerprint-based criminal history record provided by the Federal Bureau of Investigation. Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary certificate which shall be effective until receipt of the national fingerprint-based criminal history record. The person applying for a certificate shall be responsible for the cost of the criminal history records.
- (e) If the individual is employed by the public schools and does not have at least a bachelor's degree from a college recognized by the State Board of Education the teacher shall be reported on the support personnel report and shall be considered as any other support employee. The state-mandated minimum salary schedule is based on degree and years of teaching experience; therefore, it does not apply to this group of individuals.
- (f) If the individual is employed by the public schools as a teacher and has at least a bachelor's degree from a college recognized by the State Board of Education the individual shall be reported on the certified personnel report and shall be considered as any other certified employee.
- (g) The initial State Department of Education credential, valid for five (5) years, is verification of eligibility for employment. Standard renewal requirements shall be required, including having been recertified in child development by the Council for Early Childhood Professional Recognition within the five (5) years prior to the expiration date of the State Department of Education Early Childhood/CDA certificate.
- (h) The residency program will not be required.
- (i) Professional development requirements shall be fulfilled.

[Source: Added at 20 Ok Reg 1248, eff 4-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03]

210:20-9-102. Paraprofessional credentials and career development program for paraprofessionals

- (a) **Purpose.** Under Oklahoma law at 70 O.S. § 6-127A, a public school paraprofessional is an employee of a school district whose position is instructional in nature, or who delivers other direct services to students and/or their parents, and for which a certified teacher or other professional has the ultimate responsibility for the design, implementation, and evaluation of the individual educational programs or related services and student performance. Individuals must meet requirements established by federal and state law to be authorized to serve as public school paraprofessionals in Title I schools and in special education settings. The State Board of Education is also authorized to issue provisional teaching certification to a qualifying individual with a paraprofessional credential and relevant experience serving as a paraprofessional.
- (b) **Paraprofessional credential.** An individual who wishes to apply for a paraprofessional credential shall submit an application and all required supporting

documentation to the State Department of Education Office of Certification.

(1) **Tier 1.** In order to qualify for a Tier 1 Oklahoma paraprofessional credential issued by the Oklahoma State Department of Education (OSDE), which is required for general education paraprofessionals in Title I schools and available to general education paraprofessionals in other settings, an applicant shall meet the following eligibility criteria, established through the Elementary and Secondary Education Act (ESEA):

- (A) Has a high school diploma, or a General Educational Development (GED) Diploma or other certificate of high school equivalency recognized by the State of Oklahoma.
- (B) Has on file with the State Board of Education a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation (OSBI) as well as a national fingerprint-based criminal history record provided by the Federal Bureau of Investigation (FBI). Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary credential which shall be effective until receipt of the national fingerprint-based criminal history record. The person applying for a credential shall be responsible for the cost of obtaining the criminal history records.
- (C) Meets at least one of the following criteria:
 - (i) Has completed at least two (2) years of study at an institution of higher education, defined as completion of at least forty-eight (48) credit hours of college coursework; or
 - (ii) Has obtained an associate's degree or higher; or
 - (iii) Has either passed the Oklahoma General Education Test (OGET), obtained a National Career Readiness Certificate through successful completion of the ACT WorkKeys assessment, or passed the ParaPro Assessment offered through the Educational Testing Service.

(2) **Tier 2.** In order to qualify for a Tier 2 Oklahoma paraprofessional credential issued by the State Department of Education, which is valid for special education paraprofessionals, an applicant shall meet the criteria for a Tier 1 paraprofessional credential and all of the following qualifications:

- (A) Has completed the Oklahoma Special Education Paraprofessional Training available at Career Technology centers, equivalent training provided by the State Department of Education through an in-person or online program, or other state-approved training provided by a school district.
- (B) Has completed training in cardiovascular pulmonary resuscitation (CPR) and First Aid.
- (C) Has completed training in Universal Precautions/Bloodborne Pathogens.

(3) **Provisional employment of paraprofessionals in special education settings.** In the event a school district requires a special education paraprofessional in order to provide necessary services to one or more students with disabilities, but is unable to secure the services of an individual who holds a Tier 2 paraprofessional credential at the time the services must be delivered, the district may employ an individual on a provisional basis if the district determines the individual is able to provide the appropriate paraprofessional services. An individual who is employed as a paraprofessional to provide special education services on a provisional

basis must meet the criteria for a Tier 1 credential, and obtain all training required to qualify for a Tier 2 credential as listed in (b)(2) of this section, within one hundred twenty (120) calendar days of employment providing special education paraprofessional services in order to continue providing special education paraprofessional services, provided a criminal history record check is obtained within sixty (60) calendar days of initial employment pursuant to 70 O.S. § 5-142. If it is necessary for a school district to provisionally employ a paraprofessional to provide special education services, the district shall report the provisional placement of the paraprofessional and the paraprofessional's starting date of employment to the State Department of Education Office of Special Education.

(c) Provisional teaching certificates - paraprofessional. The State Department of Education shall issue a provisional teaching certificate, valid for up to three (3) years, in early childhood, elementary education, or special education to a paraprofessional who meets all of the following requirements:

- (1) Has been employed for one full school year (i.e., two consecutive semesters, three consecutive trimesters, or four consecutive quarters) in an accredited public or private school as a paraprofessional in the area for which a certificate is being pursued. The full school year (or the equivalent in consecutive school terms) of required paraprofessional experience must be completed in one school district or accredited private school;
- (2) Has earned at least a bachelor's degree from a college or university whose accreditation is recognized by the Oklahoma State Regents for Higher Education and has attained a cumulative grade point average of not less than 2.5 on a 4.0 scale;
- (3) Has passed all of the following teacher competency examinations adopted by the Oklahoma Commission for Teacher Preparation prior to July 1, 2014, or adopted by the Commission for Educational Quality and Accountability on and after July 1, 2014:
 - (A) The Oklahoma General Education Test (OGET);
 - (B) The Oklahoma Subject Area Test (OSAT) in Early Childhood, Elementary Education, or Special Education; and
 - (C) The Oklahoma Professional Teaching Exam (OPTE) (PK-8);
- (4) Has on file with the State Board of Education a current Oklahoma criminal history record from the Oklahoma State Bureau of Investigation as well as a national fingerprint-based criminal history record provided by the Federal Bureau of Investigation. Upon receipt of the Oklahoma criminal history record, the Board may issue a temporary credential which shall be effective until receipt of the national fingerprint-based criminal history record. The person applying for a credential shall be responsible for the cost of the criminal history records;
- (5) Has made application for teacher certification to the Oklahoma State Department of Education.

(d) Standard teaching certificate - paraprofessional. The State Department of Education shall issue a standard teaching certificate to individuals who have met all of the requirements of (b) of this section and met all of the following requirements:

- (1) The applicant has successfully completed at least one (1) full school year (i.e., two consecutive semesters, three consecutive trimesters, or four consecutive quarters) of teaching service in a public or private school accredited by the State Board of Education or a private school accrediting organization approved by the Board. The full school year (or the equivalent

- in consecutive school terms) of required teaching experience must be completed in one school district or accredited private school;
- (2) The applicant provides at least two (2) favorable recommendations for granting a standard teaching certificate to the applicant from:
- (A) The superintendent of a school district where the applicant has served as a teacher, or the principal of a school site where the applicant has served as a teacher; and
 - (B) The chair or director of the accredited teacher preparation program in which the applicant completed the coursework requirements set forth in (3) of this subsection.
- (3) Within three (3) years of initial issuance of the provisional teaching certificate in accordance with the provisions of (c) of this Section, the applicant has successfully completed twelve (12) semester hours of professional education coursework from an institution of higher education whose accreditation is recognized by the Oklahoma State Regents for Higher Education. The twelve (12) hours of coursework required by this paragraph shall consist of coursework that:
- (A) Is offered in a teacher preparation program that has been accredited by the Oklahoma Commission for Teacher Preparation prior to July 1, 2014 or accredited by the Commission for Educational Quality and Accountability on and after July 1, 2014;
 - (B) Is related to the area of teacher certification sought;
 - (C) Includes a minimum of three (3) semester hours in reading instruction.

(e) Reporting. Any individual who has been issued a provisional certificate in accordance with the provisions of (c) of this Section shall be reported on the certified personnel report and be considered as any other certified employee.

[Source: Added at 20 Ok Reg 1248, eff 4-10-02 (emergency); Added at 20 Ok Reg 821, eff 5-15-03; Amended at 25 Ok Reg 1753, eff 5-5-08 (emergency); Amended at 26 Ok Reg 247, eff 11-6-08 (emergency); Amended at 26 Ok Reg 1466, eff 6-11-09; Amended at 31 Ok Reg 1203, eff 9-12-14; Amended at 33 Ok Reg 716, eff 8-25-16; Amended at 35 Ok Reg 1109, eff 9-14-18; Amended at 36 Ok Reg 834, eff 7-25-19]

210:20-9-103. Career development plan to teach early childhood - infants, toddlers, and three-year-olds

(a) The Oklahoma State Department of Education (OSDE) shall issue a credential to teach infants, toddlers, and three-year-olds, when the following requirements are met:

- (1) Bachelor's degree in the area of child development or family relations with an emphasis in the development of infants and toddlers through age three (3) from a regionally accredited higher education institution recognized by the Oklahoma State Board of Education,
- (2) Pass the Oklahoma General Education Test, and
- (3) Pass the Federal Bureau of Investigation (FBI) criminal history check.

(b) The Oklahoma State Department of Education shall issue a standard teaching certificate when the following requirements are met:

- (1) Complete three (3) semester hours in reading instruction from a regionally accredited higher education institution recognized by the Oklahoma State Board of Education.
- (2) Documentation of successful completion of 180 days of employment by the program/site director.

[Source: Added at 27 Ok Reg 1668, eff 5-10-10 (emergency); Added at 28 Ok Reg 1054, eff 6-11-11]

210:20-9-104. Certification for languages with no subject area examination

(a) The Oklahoma State Department of Education (OSDE) shall issue a certification in world languages that have no state competency examination to qualified applicants who meet the following eligibility requirements.

(1) A qualified applicant seeking certification in a world language that has no state competency examination must obtain a score of at least "intermediate-high" on the following exams administered by the American Council on the Teaching of Foreign Languages (ACTFL) in the foreign language for which the applicant is seeking certification:

- (A) The Oral Proficiency Interview (OPI) or the Oral Proficiency Interview Computer (OPIc); and
- (B) The Writing Proficiency Test (WPT)

(2) The testing assessments listed in (b) of this Section are the only testing assessments which may be used as appropriate subject area assessments in a world language that has no state competency examination, unless the world language falls within the definition of a Native American Language set forth in 210:20-9-98(d) .

(3) Applicants holding a valid Oklahoma traditional or alternative credential may add a world language that has no state competency examination by meeting the requirements listed in (1) of this subsection.

(4) Applicants seeking certification in a world language that has no state competency examination who do not hold an Oklahoma traditional or alternative credential must meet the requirements of (1) of this subsection and must qualify for an Alternative Placement Teaching Certificate.

Applicants seeking certification pursuant to this section must comply with all statutory requirements of the Alternative Placement Program listed in 70 O.S. § 6-122.3.

(b) The Oklahoma State Department of Education (OSDE) shall issue a certification in Native American Languages that have no state competency examination to qualified applicants who meet all of the criteria set forth in 210:20-9-98(d) and who demonstrate proficiency in the Native American Language sought to be certified as determined by a federally-recognized tribe or tribal entity. For purposes of this subsection, proficiency in a Native American Language may be established as follows:

- (1) Applicant holds a Native American Language certificate issued by:
 - (A) A federally-recognized tribe or tribal entity; or
 - (B) An organization which has been recognized by a federally-recognized tribe or tribal entity with authority to certify Applicant's proficiency in the Native American Language(s) of the Tribe; and
- (2) Applicant has obtained a bachelor's degree or other academic degree designated by the federally recognized Tribe or Tribal Entity as a prerequisite to certification of proficiency in the Native American Language.

(c) As a prerequisite to recognition of certification of proficiency in a Native American Language, a tribe or tribal entity certifying proficiency in a Native American Language must provide the OSDE with an official statement issued by a tribe or tribal entity which identifies:

- (1) The Native American Language(s) for which the Tribe or Tribal Entity intends to certify individuals as proficient, or, in the case of an organization identified pursuant to (b)(1)(B) of this subsection, the Native American

Language for which the Tribe or Tribal Entity recognizes an organization with the authority to certify proficiency;

(2) A description of the systems and standards and subject area proficiency assessments that will be used by a tribe, tribal entity, or other organization identified in (b)(1)(B) of this subsection in certifying Native American Language teachers;

(3) A description of the educational requirements, training, professional development, language ability, and other qualifications necessary for teacher certification by the Tribe/Tribal Entity; and

(4) A description of the levels of proficiency and/or particular Native American Language course(s) for which the Tribe/Tribal entity intends to certify or recognize certification of an individual to teach.

(d) A certificate in Native American Languages shall qualify the authorized individual to accept a teaching position or assignment in any school district of the State of Oklahoma that offers or permits courses in Native American Language at the proficiency and/or grade level(s) for which they hold certification, *provided that*:

(1) A holder of Native American Languages teaching certificate who does not also have a current, valid Oklahoma traditional or alternative teaching credential may not teach any subject other than the Native American language and level(s) for which the individual has been certified; and

(2) In order to teach any Native American Language course offered by a school district for core academic subject as a world language credit rather than elective credit, a holder of a Native American Language teaching certificate who does not hold an Oklahoma traditional or alternative teaching credential must either qualify for an Alternative Placement Teaching Certificate or teach the class in collaboration with a teacher of record who is highly qualified in any content area for the appropriate level of instruction.

[Source: Added at 29 Ok Reg 1594, eff 7-12-12; Amended at 30 Ok Reg 1613, eff 7-11-13]

210:20-9-105. Non-traditional certification in special education

(a) Provisional certificates in special education for qualified applicants.

Notwithstanding any other rule in this Part, upon payment of the required processing fee for a provisional certificate set forth in 210:20-9-9, the Oklahoma State Department of Education shall issue a one year provisional special education certificate in the area of mild-moderate or severe-profound disabilities to any qualified applicant. An applicant will be considered "qualified" if the applicant has met the following criteria:

(1) Applicant has earned a bachelor's level college degree from an accredited institution of higher education;

(2) Applicant provides a written recommendation for a certificate by a school district board of education or an accredited institution of higher education;

(3) Applicant has satisfactorily completed a one-hundred fifty (150) clock hour special education program which has been approved annually by the State Department of Education Office of Special Education in accordance with the criteria approved by the State Board of Education; and

(4) A national criminal history record check of the applicant has been conducted in accordance with the requirements of 70 O.S. § 5-142, the cost of which shall be paid by the Applicant.

(b) Renewal of a provisional certificate in special education. The one year provisional special education certificate issued in accordance with the provisions of (a) of this Section may be renewed for up to two (2) additional periods of one year each upon submission of proof from an accredited institution of higher education that the individual has successfully completed at least six (6) credit hours of prescribed coursework during the previous year in either:

(1) A nontraditional route to certification program in mild-moderate or severe-profound disabilities or;

(2) A master's degree program in special education.

(c) Standard certificates in special education for provisional certificate holders. Notwithstanding any other rule in this Part, upon payment of the required processing fee for a standard certificate set forth in 210:20-9-9, the Oklahoma State Department of Education shall issue a standard special education certificate in the area of mild-moderate or severe-profound disabilities to any individual who has met all of the following requirements:

(1) The applicant has been issued one or more provisional special education certificates in accordance with (a) and (b) of this Section;

(2) Within three (3) years of the date of issuance of the applicant's initial provisional special education certificate, the applicant has successfully completed the prescribed coursework of a nontraditional route to certification program in either mild-moderate or severe-profound disabilities from an accredited institution of higher education;

(3) The applicant has successfully completed the general education examination (OGET) and the professional teaching examination (OPTE); and

(4) The applicant has successfully completed the subject area competency examination (OSAT) in special education for mild-moderate or severe-profound disabilities as required by 70 O.S. § 6-187.

(d) Standard certificates in special education for individuals with a master's degree in special education. Notwithstanding any other Section in this Part and without requiring applicant to first obtain a provisional special education certificate, upon payment of the required processing fee for a standard certificate set forth in 210:20-9-9, the Oklahoma State Department of Education shall issue a standard special education certificate in the area of mild-moderate or severe-profound disabilities to any individual who has met all of the following requirements:

(1) Applicant has earned a bachelor's level college degree from an accredited institution of higher education;

(2) Applicant has successfully completed the prescribed coursework of a master's degree program in special education from an accredited institution of higher education;

(3) Applicant has successfully completed the general education examination (OGET) and the professional teaching examination (OPTE);

(4) Applicant has successfully completed the subject area competency area examination (OSAT) in special education for mild-moderate or severe-profound disabilities as required by 70 O.S. § 6-187; and

(5) A national criminal history record check of the applicant has been conducted in accordance with the requirements of 70 O.S. § 5-142, the cost of which shall be paid by the Applicant.

(e) Certification in special education for individuals certified via an alternative placement certification route. Notwithstanding any other provision in this

Section, upon payment the required processing fee for a provisional and/or standard certificate set forth in 210:20-9-9, the Oklahoma State Department of Education shall issue a special education certificate in the area of mild-moderate or severe-profound disabilities to any individual who meets all of the following requirements:

- (1) Applicant has earned a bachelor's level college degree from an accredited institution of higher education;
- (2) Applicant holds an alternative placement teaching certificate issued in accordance with the provisions of 70 O.S. § 6-122.3 and accompanying regulations at 210: 20-9-110 in one or more of the following areas:
 - (A) Early childhood education;
 - (B) Elementary education; or
 - (C) A "core academic subject" as defined by 20 U.S.C. § 7801(11) and the accompanying regulation at 34 C.F.R. § 200.55(c); and
- (3) Applicant has successfully completed the subject area competency examination (OSAT) in Special Education for mild-moderate or severe-profound disabilities as required by 70 O.S. § 6-187.
- (4) The provisional or standard alternative placement teaching certificate cannot have been obtained through the career development for paraprofessionals program set forth by 70 O.S. § 6-127A and accompanying regulation at 210:20-9-102.
- (5) In the event the applicant has obtained a provisional alternative placement teaching certificate, the special education certificate obtained pursuant to this subsection shall remain provisional until applicant obtains a standard alternative placement teaching certificate, at which point applicant may be eligible to obtain a standard special education certificate upon payment of the required processing fee for issuance of a standard certificate as set forth in 210:20-9-9.

(f) **Highly qualified status.** A teacher who holds a provisional special education certificate issued or renewed in accordance with (a) or (b) of this Section or a standard special education certificate issued in accordance with (c), (d), or (e) of this Section, must meet the requirements for "highly qualified" special education teachers set forth at 34 C.F.R. § 300.18 if the teacher provides direct special education instruction in a "core academic subject" as defined by 20 U.S.C. § 7801(11) and accompanying regulation at 34 C.F.R. § 200.55(c). A teacher certified to teach special education in accordance with the provisions of this Section may be considered a "highly qualified" special education teacher in the State in accordance with the following provisions:

- (1) **Core academic areas - middle and secondary education.** A teacher who holds a provisional special education certificate that is issued or renewed in accordance with (a), (b) or (e) of this Section, or a standard special education certificate issued in accordance with (c), (d), or (e) of this Section and who provides direct instruction in a "core academic subject" as defined by 20 U.S.C. § 7801(11), may be considered a special education teacher who is "highly qualified" to teach a core academic subject at a secondary level if the teacher has met all of the following requirements:
 - (A) The teacher has successfully completed the subject area competency examination (OSAT) in special education for mild-moderate or severe-profound disabilities; and
 - (B) The teacher has successfully completed the appropriate competency examination (OSAT) in each core academic subject taught, or, if the teacher is not new to the profession (i.e., was a

certified teacher prior to December 3, 2004), demonstrated competency in each core academic subject taught through a High, Objective, Uniform State Standard of Evaluation (HOUSSE).

(2) Core academic areas - early childhood and elementary education. A teacher who holds a provisional certificate issued or renewed in accordance with (a), (b) or (e) of this Section, or a standard certificate issued in accordance with (c), (d) or (e) of this Section, who provides direct instruction in a "core academic subject" as defined by 20 U.S.C. § 7801(11), cannot be considered a special education teacher who is "highly qualified" to teach special education courses at an early childhood or elementary education level unless they have met all of the following requirements:

- (A) The teacher has successfully completed the subject area competency examination (OSAT) in Special Education for mild-moderate or severe-profound disabilities;
- (B) The teacher has successfully completed the appropriate subject area competency examination (OSAT) in early childhood or elementary education in accordance with the requirements set forth in 70 O.S. § 6-187, or, if the teacher is not new to the profession (i.e., was a certified teacher prior to December 3, 2004), demonstrated competency in early childhood or elementary education through a High, Objective, Uniform State Standard of Evaluation (HOUSSE).

(3) Core academic areas - alternate achievement standards.

Notwithstanding (1) and (2) of this subsection, a teacher who holds a provisional or standard certificate issued or renewed in accordance with (a) or (b) of this Section and who provides direct instruction in a "core academic subject" as defined by 20 U.S.C. § 7801(11) cannot be considered a special education teacher who is "highly qualified" to teach alternate achievement standards as a special education teacher unless the teacher has met the following requirements:

- (A) If teaching middle or secondary level core academic subjects exclusively to students assessed against alternative academic achievement standards, the teacher has successfully completed the appropriate competency examination (OSAT) in each core academic subject taught, or, if the teacher is not new to the profession (i.e., was a certified teacher prior to December 3, 2004), demonstrated competency in each core academic subject taught through a High, Objective, Uniform State Standard of Evaluation (HOUSSE).
- (B) If teaching early childhood level or elementary level core academic subjects exclusively to students assessed against alternative standards, the teacher has successfully completed the appropriate competency examination (OSAT) in early childhood or elementary education in accordance with the requirements set forth in 70 O.S. § 6-187, or, if the teacher is not new to the profession (i.e., was a certified teacher prior to December 3, 2004), demonstrated competency in early childhood or elementary education through a High, Objective, Uniform State Standard of Evaluation (HOUSSE).

(g) **Additional certification in early childhood or elementary education.** A teacher who obtains a standard certificate under (c), (d) or (e) of this Section may add a standard certificate in early childhood or elementary education upon successful completion of all of the following requirements:

- (1) An appropriate teacher preparation program approved by the Oklahoma Commission for Teacher Preparation in accordance with the provisions of OAC 712:10-5; and
- (2) The appropriate subject area competency examinations (OSAT) in early childhood or elementary education in accordance with the requirements set forth in 70 O.S. § 6-187.

[Source: Added at 32 Ok Reg 22, eff 8-25-14 (emergency); Added at 32 Ok Reg 912, eff 8-27-15]

210:20-9-110. Alternative placement teaching certificates

(a) **Issuance of provisional alternative teaching certificates.** The State Department of Education shall issue a three (3) year, nonrenewable provisional alternative placement teaching certificate to an individual who completes the application for an alternative placement teaching certificate and submits all documentation necessary to verify that the applicant meets all of the following criteria:

(1) **Post-secondary education.** The applicant for alternative placement certification holds:

- (A) At least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education and has attained a retention grade point average of not less than 2.50 on a 4.0 scale; or
- (B) A terminal degree in any field from an institution accredited by a national or regional accrediting agency recognized by the United States Department of Education, verified as a terminal degree by the Oklahoma State Regents for Higher Education; or
- (C) At least a baccalaureate degree from an institution whose accreditation is recognized by the Oklahoma State Regents for Higher Education, and has completed at least two (2) years of qualified work experience. For purposes of this section, qualified work experience must be documentable through standard employment verification procedures, and relevant to a certification area or area of specialization as determined by the State Board of Education, the Office of Educational Quality and Accountability, the Department of Career and Technology Education, and/or the State Regents for Higher Education.

(2) **Competency in a certification area.** In addition to having completed qualifying post-secondary education, the applicant demonstrates competency in an area of specialization for an elementary-secondary certificate, a secondary certificate, or a vocational-technical certificate. Competency in a certification area may be demonstrated through the following:

- (A) Completion of an academic major, or at least thirty (30) credit hours of post-secondary coursework, in a field that corresponds to a certification area.
- (B) Completion of an academic minor, or at least fifteen (15) credit hours of post-secondary coursework, in a field that corresponds to a certification area, plus at least one (1) year of qualified work

experience or relevant volunteer experience in the same field. Volunteer experience must be verified through documentation and/or references.

(C) At least three (3) years of qualified work experience or relevant volunteer experience in a field that corresponds to an area of certification, or a combination of relevant work and volunteer experience totaling at least three (3) years, plus a written recommendation from an employer or volunteer coordinator.

(D) Successful completion of a relevant professional exam (e.g. accountancy, nursing).

(E) Publication of a relevant article in a peer-reviewed academic journal or trade journal.

(F) Other documentable means of demonstrating competency, subject to the approval of the State Department of Education.

(3) **Intent to earn standard certification.** The applicant declares the intention to earn standard certification by means of an alternative placement program that meets the requirements of 70 O.S. § 6-122.3 in not more than three (3) years. An applicant shall be deemed to have declared their intent to earn standard certification through submitting a completed application for alternative certification.

(4) **Teacher competency examinations.** The applicant has passed all of the following teacher competency examinations:

(A) The Oklahoma General Education Test (OGET); and

(B) The Oklahoma Subject Area Test (OSAT) in each area of specialization for which certification is sought, unless the applicant is eligible for an exception to the OSAT requirement under 70 O.S. § 6-122.3(e). Pursuant to statute, in consultation with the Commission for Educational Quality and Accountability, the State Board of Education may grant an exception to the requirement to complete the OSAT exam for initial certification in a subject area for which the applicant holds a substantially related advanced degree from an accredited institution. This exception is not available for subject areas which require an advanced degree for certification, such as school administrator, school counselor, library media specialist, and reading specialist certificates.

(5) **Intent to serve as a public school teacher.** The applicant declares their intention to serve as a teacher at an Oklahoma public school. An applicant shall be deemed to have declared their intent to seek employment at an accredited Oklahoma public school district through submitting a completed application for alternative certification.

(b) **Requirements for enrollment in an alternative certification program.** As a prerequisite to enrollment in an alternative placement program set forth in 70 O.S. § 6-122.3, applicants shall meet all of the following requirements:

(1) The applicant has never been denied admittance to a teacher education program approved by the Oklahoma State Regents for Higher Education, the North Central Association of Colleges and Schools and by the Oklahoma Commission for Educational Quality and Accountability to offer teacher education programs; and has never been enrolled in and subsequently failed courses necessary to successfully meet the minimum requirements of the program;

- (2) The applicant has on file with the director of teacher education at an Oklahoma institution of higher education a plan for meeting standard certification requirements within three (3) years; and
- (3) The applicant is participating in the teacher residency program set forth in 70 O.S. § 6-195.

(c) Requirements for professional education instruction. Participants in alternative placement programs as addressed in subsection (b) must complete between six (6) and eighteen (18) credit hours of professional education instruction, or between ninety (90) and two hundred seventy (270) clock hours of school district-approved professional development, with the minimum hours of instruction required dependent on the applicant's prior level of education and/or experience. Professional education requirements must be completed within three (3) years after entering the Alternative Placement program. For all participants, except school counselors, professional education instruction must include at least one college credit course addressing pedagogical principles and at least one college credit course addressing classroom management. For school counselors, professional education instruction must include at least two college credit courses addressing the components of a comprehensive school counseling program, including but not limited to, data-informed decision making, closing achievement and opportunity gaps, school counseling ethical standards, and improving student achievement, attendance and discipline. For each year of documented experience in the relevant certification area, a participant's total required professional education may be reduced by three (3) credit hours or forty-five (45) clock hours, provided all participants must complete at least six (6) credit hours or ninety (90) clock hours of professional education instruction. Minimum required instructional hours shall be determined as follows:

- (1) For alternative placement program participants who hold a terminal degree, six (6) credit hours or ninety (90) clock hours of professional education instruction are required.
- (2) For alternative placement program participants who hold a non-terminal degree beyond a baccalaureate degree, twelve (12) credit hours or one hundred eighty (180) clock hours of professional education instruction are required.
- (3) For alternative placement program participants who hold a baccalaureate degree, eighteen (18) credit hours or two hundred seventy (270) clock hours of professional education instruction are required.

(d) Issuance of standard teaching certificates. The State Department of Education shall issue a standard teaching certificate to an individual who successfully completes all of the requirements set forth in (a), (b), and (c) of this Section within three (3) years of the date of issuance of the applicant's provisional alternative teaching certificate and meets all of the following requirements:

- (1) The applicant has passed the Oklahoma Professional Teaching Exam (OPTE) for either elementary/middle level or secondary level; and
- (2) The applicant has completed all professional education requirements of the alternative placement program set forth in 70 O.S. § 6-122.3 and the administrative rules and/or adopted policies of the State Board of Education.

(e) No student teaching experience required. Student teaching and/or pre-student teaching field experience shall not be required of alternative program applicants as a condition of receiving a provisional or standard certificate pursuant to the provisions of this Section.

(f) **Criminal history record check.** Prior to employing an alternatively certified teacher, the district board of education shall request a criminal history record check of the individual under the provisions of 70 O.S. § 5-142.

(g) **State Board of Education exceptions.** In accordance with the requirements of 70 O.S. § 6-122.3, the State Board of Education may grant a waiver or exception to any of the requirements of this Section and may grant a certificate upon demonstration of specific competency in the subject area of specialization by the applicant. An applicant for alternative certification who does not have at least two (2) years of relevant work experience, but demonstrates competency in the subject area in which certification is sought, may request an exception to the work experience requirement of 70 O.S. § 6-122.3.

[Source: Added at 31 Ok Reg 1200, eff 9-12-14; Amended at 34 Ok Reg 1085, eff 9-11-17; Amended at 38 Ok Reg 939, eff 8-26-21; Amended at 39 Ok Reg 999, eff 9-11-22]

PART 11. ALTERNATIVE CERTIFICATION [REVOKED]

210:20-9-115. Purpose and scope [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-9-116. Prerequisites [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-9-117. Plan sequences [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 79, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-9-118. Alternative placement teaching certificate [REVOKED]

[Source: Added at 12 Ok Reg 3612, eff 7-31-95 (emergency); Added at 13 Ok Reg 1331, eff 5-13-96; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98]

PART 13. CONDITIONAL PROVISIONAL [REVOKED]

210:20-9-130. Purpose, scope, and general requirements [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 79, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-9-131. Certificate limitations [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-9-132. State certification requirements [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 79, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-9-133. Exemptions [REVOKED]

[Source: Added at 10 Ok Reg 1587, eff 5-13-93; Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

PART 15. GENERAL COMPETENCIES FOR LICENSURE AND CERTIFICATION

210:20-9-150. Purpose

Set forth in this Part are general competencies for licensure and certification which have been adopted by the State Board of Education as required by Legislative House Bill 1549 for creation of a competency-based teacher preparation program to be implemented by July 1, 1997.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-151. Definitions [RESERVED]

[Source: Reserved at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-152. General competencies for licensure and certification

The general competencies for licensure and certification are:

- (1) **Learner development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- (2) **Learner differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- (3) **Learning environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- (4) **Content knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- (5) **Application of content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- (6) **Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- (7) **Planning for instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- (8) **Instructional strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- (9) **Professional learning and ethical practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and

adapts practice to meet the needs of each learner.

(10) **Leadership and collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97; Amended at 31 Ok Reg 1204, eff 9-12-14]

PART 17. FULL (SUBJECT MATTER) COMPETENCIES FOR LICENSURE AND CERTIFICATION

210:20-9-170. Purpose

Set forth in this Part are full (subject matter) competencies for licensure and certification which have been adopted by the State Board of Education pursuant to the requirements of House Bill 1549. The teacher candidate for licensure and certification shall demonstrate in-depth knowledge of subject matter as reflected in the standards of learned societies recognized by the National Council for the Accreditation of Teacher Education (NCATE). In program areas where NCATE has not recognized a learned society, the standards of a learned society appropriate to the subject area shall be used.

[Source: Reserved at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-171. Definitions [RESERVED]

[Source: Reserved at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-172. Full (subject matter) competencies for licensure and certification

Full (subject matter) competencies are listed in (1) through (43) by subject/content area.

(1) **Art education.** The candidate for licensure and certification:

(A) Has a sound philosophical understanding of visual art education and is able to support, justify, and implement the visual art curriculum.

(B) Has an understanding of past, current, and future trends and issues in art education as well as art education research.

(C) Has a knowledge of developmentally appropriate visual art content including aesthetics, art criticism, and art history, around a core of art production.

(D) Has a working knowledge of and has had experience in integration of the arts with other fine arts areas as well as other academic disciplines.

(E) Understands and has experience in the application of the elements and principles of art and design.

(F) Understands art history including various styles, periods, ethnic groups, and cultures from around the world.

(G) Has a knowledge of aesthetics (the field of study that relates to beauty in the arts) and art criticism (art review and commentary), along with teaching strategies appropriate for both areas that involve a variety of media and awareness of developmental levels.

- (H) Understands and has experience in various methods of art production and creative development including drawing, figure drawing, color and design, painting, printmaking, sculpture, clay, applied design, and technology. Additional experience should involve metal, stone, fiber, papermaking, wood, and mixed media.
- (I) Has proficiency in teaching strategies that are developmentally appropriate and inclusive of various student learning styles and is sensitive to the needs of diverse ethnic and cultural groups and those with disabilities.
- (J) Develops a portfolio of his/her own artwork.
- (K) Understands that contests and competitions have a valuable place in art education; however, they should not drive the development of the local curriculum.
- (L) Has a knowledge of a wide variety of arts resources including community resources, materials, equipment, and information about exhibitions and/or major collections.
- (M) Recognizes the important role of technology in education and that it may serve as a supportive tool in art education.
- (N) Understands the art-related competencies in the Oklahoma core curriculum and knows how to incorporate them into various art classes.

(2) **Business education.** Competencies for business education are fulfilled by meeting competencies for vocational business.

(3) **Driver/safety education.** The candidate for licensure and certification:

- (A) Applies, models, and teaches appropriate learning strategies for the safe operation of motor vehicles.
- (B) Understands the social and emotional forces that influence the psychological makeup of young drivers and how these forces affect their driving behavior.
- (C) Understands basic driving maneuvers including the universal concepts of defensive driving.
- (D) Understands the physical laws of nature and the statutory laws that govern the safe operation of motor vehicles.
- (E) Has an understanding of the basic mechanical systems that make up a motor vehicle and their influence on its operational limits.

(4) **Early childhood education (pre-kindergarten-third grade).** The competencies related to Early Childhood Education relate more specifically to the processes of learning and/or information processing than presentation of specific subject matter. The candidate for licensure and certification knows, understands, and uses:

- (A) Factors that influence the development of young children, the sequence and interdependency of all areas, (i.e., physical, social, emotional, cognitive, and language) and uses that knowledge to meet the needs and characteristics of the group and individual children (birth to eight years of age) while respecting their unique rates of development.
- (B) Positive child guidance strategies which help children learn to make responsible decisions regarding their own behavior and contributes to the development of self-control, self-motivation, and self-respect.

- (C) The knowledge of how young children think, process information, and develop concepts in content areas including language, literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, and movement.
- (D) Integrative approaches (e.g., themes, topics, projects) to enable children to see and experience content areas and make meaningful connections to the child's life experience.
- (E) Curriculum in regards to the children's needs and interests, as well as, developmentally appropriate skills and concepts.
- (F) Developmentally appropriate strategies when planning, implementing, articulating, and evaluating (e.g., play, independent work, small group projects, group discussions, cooperative learning, open-ended questions, inquiry, and problem solving experiences.)
- (G) A bias-free learning environment (indoors and outdoors) which is physically and psychologically safe for young children through the use of a balanced schedule, learning centers, and appropriate transitions and routine.
- (H) Curriculum strategies, schedules, and the environment to meet the specific needs, interests, and experiences of all children with complex characteristics (i.e., adapting for those with disabilities, developmental delays, diverse cultures, or special abilities).
- (I) Collaboration strategies regularly with families and other agencies in the community to enhance and support children's learning and development.
- (J) Behaviors that recognize and respect diversity, how it influences learning, and builds connections among children's families, communities, and schools.
- (K) Performance assessment (i.e., observation and documentation) and formal assessment to evaluate young children's development and learning for the purpose of planning appropriate and challenging programs, environments, and interactions and adapting for individual differences.
- (L) Formative and summative evaluation measures to ensure comprehensive quality of the total program for children in reciprocal partnerships, with families, and the community.
- (M) The historical, social, and ethical foundations of early childhood education which enables the teacher to articulate a philosophy and rationale for appropriate principles and practices.
- (N) Self evaluation of teaching techniques and outcomes and modifies curriculum, strategies, schedules and environment to maximize the learning environment and enhance psychological safety for children.
- (O) Knowledge to advocate for children by articulating to family, community and others the goals and methods used in the early childhood classroom.
- (P) Instructional strategies/plans based on the Oklahoma core curriculum.
- (Q) Understands and applies the following competencies in reading instruction as appropriate to the abilities of the student.
- (i) Knows the stages of language development and the structure of the English language and alphabetic writing

system including phonology, morphology, and orthography and their relationships to spelling and meaning.

(ii) Understands that primary language (oral) directly impacts the secondary languages (reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationship of oral language to literacy.

(iii) Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess student's reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.

(iv) Identifies and applies all developmental levels of phonemic awareness to provide appropriate instruction in understanding words are made up of phonemes and that phonemes can be rearranged and manipulated to make different words that compose oral speech.

(v) Knows and provides appropriate systematic explicit and implicit phonological instruction for the application of spelling-sound correspondences for word analysis and for structural analysis for word recognition and word meaning development.

(vi) Knows and applies the relationships between spelling patterns and sounds of speech; knows how to support the student at each stage of spelling development; knows how to focus direct and indirect instruction to guide the student toward spelling proficiency.

(vii) Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development (e.g., singular and plural).

(viii) Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.

(ix) Knows and applies strategies and instructional approaches to support response to text and promote comprehension for literal, inferential, and critical/evaluative level (e.g., guided reading, literature and research circles).

(x) Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections (i.e., semantics, syntax, and graphophonics).

(xi) Knows and applies the instructional strategies which contribute to the development of fluent reading.

(xii) Knows how to promote children's interest and engagement in reading and writing.

(R) Understands and applies the following competencies in mathematics instruction as appropriate to the abilities of the student.

(i) Builds on children's natural interest in mathematics and uses it to make sense of their physical and social worlds.

- (ii) Establishes mathematics curriculum based on current knowledge of young children's cognitive, linguistic, physical and social-emotional development that builds on children's varying experiences.
- (iii) Uses teaching practices that enhance children's problem-solving and reasoning processes which includes representing, communicating, and connecting mathematical ideas.
- (iv) Understands that the curriculum should be coherent and compatible with known relationships and sequences of important mathematical ideas and that provides for children's deep and lasting interaction with key mathematical ideas.
- (v) Introduces mathematical concepts, methods, and language through a variety of appropriate experiences and teaching strategies, including integrating mathematics with other activities and allowing ample time, materials and teacher support for children to explore and manipulate mathematical ideas.
- (vi) Enhances children's mathematical knowledge, skills and strategies by providing an ongoing process of collecting information from multiple sources to determine a student's strengths and weaknesses in order to plan appropriate educational services.

(S) Understands and applies the following competencies in science instruction as appropriate to the abilities of the student.

- (i) Plans an inquiry-based science program that develops a curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students in a framework of yearlong and short-term goals for students.
- (ii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
- (iii) Guides and facilitates learning through focused interaction with students, recognizes and responds to student diversity, and encourages and models the skills of inquiry in order for all students to participate in science learning.
- (iv) Uses ongoing multiple methods and systematically gathers data about students understanding and abilities.
- (v) Designs and manages learning environments that provide students with the time, space and resources needed for developing science skills.
- (vi) Uses a variety of instructional strategies to implement an integrated/interdisciplinary curriculum and understands the interaction between the sciences and the process skills.

(T) Understands and applies the following competencies in social studies instruction as appropriate to the abilities of the student.

- (i) Designs and manages learning environments that provide opportunities for students to exhibit traits of good citizenship in a variety of settings and situations.

(ii) Selects teaching and assessment strategies that support the development of student understanding of their community and culture.

(U) Understands and applies the following competencies in the use of technology as appropriate to the abilities of the student.

(i) Bases the use of technology on the knowledge of how young children think, process information and develop concepts in content areas.

(ii) Enhances children's cognitive and social abilities through the appropriate use of technology.

(iii) Integrates technology into the learning environment and uses it as one of many options to support children's learning.

(iv) Promotes equitable access to technology for all children and their families.

(v) Advocates in collaboration with parents for more appropriate technology applications for all children.

(5) Elementary education. The competencies developed in specific subject areas such as mathematics, art, science, etc., have been developed on a prekindergarten through 12th grade continuum. Because of this, it is unnecessary for the elementary education competencies to address anything more than the processes through which the subject matter competencies will be presented in the classroom. The candidate for licensure and certification:

(A) Understands his/her role and the variety of approaches to the organization of elementary schools.

(B) Understands the essential nature and importance of interaction and communication with students, parents, community members and colleagues.

(C) Models the role of the lifelong learner.

(D) Understands the role of the teaching profession in curriculum change and school improvement.

(E) Understands the link between child development, curriculum, and instruction.

(F) Understands and uses a variety of strategies to:

(i) select methods of assessment appropriate to each of the subject matter areas and to the age, development, and characteristics of students,

(ii) interpret and communicate assessment results accurately and ethically, and

(iii) integrate information gained from assessments into instructional plans.

(G) Has a knowledge of current research findings about teaching and learning.

(H) Analyzes his/her teaching practices through a variety of techniques.

(I) Understands appropriate classroom management systems and discipline practices.

(J) Understands the selection and use of materials, resources, and technology appropriate to individual differences.

(K) Creates an environment that facilitates learning experiences which make subject matter meaningful to students.

(L) Understands the subject matter areas common to the elementary curriculum and the integration of those subject matter areas.

(M) Facilitates learning groups as appropriate to the needs and/or interests of students and the goals of the lesson.

(N) Understands and applies the following competencies in reading instruction.

(i) Knows the stages of language development and the structure of the English language and alphabetic writing system including phonology, morphology, and orthography and their relationships to spelling and meaning.

(ii) Understands that primary language (oral) directly impacts the secondary languages (reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationship of oral language to literacy.

(iii) Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess student's reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.

(iv) Identifies and applies all developmental levels of phonemic awareness to provide appropriate instruction in understanding words are made up of phonemes and that phonemes can be rearranged and manipulated to make different words that compose oral speech.

(v) Knows and provides appropriate systematic explicit and implicit phonological instruction for the application of spelling-sound correspondences for word analysis and for structural analysis for word recognition and word meaning development.

(vi) Knows and applies the relationships between spelling patterns and sounds of speech; knows how to support the student at each stage of spelling development; knows how to focus direct and indirect instruction to guide the student toward spelling proficiency.

(vii) Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development, e.g., prefixes, suffixes and roots.

(viii) Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.

(ix) Knows and applies strategies and instructional approaches to support response to text and promote comprehension for literal, inferential, and critical/evaluative level, e.g., guided reading, literature and research circles.

(x) Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections, i.e., semantics, syntax, and graphophonics.

- (xi) Knows and applies the instructional strategies which contribute to the development of fluent reading.
 - (xii) Knows how to promote children's interest and engagement in reading and writing.
 - (O) Understands interdisciplinary teaching and collaboration.
 - (P) Understands that all students can develop proficiencies in the Oklahoma core curriculum.
- (6) **English.** The candidate for licensure and certification:
- (A) Maintains current knowledge of content-area concepts of written and oral communication, literature, and language systems (phonetic, semantic, syntactic, pragmatic). For purposes herein, language systems and what they mean or include are:
 - (i) "Phonetic" means the letter/sound system of a particular language.
 - (ii) "Pragmatic" means the use of particular language and its conventions that convey meaning in a cultural context.
 - (iii) "Semantic" means the meaning system of a given language.
 - (iv) "Syntactic" means the structure, order, and organization of a given language.
 - (B) Applies comprehension, analysis, interpretation, synthesis and evaluation of auditory, written, and visual messages. For purposes herein, these terms have the following meaning and include:
 - (i) "Auditory messages" means spoken language, intonation.
 - (ii) "Visual messages" means visual graphics such as illustrations, pictures, photographs, symbols, and signs, body language, facial expressions.
 - (iii) "Written messages" means connected discourse, text.
 - (C) Applies appropriate learning strategies for reading, writing, studying, and researching.
 - (D) Communicates effectively in speaking and writing, using appropriate language conventions. For purposes herein, "language conventions" means grammar, figurative language, mechanics, specialized vocabulary, technical terms.
 - (E) Understands the influences of social and historical contexts and culture on language and literature and adapts instruction accordingly.
 - (F) Uses the understanding of language acquisition and language learning processes to develop student proficiencies and to modify instruction for second-language learners.
 - (G) Establishes a reflective and creative learning environment.
 - (H) Uses a variety of assessment strategies to evaluate student proficiencies in the language arts and to modify instruction appropriately.
 - (I) Uses technology to accomplish professional goals and to develop student's literacy proficiencies.
 - (J) Understands and teaches strategies appropriate to a variety of forms (genres), text organizations, and structures, including functional print and informational print. For purposes herein:
 - (i) "Functional print" means environmental print messages (i.e., signs, logos, labels, directions);

(ii) "Genre" means a particular type of literature (i.e., short story, novel, poem, essay, drama)

(iii) "Informational print" includes reference materials, telephone books, almanacs, dictionaries.

(K) Understands the literacy process (i.e., reading process and writing process), and provides effective instruction in literacy skills and strategies.

(L) Understands, teaches, and implements Oklahoma's core curriculum.

(7) **Family and consumer sciences.** Competencies for family and consumer sciences are fulfilled by meeting competencies for vocational family and consumer sciences.

(8) **Foreign languages.** The candidate for licensure and certification will possess competencies as specified in (A) through (G).

(A) Listening (K-12). The candidate for licensure and certification:

(i) Understands main ideas and supporting details of oral presentations and conversations (e.g., prepared speeches, news broadcasts, interviews, short lectures).

(ii) Understands spontaneous speech on a variety of basic topics.

(iii) Comprehends sustained conversation or narrative of general topics (secondary only).

(B) Speaking (K-12). The candidate for licensure and certification:

(i) Narrates and describes events, objects, and activities with supporting details.

(ii) Participates in spontaneous, face-to-face conversation involving more complicated skills and social situations, such as elaborating, apologizing, debating.

(iii) Initiates, sustains, and closes a general conversation.

(iv) Displays some ability to support opinions, explain in detail, and make assumptions (secondary only).

(v) Uses varied strategies, such as paraphrasing or restating, to facilitate communication in the language being studied (secondary only).

(C) Reading (K-12). The candidate for licensure and certification:

(i) Reads authentic (from the culture of the language studied) materials, such as selected short stories, poetry, and other literary works, articles, personal correspondence, and simple technical material written for the general reader.

(ii) Comprehends facts in authentic (from the culture of the language studied) texts and materials and makes appropriate inferences.

(iii) Comprehends authentic (from the culture of the language studied) communications via various media and technology.

(D) Writing (K-12). The candidate for licensure and certification:

(i) Communicates by writing simple facts and ideas.

(ii) Expresses narratives and descriptions of a factual nature.

(iii) Writes professional and social correspondence (secondary only).

(E) Culture (K-12). The candidate for licensure and certification:

- (i) Is knowledgeable about the products of the culture of the language being taught.
 - (ii) Is knowledgeable about practices of the culture of the language being taught.
 - (iii) Is able to compare and contrast local culture and cultures of the language being taught.
- (F) Second language acquisition (K-12). The candidate for licensure and certification:
- (i) Is knowledgeable about first language development and its relation to second language learning.
 - (ii) Is knowledgeable about varied teaching approaches, methods, and strategies.
 - (iii) Is knowledgeable about varied second language assessment strategies and techniques that are developmentally appropriate.
- (G) The Oklahoma core curriculum (K-12). The candidate for licensure and certification:
- (i) Understands Oklahoma's core curriculum for languages, and
 - (ii) Implements the skills and knowledge appropriate to the level(s) taught.

(9) Journalism. The candidate for licensure and certification:

- (A) Maintains current knowledge of concepts, theories, and practical application of such in the field of journalism, including those associated with print media, news gathering, writing, research, graphic design, photography, technology, law, and ethics.
- (B) Applies comprehension, analysis, interpretation, and evaluation of auditory, written, and visual communication. Projects can be created based on this knowledge, i.e., newspapers, yearbooks, magazines, or broadcasts.
- (C) Applies appropriate learning strategies for research, writing, organization, editing, and presentation of written and visual messages to different audiences.
- (D) Communicates effectively in oral presentation, written communication, and visual design.
- (E) Understands the influence of social and historical context of culture on journalism and adapts instruction accordingly.
- (F) Understands the impact and importance of cultural diversity on the communication process.
- (G) Establishes a reflective and creative learning environment.
- (H) Uses a variety of assessment strategies and teaching methods to encourage creativity, to inspire critical thinking to develop problem-solving techniques, and to establish and maintain excellence in all journalism pursuits.
- (I) Uses technology to accomplish professional goals and to develop students' journalistic proficiencies in all aspects of the subject, including, but not limited to, desktop publishing, photojournalism, written communication, graphic design, and research.
- (J) Understands and can teach strategies appropriate to a variety of journalistic areas, including print media, graphic arts, printing

technology, broadcast media, electronic media, advertising, business management practices, public relations, and professional writing.

(K) Is prepared to teach students in the following areas:

- (i) desktop publishing;
- (ii) writing for print and electronic media;
- (iii) editing;
- (iv) photography and videography;
- (v) graphic design and typography;
- (vi) headline, preview, promotion, and caption writing.

(L) Is prepared to teach

- (i) research skills;
- (ii) interviewing;
- (iii) ethics, law, and responsibilities of the press;
- (iv) journalism history;
- (v) television, video, radio and multimedia production;
- (vi) staff management, organization and leadership techniques;
- (vii) business management and accounting procedures.

(M) Is knowledgeable of professional resources, including state, regional, and national scholastic press associations, workshops, conferences, contests, and publications.

(N) Understands the importance of effective verbal and visual communication skills.

(O) Understands the role of co-curricular and extracurricular activities in the development of student interests as an extension of classroom instruction.

(P) Understands, teaches, and implements Oklahoma's core curriculum.

(10) **Library-media specialist.** The candidate for licensure and certification:

(A) Defines a program of information literacy and integrates it into the curriculum

(B) Defines a school library media program emphasizing information problem-solving skills and integrates it into the curriculum.

(C) Motivates and guides students and faculty in recognizing literature as an essential base of cultural and practical knowledge and in reading for pleasure as well as for information.

(D) Communicates effectively with students, faculty, staff, administrators, parents, other colleagues, and the general public by the ability to:

- (i) exhibit communication skills necessary for collaborative planning with teachers.
- (ii) develop and implement an effective public relations program to communicate library media program goals, needs, and accomplishments.

(E) Applies basic principles of evaluating and selecting resources and equipment to support the educational goals of the school by the ability to:

- (i) develop selection policies which reflect curricular and instructional objectives, and informational and recreational needs of students and teachers.
- (ii) develop criteria for evaluating and selecting specific print and non-print materials and equipment.
- (iii) develop a collection of bibliographic aids, tools, and other sources to obtain current reviews and information about materials and equipment.
- (iv) develop and implement procedures for preview, evaluation, selection, and acquisition of materials and equipment consistent with the district policy.
- (v) reevaluate and maintain materials and equipment.

(F) Uses resources to support the personal, developmental, and curricular needs of students, and the instructional development needs of the faculty by the ability to:

- (i) use a variety of ways to access information, including the use of new technologies.
- (ii) provide specific information and resources in response to reference requests and recommend resources which support the curriculum.
- (iii) conduct programs that include guidance in reading, listening, and viewing experiences.
- (iv) assist students and staff in identifying, obtaining, using and/or producing media in appropriate formats for specific learning objectives.
- (v) supervise students and staff in media production and equipment operation.
- (vi) advocate resource-based learning through work with other faculty to identify appropriate instructional strategies and creative uses of resources.

(G) Recognizes the value of new technologies for information and instruction and assists faculty and students in their use by the ability to:

- (i) recognize the importance of technological advancement to the education process.
- (ii) demonstrate an understanding of the basic concepts, terminology, and applications of emerging technology.
- (iii) recognize curricular implications that result from emerging technology and educational trends.
- (iv) provide leadership in incorporating innovations into education.
- (v) identify sources of information related to technological advancements.
- (vi) provide technical advice and services for educational access to technology.

(H) Implements policies and procedures for effective and efficient acquisition, cataloging, processing, circulating, and maintaining equipment and resources to ensure access by the ability to:

- (i) classify and catalog all print and nonprint media according to professionally accepted systems.

(ii) organize and maintain a current catalog and shelf list of all media.

(iii) implement procedures for initial processing, circulation, maintenance, service, and inventory of equipment and materials.

(I) Develops, implements, and evaluates school library media programs, including management of personnel, resources, and facilities by the ability to:

(i) assess the informational and instructional needs of students and faculty.

(ii) establish short- and long-range goals based on identified needs, the goals and objectives of the school district, state and national guidelines, and research findings.

(iii) prepare, justify, and administer a library media program budget.

(iv) prepare plans for new or renovated library media facilities.

(v) develop policies that assure optimum use of materials, equipment, facilities, and staff to support the curriculum.

(vi) train, supervise, and evaluate support staff, volunteers, and student helpers.

(vii) apply federal and state laws pertaining to media including those regarding copyright, privacy, and access to materials.

(viii) prepare statistical records and written reports.

(ix) assess and implement the use of new technologies for library media center management, educational applications, and information retrieval.

(x) evaluate the library media program based on established goals and standards.

(xi) apply effective management principles.

(xii) advocate, initiate, and implement agreements for resource sharing.

(J) Serves as a learning facilitator within schools and as a leader of faculty, administration, and students in the development of effective strategies for teaching and learning with the ability to:

(i) teach traditional and electronic skills in the retrieval, evaluation, and utilization of information to enable students to become independent learners.

(ii) plan and implement professional development programs.

(K) Demonstrates a commitment to professionalism by the ability to:

(i) exhibit comprehension of the roles, interrelationships, and interdependency of all types of libraries and information agencies.

(ii) exhibit an understanding of the role of the school library media program as a central element in the intellectual life of the school.

(iii) demonstrate a commitment to promoting intellectual freedom.

- (iv) demonstrate professional integrity through ethical behavior.
- (v) apply appropriate research findings and conduct action research to improve the library media program.
- (vi) develop selection criteria that reflect relevant theories of learning and instruction.
- (vii) apply basic principles of instructional design in producing resources for specified learning goals or objectives.

(11) Elementary mathematics.

(A) Overview. The goal of teacher preparation programs in mathematics, in partnership with common education, is to prepare future teachers for the twenty-first century. Teacher preparation programs must recognize the changes in society to prepare adaptive teachers who are capable of providing equitable schooling for all students of the twenty-first century. Teacher preparation programs must recognize that learning to teach effectively does not consist solely of acquiring content skills. Theory alone cannot create an effective teacher. Effective teaching also must include the processes or pedagogy of teaching that incorporate actual experiences with students and other teacher candidates within a body or bodies of knowledge. Teacher preparation programs are challenged with providing a rigorous body of content which is not isolated from the strategies of teaching and the application of that content.

(B) Commitment. The candidate for licensure and certification recognizes the individuality and worth of each student, believes that all students can learn and apply mathematics, and demonstrates these beliefs in practice.

(C) Knowledge of students, mathematics and teaching. The candidate for licensure and certification:

- (i) Uses knowledge of child development and knowledge about the effects of this development on the learning of mathematics to guide curricular and instructional decisions. This will include primary, intermediate, and middle level philosophy, structure, organization, and child development.
- (ii) Understands students' environment and cultural background, individual learning differences, student attitudes and aspirations, and community expectations and values on the learning of their students.
- (iii) Has a broad and deep knowledge of the concepts, principles, techniques, and reasoning methods of mathematics that is used to set curricular goals and shape teaching.
- (iv) Understands significant connections among mathematical ideas and the applications of these ideas to problem-solving in mathematics, in other disciplines, and in the world outside of school.
- (v) Has experiences with practical applications of mathematical ideas and is able to incorporate these in their curricular and instructional decisions.

(vi) Is proficient in, at least, the mathematics content needed to teach the mathematics skills described in Oklahoma's core curriculum from multiple perspectives. This includes, but is not limited to, a concrete and abstract understanding of number systems and number sense, geometry, measurement, statistics and probability, functions, and algebra necessary to effectively teach the mathematics content skills addressed in the first through eighth grade as well as the mathematics process skills of problem-solving, reasoning, communication, and connections.

(vii) Is proficient in the use of a variety of instructional strategies to include, but not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.

(viii) Is proficient in the design of instructional units which incorporate the mathematical processes of problem-solving, reasoning, communication, and connections into the instruction of content skills.

(ix) Has knowledge of how to teach and use this knowledge to make curriculum decisions, design instructional strategies and assessment plans, and choose materials and resources for mathematics instruction.

(x) Stimulates and facilitates student learning by using a wide range of formats, strategies, technologies, and procedures, and assuming a variety of roles to guide students' learning of mathematics.

(xi) Helps students learn mathematics by creating a safe and positive environment in which they take responsibility for learning.

(xii) Develops students' abilities to reason and think mathematically, to investigate and explore patterns, to discover structures and relationships, to formulate and solve problems, and to justify and communicate conclusions.

(xiii) Employs a range of formal and informal assessment methods to evaluate student learning in light of well-defined goals. Results should be used to guide the teaching process and provide opportunities for students to reflect on the strengths and weaknesses of individual performance.

(D) Reflection and growth. The candidate for licensure and certification:

(i) Regularly reflects on what one teaches and how one teaches.

(ii) Keeps informed of changes in mathematics and in the teaching of mathematics, continually seeking to improve his/her knowledge and practice.

(iii) Supports the involvement of families in their children's education, helps the community understand the role of mathematics and mathematics instruction in today's world, and, to the extent possible, involves the community in support of instruction.

(iv) Collaborates with peers and other education professionals to strengthen their school's programs, advance knowledge, and contribute to improving practice within the field.

(12) Intermediate mathematics.

(A) Overview. The goal of teacher preparation programs in mathematics, in partnership with common education, is to prepare future teachers for the twenty-first century. Teacher preparation programs must recognize the changes in society to prepare adaptive teachers who are capable of providing equitable schooling for all students of the twenty-first century. Teacher preparation programs must recognize that learning to teach effectively does not consist solely of acquiring content skills. Theory alone cannot create an effective teacher. Effective teaching also must include the processes or pedagogy of teaching that incorporate actual experiences with students and other teacher candidates within a body or bodies of knowledge. Teacher preparation programs are challenged with providing a rigorous body of content which is not isolated from the strategies of teaching and the application of that content.

(B) Commitment. The candidate for licensure and certification recognizes the individuality and worth of each student, believes that all students can learn and apply mathematics, and incorporates these beliefs into practice.

(C) Knowledge of students, mathematics and teaching. The candidate for licensure and certification:

(i) Has an understanding of middle level philosophy, structure, organization, and child development as well as an understanding of secondary level structure and child development.

(ii) Uses knowledge of child development and knowledge about the effects of this development on the learning of mathematics to guide curricular and instructional decisions.

(iii) Understands students' environment and cultural background, individual learning styles, student attitudes and aspirations, and community expectations and values on the learning of students.

(iv) Has a broad and deep knowledge of the concepts, principles, techniques, and reasoning methods of mathematics that is used to set curricular goals and shape teaching.

(v) Understands significant connections among mathematical ideas and the applications of these ideas to problem-solving in mathematics, in other disciplines, and in the world outside of school.

(vi) Has experiences with practical applications of mathematical ideas and is able to incorporate these in curricular and instructional decisions.

(vii) Is proficient in, at least, the mathematics content needed to teach the mathematics skills described in Oklahoma's core curriculum from multiple perspectives.

This includes, but is not limited to, a concrete and abstract

understanding of number systems and number theory, geometry and measurement, statistics and probability, functions, algebra, discrete mathematics, and calculus necessary to effectively teach the mathematics skills addressed in the sixth through eighth grade as well as the core and extended core skills in the algebra, geometry, functions, statistics, and probability sections of grades 9-12 in Oklahoma's core curriculum. This would also include the process skills and core skills addressed in the trigonometry and calculus sections of grades 9-12 in the Oklahoma core curriculum.

(viii) Is proficient in the use of a variety of instructional strategies to include, but is not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.

(ix) Is proficient in the design of instructional units which incorporate the mathematical processes of problem-solving, reasoning, communication, and connections into the instruction of content skills.

(x) Has knowledge of how to teach and uses this knowledge in making curriculum decisions, designing instructional strategies and assessment plans, and choosing materials and resources for mathematics instruction.

(xi) Helps students learn mathematics by creating a safe and positive environment in which they take responsibility for learning.

(xii) Uses content knowledge and pedagogy to develop students' abilities to reason and think mathematically, to investigate and explore patterns, to discover structures and relationships, to formulate and solve problems, and to justify and communicate conclusions.

(xiii) Employs a range of formal and informal assessment methods to evaluate student learning in light of well-defined goals. Results should be used to guide the teaching process and provide opportunities for students to reflect on the strengths and weaknesses of individual performance.

(D) Reflection and growth. The candidate for licensure and certification:

(i) Keeps informed of changes in mathematics and in the teaching of mathematics, continually seeking to improve knowledge and practice. He/she regularly reflects on what is taught and how it is taught.

(ii) Supports the involvement of families in their children's education, helps the community understand the role of mathematics and mathematics instruction in today's world, and, to the extent possible, involves the community in support of instruction.

(iii) Collaborates with peers and other education professionals to advance knowledge and contribute to improving practice within the field.

(13) Advanced/secondary mathematics.

(A) Overview. The goal of teacher preparation programs in mathematics, in partnership with common education, is to prepare future teachers for the twenty-first century. Teacher preparation programs must recognize the changes in society to prepare adaptive teachers who are capable of providing equitable schooling for all students of the twenty-first century. Teacher preparation programs must recognize that learning to teach effectively does not consist solely of acquiring content skills. Theory alone cannot create an effective teacher. Effective teaching also must include the processes or pedagogy of teaching that incorporate actual experiences with students and other teacher candidates within a body or bodies of knowledge. Teacher preparation programs are challenged with providing a rigorous body of content which is not isolated from the strategies of teaching and the application of that content.

(B) Commitment. The candidate for licensure and certification recognizes the individuality and worth of each student, believes that all students can learn and apply mathematics, and incorporates these beliefs into practice.

(C) Knowledge of students, mathematics and teaching. The candidate for licensure and certification:

(i) Has an understanding of the middle level philosophy, structure, organization, and child development as well as an understanding of the secondary level structure and child development.

(ii) Uses knowledge of child development and knowledge about the effects of this development on the learning of mathematics to guide curricular and instructional decisions.

(iii) Understands students' environment and cultural background, individual learning styles, student attitudes and aspirations, and community expectations and values on the learning of students.

(iv) Has a broad and deep knowledge of the concepts, principles, techniques, and reasoning methods of mathematics that is used to set curricular goals and shape teaching.

(v) Understands significant connections among mathematical ideas and the applications of these ideas to problem solving in mathematics, in other disciplines, and in the world outside of school.

(vi) Has experiences with practical applications of mathematical ideas and is able to incorporate these in curricular and instructional decisions.

(vii) Is proficient in, at least, the mathematics content needed to teach the mathematics skills described in Oklahoma's core curriculum from multiple perspectives. This includes, but is not limited to, a concrete and abstract understanding of number systems and number theory, geometry and measurement, statistics and probability, functions, algebra, discrete mathematics, and calculus necessary to effectively teach the mathematics skills

addressed in the sixth through twelfth grade in the Oklahoma core curriculum. (The depth and breadth of knowledge should be much greater than for the Intermediate Mathematics certification.)

(viii) Is proficient in the use of a variety of instructional strategies to include, but is not limited to, cooperative learning, use of concrete materials, use of technology (i.e., calculators and computers), and writing strategies to stimulate and facilitate student learning.

(ix) Is proficient in the design of instructional units which incorporate the mathematical processes of problem-solving, reasoning, communication, and connections into the instruction of content skills.

(x) Has knowledge of how to teach and uses this knowledge in making curriculum decisions, designing instructional strategies and assessment plans, and choosing materials and resources for mathematics instruction.

(xi) Helps students learn mathematics by creating a safe and positive environment in which they take responsibility for learning.

(xii) Uses content knowledge and pedagogy to develop students' abilities to reason and think mathematically, to investigate and explore patterns, to discover structures and relationships, to formulate and solve problems, and to justify and communicate conclusions.

(xiii) Employs a range of formal and informal assessment methods to evaluate student learning in light of well-defined goals. Results should be used to guide the teaching process and provide opportunities for students to reflect on the strengths and weaknesses of individual performance.

(D) Reflection and growth. The candidate for licensure and certification:

(i) Keeps informed of changes in mathematics and in the teaching of mathematics, continually seeking to improve knowledge and practice. He/she regularly reflects on what is taught and how it is taught.

(ii) Supports the involvement of families in their children's education, helps the community understand the role of mathematics and mathematics instruction in today's world, and, to the extent possible, involves the community in support of instruction.

(iii) Collaborates with peers and other education professionals to advance knowledge and contribute to improving practice within the field.

(14) **Middle level personnel.** The competencies developed here focus on middle level philosophy, structure, organization, and student development. Subject matter competencies can be pulled from the K-12 competencies developed by the subject matter committees. The candidate for licensure and certification:

(A) Understands the history, philosophy, principles, structure, and organization of middle level education as it relates to early

adolescence.

(B) Uses methods and materials for interdisciplinary instruction at the middle school level.

(C) Demonstrates an understanding of child-centered versus content-centered methodologies to meet the individual needs of middle level students.

(D) Has knowledge and skills pertaining to classroom management, organization, and student discipline at the middle school level.

(E) Understands the unique developmental characteristics and needs of the early adolescent, focusing on cognitive, physical, and social development.

(F) Establishes an environment using active participation to teach problem-solving and communication skills (reading, listening, writing, and speaking) as an integral part of all instruction.

(G) Understands curriculum-based teacher advisory programs, which foster character, responsibility, respect for others, and active community involvement.

(H) Understands the need to work collaboratively with other teachers, staff members, parents, resource persons, and community groups to enhance and support the education of young adolescents.

(I) Uses a variety of instructional strategies that address different learning styles to meet the needs of early adolescents.

(J) Models the role of the lifelong learner.

(K) Insures that all students develop proficiencies in the Oklahoma core curriculum.

(15) Instrumental/general music. The candidate for licensure and certification:

(A) Understands the basic philosophy of music education and is able to justify music within the school curriculum.

(B) Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).

(C) Participates in ongoing professional development which includes involvement with professional associations and current experiences in performing endeavors.

(D) Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.

(E) Has mastery of a major instrument, including appropriate techniques of breathing, embouchure (mouth position), posture, and hand position.

(F) Has a broad understanding of music history, including various styles and musical contributions of different cultural and ethnic groups.

(G) Has the ability to play an instrument(s) and teach a beginning instrumental music class, using current methods and quality music literature (collection of written music) for band, small ensemble, and solo.

(H) Is able to recognize and evaluate the sequential development of students, including those with disabilities.

(I) Has knowledge of where to locate printed musical resources and professional consultants.

(J) Has a working knowledge of how music integrates with all other academic disciplines, including other fine arts areas.

(K) Has the skill to collaborate and coordinate experiences with teachers of other academic disciplines, including other fine arts areas.

(L) Has competency in conducting techniques.

(M) Is able to teach basic fundamentals of embouchure (mouth position), hand position, technique and other related skills, of all the standard band and orchestra instruments at a basic Grade 6-8 level, including making a characteristic sound.

(N) Is able to sing a diatonic melody at sight, using a consistent sight-singing method, and the skill to teach that method appropriately at each grade level. "Diatonic" means relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.

(O) Is able to count rhythms using a consistent rhythm reading system and demonstrates the skill to teach that method appropriately at each grade level.

(P) Has knowledge of music education approaches such as Carl Orff, Zoltar Kodaly and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.

(Q) Has basic proficiency in piano, including a knowledge of keyboard harmony and is able to play functional progressions and simple accompaniments.

(R) Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make successful recordings of music ensembles.

(S) Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.

(T) Understands the competencies in General Music in Oklahoma's core curriculum and exhibits the skill to incorporate them into various instrumental music classes.

(16) **Vocal/general music.** The candidate for licensure and certification:

(A) Understands the basic philosophy of music education and is able to justify music within the school curriculum.

(B) Understands how music and fine arts experiences enhance student life experience and can promote music and the other arts in the community as well as within the school (including group motivational strategies and group management methods).

(C) Has knowledge of effective methodologies and practices for encouraging self-analysis and musical independence.

(D) Understands proper breathing techniques and tone production techniques.

(E) Has a knowledge of quality literature (collection of written music), both choral and solo, as well as folk songs appropriate for children.

(F) Understands the changing voice, both male and female.

- (G) Has knowledge of where to locate professional consultants and printed music resources, such as music stores, music publisher catalogues, and textbook companies.
- (H) Has a working knowledge of how to coordinate vocal music with all academic disciplines including other fine arts areas.
- (I) Has proficiency in piano, including knowledge of scales, chords and the ability to warm up a choir and play simple accompaniments.
- (J) Participates in ongoing professional development which includes involvement with professional associations.
- (K) Has the ability to recognize and evaluate sequential musical development for all students, including those with disabilities.
- (L) Has competency in conducting, including the ability to show musical nuance (subtle distinction or variation).
- (M) Is able to prepare a series of lesson plans appropriate to each teaching level K-12.
- (N) Has the ability to sing a diatonic melody at sight, using a consistent sight singing method and the skill to teach that method appropriately at each grade level. "Diatonic" means relating to a musical scale having eight tones to the octave and using a fixed pattern of intervals without chromatic deviation.
- (O) Has the ability to count rhythms using a consistent rhythmic reading system and the skills to teach that method appropriately at each grade level.
- (P) Has knowledge of the music education approaches such as Carl Orff, Zoltar Kodaly and Jaques-Dalcroze and is able to prepare and teach a lesson according to each of these approaches.
- (Q) Has broad knowledge and understanding of music history including various styles, periods and cultures.
- (R) Has broad knowledge and understanding of a variety of music and musical practices representative of different cultural and ethnic groups.
- (S) Has the ability to use technology in the music classroom, such as basic knowledge of MIDI (musical instrument digital interface), sequencing and notational software programs, sound system set-up, and to make successful recordings of music ensembles.
- (T) Understands basic laws of copyright pertaining to the correct use of copyrighted printed music and related responsibilities.
- (U) Understands the competencies in General Music in Oklahoma's core curriculum and exhibits the skill to incorporate them into various vocal music classes.

(17) **Physical education/health/safety.** Competencies specified in both (A) Physical Education/Safety and (B) Health/Safety are required for licensure and certification:

(A) Physical education/safety. The candidate for licensure and certification:

- (i) Understands the Oklahoma core curriculum and is able to develop instructional strategies/plans based on the Physical Education Section of the Oklahoma core curriculum.
- (ii) Knows the developmental levels of growth and coordination of children (Grades K-12) and provides

appropriate learning opportunities that support the physical and intellectual development of all students.

(iii) Understands and uses a variety of both psychomotor and cognitive assessment strategies to evaluate and modify the teaching/learning process.

(iv) Understands and utilizes physical education activities for curriculum integration.

(v) Applies movement concepts and principles to the learning and development of rhythm and motor skills for the following:

(I) locomotor movement

(II) nonlocomotor movement

(III) manipulative skills

(vi) Promotes participation and involvement in age-appropriate physical activities/sports suitable for lifelong participation in the following areas:

(I) lifetime activities/sports (i.e., skiing, camping, hiking, clogging)

(II) individual activities/sports (i.e., golf, tennis, self-defense, spelunking)

(III) nontraditional team activities/sports (i.e., korfbal, lacrosse, square dancing)

(IV) traditional team activities/sports (i.e., basketball, volleyball, softball)

(vii) Understands adaptive learning activities for students with special needs.

(viii) Knows and can demonstrate appropriate fitness, wellness, and personal management components including:

(I) Fitness. Fitness includes: flexibility; muscular strength; cardiovascular fitness endurance; contraindicated exercises (traditional exercises which have been proven, through research, to be damaging to the body); nutrition.

(II) Wellness. Wellness encompasses: body composition; stress management; safety and accident prevention; designing and assessing personal fitness program; weight control; consumer education.

(III) Personal management skills: cooperation; sportsmanship; self-discipline; goal setting; following rules.

(ix) Uses information technology to enhance learning and to enhance personal productivity:

(I) Demonstrates knowledge of current technologies and their application in Physical Education.

(II) Designs, develops, and implements student learning activities that integrate information technology.

(III) Uses technologies to communicate, network, locate resources, and enhance continuing professional development.

- (B) Health/safety. The candidate for licensure and certification:
- (i) Communicates the concepts, purposes, and importance of health education; as evidenced by the following indicators:
 - (I) Describes the discipline of health education within the school setting.
 - (II) Describes the interdependence of health education and the other components of a coordinated school health program.
 - (III) Delivers accurate and up-to-date information about the most common comprehensive school health education components; including but not limited to: community and environmental health; consumer health; disease prevention and control; healthy communication; human growth and development; mental and emotional health; nutrition; personal health; safety and injury prevention; substance abuse.
 - (IV) Provides a rationale for health education, grades 1-12.
 - (V) Understands the variables that shape decisions about health behaviors.
 - (VI) Defines the role of the health education teacher within a coordinated school health program.
 - (VII) Explains the importance of health education.
 - (VIII) Identifies the kinds of school and community support necessary to implement a coordinated school health education program.
 - (IX) Understands the importance of ongoing professional development for health education teachers.
 - (X) Describes the importance of modeling positive, healthful behaviors.
 - (ii) Assesses the health education needs and interests of students.
 - (I) Uses information about health needs and interests of students.
 - (II) Recognizes behaviors that promote or compromise health.
 - (iii) Plans school health instruction.
 - (I) Selects realistic program goals and objectives.
 - (II) Identifies a scope and sequence plan for school health instruction.
 - (III) Plans health education lessons which reflect the abilities, needs, interests, developmental levels, and cultural backgrounds of students.
 - (IV) Describes effective ways to promote cooperation with and feedback from administrators, parents, and other community members.
 - (V) Determines procedures which are compatible with school policy for implementing curricula.

(VI) Develops activities to meet program goals and objectives based on the Health/Safety, and for grades 7-12, HIV/AIDS Prevention Education Sections of Oklahoma's core curriculum and on the National Health Education Standards.

(iv) Implements school health instruction.

(I) Employs a variety of strategies to facilitate implementation of a school health education curriculum; strategies include: provides a core health education curriculum; integrates health and other content areas; uses technology as a strategy to deliver health education; involves parents, guardians, or custodians of students in the teaching/learning process.

(II) Incorporates appropriate resources and materials including: selects valid and appropriate sources of information about health; uses school and community resources within a comprehensive program; refers students to valid and appropriate sources of health information.

(III) Employs appropriate strategies for dealing with health issues.

(IV) Adapts existing health education curricular models to community and student needs and interests.

(v) Evaluates the effectiveness of school health instruction.

(I) Uses appropriate criteria and methods unique to health education for evaluating student achievement.

(II) Interprets and applies student evaluation results to improve health instruction.

(18) **Psychometrist.** The candidate for licensure and certification:

(A) Understands and integrates into practice the philosophical, historical, and legal foundations of special education as applicable to the role of the psychometrist/educational diagnostician, in the following areas, including laws, regulations, and policies/procedures related to special education assessment, placement, and due process.

(B) Demonstrates knowledge, understanding, and application of ethical issues and standards of professional practice within the educational setting, in the following areas:

(i) ethical conduct and legal issues of the profession

(ii) role and function of the psychometrist/educational diagnostician

(iii) confidentiality

(iv) professional issues/standards

(v) training standards for particular instruments and procedures

(vi) continuing professional growth/development

(C) Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the

multidisciplinary team process for children with disabilities who may require special education services or early childhood intervention services, as follows:

- (i) collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, and reporting of instruments and procedures appropriate to the areas of concern such as basic academic skills, cognitive/intellectual, developmental, perception, language, adaptive behavior, and classroom behavior

- (ii) the adequacy, appropriate use, and limitations of assessment and evaluation instruments and procedures to be used by the psychometrist/educational diagnostician for educational purposes and recommendations

- (iii) nondiscriminatory assessment strategies for culturally and linguistically diverse children

(D) Has knowledge and skills in effective communication and collaboration within the multidisciplinary team process, in the following areas:

- (i) consultation for instructional interventions and problem-solving

- (ii) educational recommendations and decision-making

(E) Understands and integrates into practice basic psychological foundations, including:

- (i) cultural diversity

- (ii) child and adolescent development

- (iii) human exceptionalities

- (iv) learning/educational psychology

(F) Understands and integrates into practice educational foundations, including:

- (i) education of the exceptional learner

- (ii) instructional and remedial techniques

- (iii) the educational service delivery system

(19) **Reading specialist.** The candidate for licensure and certification shall possess the competencies specified in (A) through (D) of this paragraph:

(A) Reading philosophy and professional roles. Competencies are:

- (i) Provides reading instructions so as to facilitate the process of reading development in which teacher and learner work together as members of a community of readers.

- (ii) Has knowledge of the linguistic, dialectal, and developmental differences in readers that may affect instructional strategies.

- (iii) Knows the principles and issues of major theories of language development as they relate to reading instruction.

- (iv) Applies flexible approaches to reading instruction that recognize the uniqueness of individual students.

- (v) Develops strategies for working with school staff, other reading specialists, and professionals within and beyond the school to foster reading development for individuals and groups.

- (vi) Understands reading as a constructive process in which the experience of the reader, the text, and the requirements of the reading event interact in the creation of meaning.
- (vii) Identifies appropriate interaction with staff members (e.g., content, special, classroom teachers) to facilitate reading development for all students.
- (viii) Recognizes factors and procedures related to the involvement of parents and/or school and community groups at all stages of reader development.
- (ix) Identifies and understands procedures involved in determining curriculum needs for reading programs.
- (x) Identifies criteria and/or procedures involved in planning reading curriculum.
- (xi) Identifies appropriate methods and resources related to the reading process for promoting professional growth for self and school staff.

(B) Instructional practices. Competencies are:

- (i) Understands emergent literacy development and the types of experiences and concepts that support learning to read.
- (ii) Applies knowledge of and provides appropriate instruction of graphophonemic relationships.
- (iii) Understands the relationship among word knowledge (i.e., word attack and word recognition), reading fluency, and comprehension.
- (iv) Identifies various word attack strategies (i.e., semantic clues, syntactic clues, graphophonemic clues), and various word recognition strategies (i.e., those that promote meaningful vocabulary growth).
- (v) Provides appropriate instruction of strategies that promote comprehension at the literal, inferential, and critical/evaluative levels for both narrative and expository texts.
- (vi) Understands the importance of adjusting reading strategies for different reading purposes.
- (vii) Provides appropriate instruction of various techniques and study strategies (i.e., locating, organizing, and interpreting information).
- (viii) Identifies content area reading strategies that activate and/or develop background knowledge.
- (ix) Assists students in applying reading-related strategies to new learning situations.
- (x) Understands the issues and procedures involved in teacher modeling, teacher-guided application, and independent practice.
- (xi) Develops proficiencies in providing instruction associated with a variety of reading instructional approaches, including phonics, language experience, basal (basic) readers, and literature-based.
- (xii) Implements cooperative learning strategies during reading instruction.

- (xiii) Analyzes the strengths and weaknesses of the use of readability formulas in assessing instructional materials.
- (xiv) Identifies appropriate criteria for selecting instructional materials (e.g., textbooks, reference books, computer software).
- (xv) Analyzes issues and procedures involved in modifying curriculum to meet the needs of individual students.
- (xvi) Recognizes the factors involved in organizing reading instruction to encourage individual student success.
- (xvii) Promotes meaningful parent/guardian-child interaction related to reading.
- (xviii) Creates a reading environment to increase student's motivation to read widely and independently and to promote reading as a lifelong habit.

(C) Reading diagnosis. Competencies are:

- (i) Identifies factors that contribute to reading difficulties.
- (ii) Understands the nature of reading difficulties (e.g., students' knowledge and strategies, factors embedded in the reading materials, instructional factors).
- (iii) Implements, interprets, and uses informal and formal assessment and evaluation procedures for identifying and diagnosing reading difficulties (e.g., observation, criterion-referenced tests, norm-referenced tests, miscue analysis, informal reading inventories, anecdotal records).
- (iv) Understands, analyzes, and creates case studies for diagnostic purposes.
- (v) Identifies issues, procedures, and limitations involved in using oral diagnostic tests, silent diagnostic tests, visual and auditory screening, and observational diagnostic techniques.
- (vi) Identifies activities and/or strategies appropriate for individual or group instruction for students with reading difficulty.

(D) Evaluation and assessment. Competencies are:

- (i) Identifies characteristics, strengths, and weaknesses of formal and informal tests and instruments (i.e., criterion-referenced, norm-referenced, achievement tests, diagnostic tests, checklists, observations, and anecdotal records.)
- (ii) Analyzes issues involved in the use of tests and other evaluation instruments for classification or placement, diagnosis, or other evaluative purposes.
- (iii) Selects tests or other instruments appropriate for a given evaluation purpose.
- (iv) Understands the principles and/or procedures involved in the interpretation of test results.
- (v) Identifies procedures for cooperating with various professionals in assessment, evaluation, and instructional planning for students with special needs.
- (vi) Identifies criteria for evaluating reading programs.

(20) **Reserve Officers' Training Corps (ROTC).** Competency for ROTC certification will be verified by a recommendation from the appropriate ROTC Regional Headquarters.

(21) School counselor.

(A) The candidate for licensure and certification:

- (i) Uses an understanding of human development to provide a comprehensive, developmental guidance and counseling program.
- (ii) Understands the impact of environmental influences on students' development and achievement, and helps students develop strategies to resolve or cope with situations that may hinder learning.
- (iii) Demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all students and by promoting a climate of mutual respect that helps students value themselves and others.
- (iv) Uses effective leadership skills to plan, implement, and evaluate a comprehensive, developmental guidance and counseling program to address the needs of all students.
- (v) Provides guidance and counseling services to address the needs and concerns of students and to help students develop skills to use in future situations.
- (vi) Facilitates the educational and career development of individual students to help all students achieve success.
- (vii) Uses formal and informal assessment to provide information about and to students, to monitor student progress, and to recommend changes to the student's educational environment.
- (viii) Consults with parents and school personnel, provides professional expertise, and establishes collaborative relationships that foster a support system for students, parents, and the school community.
- (ix) Establishes strong and positive ties with the home and the community to promote and support students' growth in school and beyond the school setting.
- (x) Has knowledge of professional ethical codes, the importance of professional development, and the need to work with colleagues to advance the profession.

(B) Competency for School Counselor certification may also be verified by the Nationally Certified School Counselor (NCSC) credential.

(22) School nurse. Competency for School Nurse certification will be verified by a current registered nurse's license issued by the Oklahoma State Board of Nurse Registration and Nursing Education.

(23) School psychologist.

(A) The candidate for licensure and certification:

- (i) Understands and integrates into practice the principles of professional school psychology, including:
 - (I) ethical conduct and legal issues
 - (II) confidentiality
 - (III) role and function of the school psychologist
 - (IV) service delivery models
 - (V) professional issues/standards
 - (VI) history and foundations

(VII) continuing professional growth/development
(ii) Demonstrates knowledge and skills in a comprehensive range of assessment, diagnosis, evaluation, and eligibility or intervention determination within the multidisciplinary team process, including:

(I) for children with disabilities who may require special education, early childhood intervention services, or other exceptional needs

(II) assessment for interventions

(III) collection of assessment data for infants through school-age children, including the selection, administration, accurate scoring, reporting, and interpretation of instruments and procedures appropriate to the areas of concern

(IV) the adequacy, appropriate uses, and limitations of assessment and evaluation instruments and procedures to be used by the school psychologist

(V) nondiscriminatory assessment strategies for culturally and linguistically diverse children

(iii) Demonstrates knowledge and skills in prevention, intervention, consultation, and counseling, including:

(I) behavioral and social skills

(II) cognitive/intellectual

(III) child developmental

(IV) academic learning/instructional

(V) mental health needs

(VI) crisis prevention/intervention

(iv) Demonstrates knowledge and skills in effective communication and collaboration, including:

(I) consultation for interventions and problem-solving

(II) recommendations and decision-making concerning educational and mental health needs of children

(III) working with families, children, professionals, and other service systems

(v) Demonstrates knowledge and application of statistics, research methodologies/designs, measurement, and program evaluation.

(vi) Understands and integrates into practice psychological foundations including:

(I) biological bases of behavior (developmental, neuropsychological, physiological, and other biological influences on behavior)

(II) social bases of behavior (social psychology and development)

(III) cultural diversity and cultural bases of behavior

(IV) child and adolescent development

(V) human exceptionalities and individual differences

(VI) human learning

(vii) Understands and integrates into practice educational foundations, including:

- (I) education of the exceptional learner
- (II) instructional and remediation techniques/intervention methods
- (III) organization and operation of the schools
- (IV) the educational and alternative service delivery systems

(B) Competency for School Psychologist certification may also be verified by the Nationally Certified School Psychologist (NCSP) credential.

(24) **Elementary science.** The candidate for licensure and certification:

(A) Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one

- (i) Develops a framework of yearlong and short-term goals for students.
- (ii) Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
- (iii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
- (iv) Works with colleagues within and across disciplines and grade levels.

(B) Is able to guide and facilitate learning. In doing this, one

- (i) Focuses and supports inquiries while interacting with students.
- (ii) Facilitates discussion among students about scientific ideas.
- (iii) Challenges students to accept and share responsibility for their own learning.
- (iv) Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
- (v) Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.

(C) Is able to engage in ongoing assessment of one's own teaching and of student learning. In doing this, one

- (i) Uses multiple methods and systematically gathers data about student understanding and ability.
- (ii) Analyzes assessment data to guide teaching.
- (iii) Guides students in the evaluation of their work.
- (iv) Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
- (v) Uses student assessment information and classroom observation to report student achievement to students and parents.

- (D) Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one
- (i) Structures the time so that students are able to engage in extended investigations.
 - (ii) Creates a setting for student work that is flexible and supportive of science inquiry.
 - (iii) Ensures a safe working environment.
 - (iv) Makes the available science tools, materials, media, and technological resources accessible to students.
 - (v) Identifies and uses resources outside the school.
 - (vi) Engages students in designing the learning environment.
- (E) Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one
- (i) Respects the diverse needs, skills, and experiences of all students.
 - (ii) Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
 - (iii) Encourages collaboration among students.
 - (iv) Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
 - (v) Models and emphasizes the skills and value of scientific inquiry.
- (F) Is able to use a variety of instructional strategies to implement an integrated/ interdisciplinary curriculum.
- (G) Is able to teach with a broad understanding of all content areas and to understand the interaction between the sciences and the process skills. Content areas and concepts within each are listed in subparagraphs (A) through (C) herein:
- (i) Physical science content
 - (I) Properties of objects and materials
 - (II) Properties and changes of properties in matter
 - (III) Position and motion of objects
 - (IV) Motion and force
 - (V) Light, heat, electricity, and magnetism
 - (VI) Transfer of energy
 - (ii) Earth/space content
 - (I) Properties of earth materials
 - (II) Objects in the sky
 - (III) Changes in earth and sky
 - (IV) Structure of the earth system
 - (V) Earth's history
 - (VI) Earth in the solar system
 - (iii) Life science content
 - (I) The characteristics of organisms
 - (II) The life cycle of organisms
 - (III) Organisms and environment

- (IV) Structure and function in living systems
- (V) Reproduction and heredity
- (VI) Regulation and behavior
- (VII) Population and ecosystem
- (VIII) Diversity and adaption of organisms

(H) Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades K through 8. Identified science concepts and/or science content areas are:

- (i) System, order and organization
- (ii) Constancy, change, equilibrium and measurement
- (iii) Form and function
- (iv) Abilities of technological design
- (v) Abilities to distinguish between natural objects and objects made by humans
- (vi) Understanding about science and technology
- (vii) Science as a human endeavor
- (viii) Nature of science
- (ix) History of science
- (x) Personal health
- (xi) Characteristics and changes in populations
- (xii) Population, resources, and environment
- (xiii) Types of resources
- (xiv) Natural hazards
- (xv) Changes in environments
- (xvi) Science and technology in local challenges
- (xvii) Risk and benefits
- (xviii) Science and technology in society

(25) **Earth science 6-12.** The candidate for licensure and certification:

(A) Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one

- (i) Develops a framework of yearlong and short-term goals for students.
- (ii) Understands curriculum design to meet the interests, knowledge, understanding, abilities and experiences of students.
- (iii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
- (iv) Works with colleagues within and across disciplines and grade levels.

(B) Is able to guide and facilitate learning. In doing this, one:

- (i) Focuses and supports inquiries while interacting with students.
- (ii) Facilitates discussion among students about scientific ideas.
- (iii) Challenges students to accept and share responsibility for their own learning.
- (iv) Recognizes and responds to student diversity and encourages all students to participate fully in science

learning.

(v) Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.

(C) Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one

(i) Uses multiple methods and systematically gathers data about student understanding and ability.

(ii) Analyzes assessment data to guide teaching.

(iii) Guides students in the evaluation of their work.

(iv) Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.

(v) Uses student assessment information and classroom observation to report student achievement to students and parents.

(D) Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one

(i) Structures the time so that students are able to engage in extended investigations.

(ii) Creates a setting for student work that is flexible and supportive of science inquiry.

(iii) Ensures a safe working environment.

(iv) Makes the available science tools, materials, media, and technological resources accessible to students.

(v) Identifies and uses resources outside the school.

(vi) Engages students in designing the learning environment.

(E) Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one

(i) Respects the diverse needs, skills, and experiences of all students.

(ii) Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.

(iii) Encourages collaboration among students.

(iv) Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.

(v) Models and emphasizes the skills, attitudes, and value of scientific inquiry.

(F) Is able to use a variety of instructional strategies to implement an integrated interdisciplinary curriculum.

(G) Is able to teach with a broad understanding of all content areas and understand the interaction between the sciences and the process skills. Identified Earth/Space Science content areas are:

(i) Structure of the earth system

(ii) Earth's history

(iii) Earth in the solar system

- (iv) Energy in the Earth system
- (v) Geochemical cycles
- (vi) The universe and Earth's system

(H) Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified science concepts and/or science content areas are:

- (i) System, order and organization
- (ii) Evidence, models and explanation
- (iii) Constancy, change, equilibrium and measurement
- (iv) Form and function
- (v) Abilities of technological design
- (vi) Understanding about science and technology
- (vii) Science as a human endeavor
- (viii) Nature of science
- (ix) Nature of scientific knowledge
- (x) History of science
- (xi) Historical perspectives
- (xii) Personal health
- (xiii) Personal and community health
- (xiv) Population, resources, and environments
- (xv) Population growth
- (xvi) Natural hazards
- (xvii) Natural resources
- (xviii) Risks and benefits
- (xix) Environmental quality
- (xx) Natural and human induced hazards
- (xxi) Science and technology in society
- (xxii) Science and technology in local, national, and global challenges

(26) **Biological sciences 6-12.** The candidate for licensure and certification:

(A) Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one:

- (i) Develops a framework of yearlong and short-term goals for students.
- (ii) Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
- (iii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
- (iv) Works with colleagues within and across disciplines and grade levels.

(B) Is able to guide and facilitate learning. In doing this, one:

- (i) Focuses and supports inquiries while interacting with students.
- (ii) Facilitates discussion among students about scientific ideas.
- (iii) Challenges students to accept and share responsibility for their own learning.

(iv) Recognizes and responds to student diversity and encourages all students to participate fully in science learning.

(v) Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.

(C) Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one:

(i) Uses multiple methods and systematically gathers data about student understanding and ability.

(ii) Analyzes assessment data to guide teaching.

(iii) Guides students in the evaluation of their work.

(iv) Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.

(v) Uses student assessment information and classroom observation to report student achievement to students and parents.

(D) Is able to design and manage learning environments that provide students with the time, space and resources needed for developing science skills. In doing this, one:

(i) Structures the time so that students are able to engage in extended investigations.

(ii) Creates a setting for student work that is flexible and supportive of science inquiry.

(iii) Makes the available science tools, materials, media, and technological resources accessible to students.

(iv) Engages students in designing the learning environment.

(E) Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one:

(i) Respects diverse needs, skills, and experiences of all students.

(ii) Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.

(iii) Encourages collaboration among students.

(iv) Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.

(v) Models and emphasizes the skills and value of scientific inquiry.

(F) Is able to use a variety of instructional strategies to implement an integrated interdisciplinary curriculum.

(G) Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills. Identified Biological Sciences content areas are:

(i) Structure and function in living systems

(ii) Reproduction and heredity

(iii) Regulation and behavior

- (iv) Population and ecosystem
- (v) Diversity and adaption of organisms
- (vi) The cell
- (vii) The molecular basis of heredity
- (viii) Biological adaptation
- (ix) The interdependence of organisms
- (x) Matter, energy, organization in living systems
- (xi) Behavior of organisms

(H) Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified Science concepts and content areas are:

- (i) System, order, and organization
- (ii) Evidence, models, and explanation
- (iii) Constancy, change, equilibrium, and measurement
- (iv) Form and function
- (v) Abilities of technological design
- (vi) Understanding about science and technology
- (vii) Science as a human endeavor
- (viii) Nature of science
- (ix) Nature of scientific knowledge
- (x) History of science
- (xi) Historical perspectives
- (xii) Personal health
- (xiii) Personal and community health
- (xiv) Population, resources, and environments
- (xv) Population growth
- (xvi) Natural hazards
- (xvii) Natural resources
- (xviii) Risks and benefits
- (xix) Environmental quality
- (xx) Natural and human induced hazards
- (xxi) Science and technology in society
- (xxii) Science and technology in local, national, and global challenges

(27) Physical sciences 6-12. The candidate for licensure and certification:

(A) Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one:

- (i) Develops a framework of yearlong and short-term goals for students.
- (ii) Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.
- (iii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
- (iv) Works with colleagues within and across disciplines and grade levels.

(B) Is able to guide and facilitate learning. In doing this, one:

- (i) Focuses and supports inquiries while interacting with students.
 - (ii) Facilitates discussion among students about scientific ideas.
 - (iii) Challenges students to accept and share responsibility for their own learning.
 - (iv) Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
 - (v) Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- (C) Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one:
- (i) Uses multiple methods and systematically gathers data about student understanding and ability.
 - (ii) Analyzes assessment data to guide teaching.
 - (iii) Guides students in the evaluation of their work.
 - (iv) Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
 - (v) Uses student assessment information and classroom observation to report student achievement to students and parents.
- (D) Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one:
- (i) Structures the time so that students are able to engage in extended investigations.
 - (ii) Creates a setting for student work that is flexible and supportive of science inquiry.
 - (iii) Ensures a safe working environment.
 - (iv) Makes the available science tools, materials, media, and technological resources accessible to students.
 - (v) Identifies and uses resources outside the school.
 - (vi) Engages students in designing the learning environment.
- (E) Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one:
- (i) Respects the diverse needs, skills, and experiences of all students.
 - (ii) Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.
 - (iii) Encourages collaboration among students.
 - (iv) Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
 - (v) Models and emphasizes the skills and value of scientific inquiry.

(F) Is able to use a variety of instructional strategies and use integrated and interdisciplinary curriculum.

(G) Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills. Identified Physical Science concepts and content areas are:

- (i) Properties and changes of properties in matter
- (ii) Motions and force
- (iii) The structure of atoms
- (iv) Structure and properties of matter
- (v) Chemical reactions
- (vi) Conservation of energy
- (vii) Interactions of energy and matter
- (viii) The earth system
- (ix) The Universe

(H) Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified Science concepts and content areas are:

- (i) System, order, and organization
- (ii) Evidence, models, and explanation
- (iii) Constancy, change, equilibrium, and measurement
- (iv) Form and function
- (v) Abilities of technological design
- (vi) Understanding about science and technology
- (vii) Science as a human endeavor
- (viii) Nature of science
- (ix) Nature of scientific knowledge
- (x) History of science
- (xi) Historical perspectives
- (xii) Personal health
- (xiii) Personal and community health
- (xiv) Population, resources, and environments
- (xv) Population growth
- (xvi) Natural hazards
- (xvii) Natural resources
- (xviii) Risks and benefits
- (xix) Environmental quality
- (xx) Natural and human induced hazards
- (xxi) Science and technology in society
- (xxii) Science and technology in local, national, and global challenges

(28) **Chemistry 6-12.** The candidate for licensure and certification:

(A) Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one:

- (i) Develops a framework of yearlong and short-term goals for students.
- (ii) Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of students.

- (iii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.
 - (iv) Works with colleagues within and across disciplines and grade levels.
- (B) Is able to guide and facilitate learning. In doing this, one:
- (i) Focuses and supports inquiries while interacting with students.
 - (ii) Facilitates discussion among students about scientific ideas.
 - (iii) Challenges students to accept and share responsibility for their own learning.
 - (iv) Recognizes and responds to student diversity and encourages all students to participate fully in science learning.
 - (v) Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.
- (C) Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one:
- (i) Uses multiple methods and systematically gathers data about student understanding and ability.
 - (ii) Analyzes assessment data to guide teaching.
 - (iii) Guides students in the evaluation of their work.
 - (iv) Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.
 - (v) Uses student assessment information and classroom observation to report student achievement to students and parents.
- (D) Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one:
- (i) Structures the time so that students are able to engage in extended investigations.
 - (ii) Creates a setting for student work that is flexible and supportive of science inquiry.
 - (iii) Ensures a safe working environment.
 - (iv) Makes the available science tools, materials, media, and technological resources accessible to students.
 - (v) Identifies and uses resources outside the school.
 - (vi) Engages students in designing the learning environment.
- (E) Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one:
- (i) Respects the diverse needs, skills, and experiences of all students.
 - (ii) Enables students to have a significant voice in decisions about the content and context of their work and prepares students to take responsibility for learning.

- (iii) Encourages collaboration among students.
- (iv) Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.
- (v) Models and emphasizes the skills and value of scientific inquiry.

(F) Is able to use a variety of instructional strategies and use integrated and interdisciplinary curriculum.

(G) Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills. Identified Chemistry concepts and content areas are:

- (i) Structures and properties of matter
- (ii) Chemical reactions
- (iii) Transfer of energy
- (iv) The structure of atoms
- (v) Properties and changes of properties in matter

(H) Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified Science concepts and content areas are:

- (i) System, order, and organization
- (ii) Evidence, models, and explanation
- (iii) Constancy, change, equilibrium, and measurement
- (iv) Form and function
- (v) Abilities of technological design
- (vi) Understanding about science and technology
- (vii) Science as a human endeavor
- (viii) Nature of science
- (ix) Nature of scientific knowledge
- (x) History of science
- (xi) Historical perspectives
- (xii) Personal health
- (xiii) Personal and community health
- (xiv) Population, resources, and environments
- (xv) Population growth
- (xvi) Natural hazards
- (xvii) Natural resources
- (xviii) Risks and benefits
- (xix) Environmental quality
- (xx) Natural and human induced hazards
- (xxi) Science and technology in society
- (xxii) Science and technology in local, national, and global challenges

(29) Physics 6-12. The candidate for licensure and certification:

(A) Is able to plan an inquiry-based science program for students using as a framework, Oklahoma's core curriculum. In doing this, one:

- (i) Develops a framework of yearlong and short-term goals for students.
- (ii) Understands curriculum design to meet the interests, knowledge, understanding, abilities, and experiences of

students.

(iii) Selects teaching and assessment strategies that support the development of student understanding and encourage a community of science learners.

(iv) Works with colleagues within and across disciplines and grade levels.

(B) Is able to guide and facilitate learning. In doing this, one:

(i) Focuses and supports inquiries while interacting with students.

(ii) Facilitates discussion among students about scientific ideas.

(iii) Challenges students to accept and share responsibility for their own learning.

(iv) Recognizes and responds to student diversity and encourages all students to participate fully in science learning.

(v) Encourages and models the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and questioning that characterizes science.

(C) Is able to engage in ongoing assessment of own teaching and of student learning. In doing this, one:

(i) Uses multiple methods and systematically gathers data about student understanding and ability.

(ii) Analyzes assessment data to guide teaching.

(iii) Guides students in the evaluation of their work.

(iv) Uses student data, observations of teaching, and interaction with colleagues to reflect on and improve teaching practice.

(v) Uses student assessment information and classroom observation to report student achievement to students and parents.

(D) Is able to design and manage learning environments that provide students with the time, space, and resources needed for developing science skills. In doing this, one:

(i) Structures the time so that students are able to engage in extended investigations.

(ii) Creates a setting for student work that is flexible and supportive of science inquiry.

(iii) Ensures a safe working environment.

(iv) Makes the available science tools, materials, media, and technological resources accessible to students.

(v) Identifies and uses resources outside the school.

(vi) Engages students in designing the learning environment.

(E) Is able to develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the climate conducive to science learning. In doing this, one:

(i) Respects the diverse needs, skills, and experiences of all students.

(ii) Enables students to have a significant voice in decisions about the content and context of their work and prepares

students to take responsibility for learning.

(iii) Encourages collaboration among students.

(iv) Structures and facilitates ongoing formal and informal discussion based on a shared understanding of rules of scientific discourse.

(v) Models and emphasizes the skills and value of scientific inquiry.

(F) Is able to use a variety of instructional strategies and use integrated and interdisciplinary curriculum.

(G) Is able to teach with a broad understanding of all content areas and understands the interaction between the sciences and the process skills. Identified Physics concepts and content areas are:

(i) Motions and forces

(ii) Conservation of energy

(iii) Transfer of energy

(iv) Interactions of energy and matter

(H) Is able to develop conceptual understanding for science content using the process skills listed in Oklahoma's core curriculum, in Grades 6 through 12. Identified Science concepts and content areas are:

(i) System, order, and organization

(ii) Evidence, models, and explanation

(iii) Constancy, change, equilibrium, and measurement

(iv) Form and function

(v) Abilities of technological design

(vi) Understanding about science and technology

(vii) Science as a human endeavor

(viii) Nature of science

(ix) Nature of scientific knowledge

(x) History of science

(xi) Historical perspectives

(xii) Personal health

(xiii) Personal and community health

(xiv) Population, resources, and environments

(xv) Population growth

(xvi) Natural hazards

(xvii) Natural resources

(xviii) Risks and benefits

(xix) Environmental quality

(xx) Natural and human induced hazards

(xxi) Science and technology in society

(xxii) Science and technology in local, national, and global challenges

(30) Social Studies.

(A) United States History/Oklahoma

History/government/economics. The candidate for licensure and certification:

(i) Knows the major themes of United States history and their interrelatedness.

(ii) Understands how the political growth, major events, and individuals affected the development of the United States.

- (iii) Examines and analyzes historical documents which contributed to the establishment and growth of the government of the United States.
- (iv) Identifies and describes events, trends, individuals, and movements which shaped the social, economic, and cultural development of the United States.
- (v) Analyzes events and identifies individuals who defined and continue to impact the role of the United States in world affairs.
- (vi) Knows the roles and function of government and the foundations, structure, and function of American government.
- (vii) Identifies and explains the rights and responsibilities of citizens of the United States.
- (viii) Describes the characteristics of local and state governments and the national government, and the relationships among the different levels of government.
- (ix) Analyzes how the American political process works and the relationship of the process to the individual as a citizen of the state and the nation.
- (x) Identifies and analyzes the events which led to Oklahoma's historical, political, economic, and cultural development.
- (xi) Identifies important individuals and groups which have had an influence on Oklahoma's heritage.
- (xii) Identifies the diverse geographic features and resources found in Oklahoma and describes their influence on Oklahoma's historical development and economy.
- (xiii) Understands basic application of economic theories.
- (xiv) Interprets economic trends in historical, political, and geographic contexts.
- (xv) Analyzes the influence of the past on the present and uses a knowledge of history and government to anticipate and plan for the future, evaluating alternative courses of action.
- (xvi) Applies the skills of analysis, interpretation, research, and decision-making to develop an understanding of history, government, and economic concepts.
- (xvii) Knows the content of the Oklahoma core curriculum for United States History, Oklahoma History, government, and economics.

(B) World History/geography. The candidate for licensure and certification:

- (i) Compares and contrasts differing sets of ideas, personalities, and institutions of world cultures and major historical periods.
- (ii) Analyzes the cause and effect of relationships, multiple causation and perspectives, including the importance of the individual on historical events.
- (iii) Analyzes the influence of the past on the present and uses a knowledge of history and geography to anticipate and

plan for the future, evaluating alternative courses of action.

(iv) Interprets given historical data in order to evaluate information in its context.

(v) Knows the six elements of geographic organization: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and application of geographic data, and applies them to developing an understanding of geography concepts.

(vi) Applies the skills of analysis, interpretation, research, and decision-making to develop an understanding of history and geographic concepts.

(vii) Knows the content of the Oklahoma core curriculum for World History and Geography.

(C) Psychology/sociology. The candidate for licensure and certification:

(i) Exhibits a basic intellectual grasp of psychological and sociological theories, vocabulary, history, and recent trends in the fields of psychology and sociology.

(ii) Understands basic concepts relative to social, developmental, abnormal and clinical psychology, learning theory (classical, operant, and cognitive), and other significant areas in the discipline of psychology, such as the scientific method.

(iii) Knows basic brain-based research and theory, and how biology and behavior interact.

(iv) Recognizes the differences among experimental, classical, and conditioning approaches to the study of psychology.

(v) Analyzes and interprets how today's psychologists view behavior in the following areas: the biological, the cognitive, the person-centered, and the psycho-dynamic perspectives.

(vi) Knows the theories and measurement of intelligence testing.

(vii) Knows basic concepts relative to group behavior, ethnicity, social mores, crime, demographics and current social issues.

(viii) Knows and analyzes culture, social structure, social stratification, social institutions, socialization, social movements, and social problems, as sociological concepts.

(ix) Knows and applies the basic sociological research processes, e.g., hypothesis formulations, sampling

(31) Special Education (birth through twelfth grade). For purposes of providing special education services and identifying competencies deemed necessary for licensure and certification, four areas of disabilities have been identified within the overall field of special education; these are Blind/Visual Impairment, Deaf/Hard of Hearing, Mild-Moderate Disabilities, and Severe-Profound/Multiple Disabilities. Competencies identified at the early childhood level and deemed common to all areas of disabilities are addressed in (A) and apply to all candidates for licensure and certification in any area of special education. Additional competencies

in each of the four areas listed above in this paragraph are addressed in (B) through (E).

(A) Competencies common to all areas of disabilities. The candidate for licensure and certification:

- (i) Understands the historical, social, and ethical foundations; legal and regulatory; and current trends and issues of early childhood, early childhood special education, and special education.
- (ii) Identifies specific/common disabilities in children and the implications for development and learning.
- (iii) Plans and implements programming and curricula using current best practices and principles of early childhood education.
- (iv) Understands typical and atypical development and the interdependency of all developmental areas, and respects each child's unique characteristics and their implications for learning.
- (v) Demonstrates knowledge and skills in selection and administration of developmental screening, assessment, and evaluation instruments and methods which are comprehensive, nondiscriminatory for linguistic and cultural differences, formal and informal, and appropriate for children with early childhood disabilities.
- (vi) Participates and collaborates with all team members in conducting the evaluation/assessment within the multidisciplinary team process.
- (vii) Understands and demonstrates knowledge of the individualized family service plan (IFSP)/individualized education program (IEP) process by:
 - (I) using assessment results, in partnership with the family and other team members, to develop the IFSP/IEP
 - (II) monitoring IFSP/IEP progress
- (viii) Understands and implements early childhood curricula by adapting educational strategies, schedules and environments (individual, group, home settings) to meet the specific needs, interests, and experiences of all children.
- (ix) Understands and participates in the transition process across programs and service systems by:
 - (I) planning for and linking current developmental learning experiences and teaching strategies with those of the next educational setting
 - (II) communicating options for programs and services at the next level, while assisting the family in planning for transition.
- (x) Develops and uses formative and summative program evaluation to ensure comprehensive quality of programs and services for children and their families.
- (xi) Collaborates and consults regularly with families, other team members, and agencies to enhance and support children's learning and development by:

- (I) assisting families in identifying resources, priorities, and concerns, and in accessing appropriate services
 - (II) respecting parents' choices and goals for their children
 - (III) implementing services for children and their families, consistent with laws, regulations, and procedural safeguards
- (xii) Uses positive and supportive early childhood guidance, teaching, and behavioral strategies which help all children learn to make responsible decisions regarding their own behavior and contribute to the development of self-control, self-motivation, and self-worth.
- (xiii) Demonstrates professionalism and ethical practice, including:
- (I) advocacy on behalf of young children and their families to improve quality of programs and services for young children and for early childhood special education
 - (II) implementation of a professional development plan which incorporates best practices and principles.
- (xiv) Understands and applies the following competencies in reading instruction.
- (I) Knows the stages of language development and the structure of the English language and alphabetic writing system including phonology, morphology, and orthography and their relationships to spelling and meaning.
 - (II) Understands that primary language (oral) directly impacts the secondary languages (reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationship of oral language to literacy.
 - (III) Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess student's reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.
 - (IV) Identifies and applies all developmental levels of phonemic awareness to provide appropriate instruction in understanding words are made up of phonemes and that phonemes can be rearranged and manipulated to make different words that compose oral speech.
 - (V) Knows and provides appropriate systematic explicit and implicit phonological instruction for the application of spelling-sound correspondences for

word analysis and for structural analysis for word recognition and word meaning development.

(VI) Knows and applies the relationships between spelling patterns and sounds of speech; knows how to support the student at each stage of spelling development; knows how to focus direct and indirect instruction to guide the student toward spelling proficiency.

(VII) Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development, e.g., prefixes, suffixes and roots.

(VIII) Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.

(IX) Knows and applies strategies and instructional approaches to support response to text and promote comprehension for literal, inferential, and critical/evaluative level, e.g., guided reading, literature and research circles.

(X) Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections, i.e., semantics, syntax, and graphophonics.

(XI) Knows and applies the instructional strategies which contribute to the development of fluent reading.

(XII) Knows how to promote children's interest and engagement in reading and writing.

(B) Blind/visual impairment. The candidate for licensure and certification:

(i) Understands the philosophical, historical, and legal foundations of special education for students with visual impairment including:

(I) trends and issues in special education

(II) special education policies and procedures

(III) laws and regulations regarding special education

(ii) Demonstrates knowledge of characteristics of students with visual impairments.

(iii) Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for students with visual impairments including:

(I) procedures relevant to the impact of specific visual disorders on learning and experience, as well as procedures used for screening, prereferral, referral, and identification of students with visual impairments:

(II) vision screening methods

(III) functional vision assessment

- (IV) learning media assessment
- (V) orientation and mobility
- (VI) independent living skills
- (VII) vocational skills
- (VIII) assistive technology
- (IX) recreation and leisure skills
- (X) classroom observation
- (iv) Understands and demonstrates knowledge of the individualized education programs (IEP) process by:
 - (I) using assessment results, in partnership with team members, to develop the IEP
 - (II) monitoring IEP progress
- (v) Demonstrates knowledge and skills to plan and implement appropriate and effective individualized education programs for students with visual impairments, based upon knowledge of subject matter and adaptation of curriculum and materials to meet individual abilities and sensory, conceptual and communication needs, including:
 - (I) social interaction skills
 - (II) recreation and leisure skills
 - (III) use of assistive technology
 - (IV) prerequisite skills and concepts for orientation and mobility instruction
 - (V) independent living skills
 - (VI) career education
 - (VII) visual efficiency skills
 - (VIII) literacy skills
 - (IX) organizational skills
- (vi) Plans and manages supportive educational environments relative to the student's specific visual condition, including:
 - (I) acquisition and use of unique assistive technology (e.g., computers, printers, scanners, screen access, note-taking devices, software, speech output devices, CCTV, etc.)
 - (II) acquisition and use of specialized equipment and materials (Braille writer, abacus, slate and stylus, paper, Braille/large print/cassette textbooks, tactile maps, charts, graphs, optical, and nonoptical aids, etc.)
 - (III) modification of the physical environment
 - (IV) implementation of appropriate instructional strategies
 - (V) incorporation of basic orientation and mobility skills
- (vii) Demonstrates knowledge and applies skills relative to the management of student behavior and social interaction skills unique to students with visual impairments, including:
 - (I) influences of the disability (ies) and other factors impacting the child's behavior and social skills

- (II) instruction in social interaction skills, adaptive behavior, and appropriate behaviors
- (III) appropriate behavior management and ethical considerations using a variety of interventions and techniques
- (viii) Demonstrates knowledge and skills in communication and collaborative partnerships, including:
 - (I) communication with families, professionals, ancillary personnel, student peers, and community members to improve the quality of education for students with visual impairments
 - (II) interrelationships of resource and related service providers
 - (III) educational activities regarding specific visual conditions through inservice, consultation, etc.
 - (IV) transition planning
- (ix) Demonstrates knowledge and skills to promote successful transitions at all levels of the education process and in various environments, including:
 - (I) completion of secondary level program/postsecondary planning
 - (II) transitions across programs and service delivery systems
- (x) Demonstrates knowledge and skills in providing an appropriate education for students in the least restrictive environment, including the full continuum of placement alternatives
- (xi) Demonstrates management skills pertaining to the various service delivery models representing the full continuum of placement options for students with visual impairments, including:
 - (I) time management and scheduling
 - (II) record keeping
 - (III) prioritizing caseload
 - (IV) roles and responsibilities
 - (V) travel issues relevant to service delivery
 - (VI) site specific climate and culture
- (xii) Demonstrates professional and ethical conduct and advocacy for the unique needs of all students with visual impairments regardless of the availability of services.

(C) Deaf/hard of hearing. The candidate for licensure and certification:

- (i) Understands the philosophical, historical, and legal foundations of special education for students who are deaf or hard of hearing, including:
 - (I) trends and issues in special education
 - (II) special education policies and procedures
 - (III) laws and regulations regarding special education
- (ii) Demonstrates knowledge of characteristics and development of students who are deaf or hard of hearing,

including:

- (I) communication features (visual, spatial, tactile, auditory) necessary to enhance cognitive, emotional, and social development
- (II) etiologies (causes) of hearing loss
- (III) effects of onset, age of identification, and provision of services
- (iii) Demonstrates knowledge and skills in assessment, diagnosis, evaluation, and eligibility determination within the multidisciplinary team process for students who are deaf or hard of hearing, including
 - (I) use of the natural/native/preferred language or mode of communication of the student
 - (II) interpretation of results for use in educational programming
- (iv) Understands and demonstrates knowledge of the individualized education program (IEP) process by:
 - (I) using assessment results, in partnership with team members, to develop the IEP
 - (II) monitoring IEP progress
- (v) Demonstrates knowledge and skills to plan and implement appropriate and effective instruction for students who are deaf or hard of hearing based upon knowledge of subject matter, curriculum goals, and students' individual abilities and needs by use of:
 - (I) multimedia skills
 - (II) techniques for modifying and adapting curriculum and materials to meet physical, sensory, cognitive, cultural, and communication needs in various learning environments
- (vi) Plans and manages supportive teaching and learning environments that maximize opportunities for visually oriented and/or auditory learning and facilitate participation of students who are deaf or hard of hearing using:
 - (I) knowledge of current devices and assistive technology, including their application and resources (e.g., captioning, computers, augmentative communication devices, etc.)
 - (II) classroom management techniques
- (vii) Demonstrates knowledge and skills in managing student behavior and social interaction skills, including:
 - (I) appropriate behavioral management and ethical considerations using a variety of interventions and techniques
 - (II) influences of the disability(ies) and other factors impacting the child's behavior and social interaction skills
- (viii) Understands how language develops naturally and that early comprehensible communication influences the development of the whole child.

- (ix) Demonstrates proficiency in the languages and modes of communication that are used in the instruction of students who are deaf or hard of hearing.
- (x) Understands the social and cultural aspects of the deaf perspective and deaf experience.
- (xi) Demonstrates knowledge and skills in communication and forming collaborative partnerships with families, professionals, and community members to improve the quality of education for students who are deaf or hard of hearing.
- (xii) Demonstrates knowledge and skills to promote successful transitions at all levels of the education process and in various environments, including:
 - (I) completion of secondary level program/postsecondary planning
 - (II) transitions across programs and service delivery systems
- (xiii) Demonstrates knowledge and skills in providing an appropriate education for students in the least restrictive environment, including the full continuum of placement alternatives.
- (xiv) Demonstrates professional and ethical conduct in matters related to the education of students who are deaf or hard of hearing.

(D) **Mild-moderate disabilities.** The candidate for licensure and certification will demonstrate his/her mastery of these standards through the master of the Council for Exceptional Children's (CEC) Core Knowledge and Skills and through the mastery of the CEC Knowledge and Skill Base for Teachers of Students in Individualized General Curriculums. The candidate:

- (i) Understands the philosophical, evidence-based principals and theories, historical and legal foundations of special education, and how these influence professional practices. These would include:
 - (I) trends and issues in special education;
 - (II) special education policies and procedures;
 - (III) laws and regulations regarding special education;
 - (IV) issues of human diversity and its relevance to special education;
 - (V) human issues that influence the field of special education; and
 - (VI) relationships of special education to the organization and functions of schools, school systems, and agencies.
- (ii) Understands the similarities and differences in human development, the characteristics of all learners, and how exceptional conditions interact with the domains of human development to respond to varying abilities and behaviors of individuals with disabilities while demonstrating respect for their students.

(iii) Understands the effects that a disability (including aspects of cognition, communication, physical, medical, and social/emotional) can have on learning and how primary language, culture and familial background can interact with the student's disabilities to impact academic, and social abilities, attitudes, values, interests and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which a special educator individualizes instruction to provide meaningful and challenging learning for students with disabilities.

(iv) Possesses a repertoire of evidenced-based instructional strategies to individualize instruction for students with disabilities and emphasizes the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. These evidenced-based instructional strategies should:

- (I) promote positive learning results in the general curriculum in age-appropriate settings;
- (II) promote multiple methods for teaching reading;
- (III) modify learning environments;
- (IV) enhance critical thinking, problem solving and performance skills;
- (V) promote self-determination;
- (VI) enhance integration and coordination of related services for educational benefit; and
- (VII) promote transition.

(v) Demonstrates knowledge and skills in creating positive and safe learning environments for students with disabilities, and that also foster active engagement of students with disabilities. In addition, special educators foster environments that:

- (I) value diversity;
- (II) promote independence and productivity;
- (III) assist general education colleagues in integrating students with disabilities;
- (IV) use direct motivational and instructional interventions;
- (V) utilize positive behavior supports and crisis management techniques;
- (VI) guide and direct paraprofessionals and others; and
- (VII) provide specialized school health practices and techniques for health and safety.

(vi) Understands typical and atypical language development and uses strategies to enhance language development and teach communication skills to students with disabilities.

This is accomplished by using:

- (I) effective language models;
- (II) augmentative, alternative and assistive technologies;

- (III) communication strategies and resources to facilitate understanding of subject matter for students with disabilities and those students with disabilities whose primary language is not English; and
 - (IV) matching communication methods to the student's language proficiency and cultural and linguistic differences.
- (vii) Develops long- and short-range instructional plans anchored in both general and special education curricula emphasizing:
 - (I) effective modeling;
 - (II) efficient guided practice;
 - (III) modifications based on ongoing analysis of the individuals learning progress;
 - (IV) collaboration;
 - (V) individualized transition plans;
 - (VI) use of appropriate technologies; and
 - (VII) positive behavior supports.
- (viii) Understands legal policies and ethical principals of multiple types of assessment information related to referral, eligibility, program planning, instruction and placement of students with disabilities including those from culturally and linguistically diverse backgrounds. Special educators use assessment information to identify supports and adaptations required for students with disabilities to access general and special curricula and participate in school, system and statewide assessment programs. Special educators regularly monitor students' progress and use appropriate technologies to support assessments. Special educators must understand:
 - (I) measurement theory and practices for addressing validity, reliability, norms, bias, and interpretation of assessment results and
 - (II) appropriate use and limitations of various assessment.
- (ix) Demonstrates knowledge and skills regarding legal, professional, and ethical practices including:
 - (I) sensitivity to the many aspects of diversity;
 - (II) engaging in professional growth as lifelong learners;
 - (III) keeping current with evidence-based effective practices; and
 - (IV) participating in professional activities that benefit individuals with disabilities and their families.
- (x) Routinely and effectively collaborates with families, colleagues, related service providers, community agencies and other resources in positive and culturally responsive ways to assure that the needs of students with disabilities are addressed including facilitation of successful transitions

of students with disabilities across settings and services.

(E) **Severe-profound/multiple disabilities.** The candidate for licensure and certification will demonstrate his/her mastery of these standards through the mastery of the Council for Exceptional Children's (CEC) Core Knowledge and Skills and through the mastery of the CEC Knowledge and Skill Base for Teachers of Students in Independence Curriculums. The candidate:

(i) Understands the philosophical, evidence-based principals and theories, historical and legal foundations of special education, and how these influence professional practices.

These would include:

(I) trends and issues in special education;

(II) special education policies and procedures;

(III) laws and regulations regarding special education;

(IV) issues of human diversity and its relevance to special education;

(V) human issues that influence the field of special education; and

(VI) relationships of special education to the organization and functions of schools, school systems, and agencies.

(ii) Understands the similarities and differences in human development, the characteristics of all learners, and how exceptional conditions interact with the domains of human development to respond to varying abilities and behaviors of individuals with disabilities while demonstrating respect for their students.

(iii) Understands the effects that a disability (including aspects of cognition, communication, physical, medical, and social/emotional) can have on learning and how primary language, culture and familial background can interact with the student's disabilities to impact academic, and social abilities, attitudes, values, interests and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which a special educator individualizes instruction to provide meaningful and challenging learning for students with disabilities.

(iv) Possesses a repertoire of evidenced-based instructional strategies to individualize instruction for students with disabilities and emphasizes the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span. These evidenced-based instructional strategies should:

(I) promote positive learning results in general and special curricula in age-appropriate settings, especially functional curricula;

(II) modify learning environments;

(III) utilize community-based instruction and vocational instruction;

- (IV) enhance communication skills;
- (V) enhance critical thinking, problem solving and performance skills;
- (VI) promote self-determination;
- (VII) enhance integration and coordination of related services for educational benefit; and
- (VIII) promote transition.

(v) Demonstrates knowledge and skills in creating positive and safe learning environments for students with disabilities, and that also foster active engagement of students with disabilities. In addition, special educators foster environments that:

- (I) value diversity;
- (II) promote independence and productivity;
- (III) assist general education colleagues in integrating students with disabilities;
- (IV) use direct motivational and instructional interventions;
- (V) utilize positive behavior supports and crisis management techniques;
- (VI) guide and direct paraprofessionals and others; and
- (VII) provide specialized school health practices and techniques for health and safety.

(vi) Understands typical and atypical language development and uses strategies to enhance language development and teach communication skills to students with disabilities.

This is accomplished by using:

- (I) effective language models;
- (II) augmentative, alternative and assistive technologies;
- (III) communication strategies and resources to facilitate understanding of subject matter for students with disabilities and those students with disabilities whose primary language is not English; and
- (IV) matching communication methods to the student's language proficiency and cultural and linguistic differences.

(vii) Develops long- and short-range instructional plans anchored in both general and special education curricula emphasizing:

- (I) effective modeling;
- (II) efficient guided practice;
- (III) modifications based on ongoing analysis of the individuals learning progress;
- (IV) collaboration;
- (V) individualized transition plans;
- (VI) use of appropriate technologies; and
- (VII) positive behavior supports.

(viii) Understands legal policies and ethical principals of multiple types of assessment information related to referral, eligibility, program planning, instruction and placement of students with disabilities including those from culturally and linguistically diverse backgrounds. Special educators use assessment information to identify supports and adaptations required for students with disabilities to access general and special curricula and participate in school, system and statewide assessment programs. Special educators regularly monitor students' progress and use appropriate technologies to support assessments. Special educators must understand:

(I) measurement theory and practices for addressing validity, reliability, norms, bias, and interpretation of assessment results and

(II) appropriate use and limitations of various assessments.

(ix) Demonstrates knowledge and skills regarding legal, professional, and ethical practices including:

(I) sensitivity to the many aspects of diversity;

(II) engaging in professional growth as lifelong learners;

(III) keeping current with evidence-based effective practices; and

(IV) participating in professional activities that benefit individuals with disabilities and their families.

(x) Routinely and effectively collaborates with families, colleagues, related service providers, community agencies and other resources in positive and culturally responsive ways to assure that the needs of students with disabilities are addressed including facilitation of successful transitions of students with disabilities across settings and services.

(32) Speech/drama/debate (Secondary). The candidate for licensure and certification:

(A) Maintains a current knowledge of concepts of the field of speech communication including: oral interpretation of literature, theater, the electronic media, public speaking, argumentation, and critical thinking skills.

(B) Applies comprehension, analysis, interpretation, synthesis, and evaluation of vocal, verbal and nonverbal messages.

(C) Applies appropriate learning strategies for critical thinking, research, organization, and presentation of messages appropriate to participation in a democratic society.

(D) Communicates effectively in interpersonal, small group, and public communication situations using appropriate language and nonverbal signals.

(E) Understands the influence of social and historical contexts, and culture on public address and literature of the theater.

(F) Understands the impact of cultural diversity upon the communication process.

- (G) Establishes a communication climate which encourages reflection, creativity, and critical thinking.
- (H) Uses differing assessment strategies to evaluate student competencies in a variety of speaking/listening situations.
- (I) Uses technology (i.e., videotaping of presentations, computers to generate visual aids and as a research tool) to enhance instruction.
- (J) Understands and uses teaching strategies appropriate for the analysis and presentation of a variety of forms (genres) of public address and literature of the theater, available in electronic media and from printed sources.
- (K) Understands the importance of effective communication skills in the personal and professional arenas.
- (L) Understands the role of co-curricular and extracurricular activities in the development of student interest as an extension of the classroom instruction.
- (M) Understands, teaches, and implements Oklahoma's Core Curriculum.

(33) Speech-language pathologist (SLP).

- (A) The candidate for licensure and certification:
 - (i) Understands the models, theories and philosophies that provide the basis for the practice of speech-language pathology, in the following knowledge areas:
 - (I) content areas in speech-language pathology (language, articulation, voice, fluency, augmentative communication)
 - (II) etiologies which may contribute to communication impairments
 - (III) a working understanding of other assessments (medical, psychological, audiological, etc.)
 - (IV) modality (spoken, written, sign)
 - (ii) Accommodates the individual learning styles and communication/educational needs of the student.
 - (iii) Demonstrates the ability to screen, evaluate, and diagnose students with suspected communication impairments using a variety of formal and informal procedures.
 - (iv) Plans and implements evidence based intervention strategies and the appropriate service delivery models for students with communication impairments, including:
 - (I) determines least restrictive environment
 - (II) provides ongoing assessment and monitors individualized education program (IEP) progress
 - (III) develops individualized education program (IEP)
 - (v) Facilitates the development of the student's functional and literate communication skills (i.e., how communication occurs including written language) across environments, including:
 - (I) developing modifications/adaptations
 - (II) determining transition service needs

(vi) Recognizes and understands the relationship among behavior, social interaction and communication impairments, and is able to determine realistic expectations for the student's personal and social behavior in various settings.

(vii) Uses collaborative strategies in working with parents, school, and community to address the needs of students with communication impairments.

(viii) Promotes and maintains competence and integrity in the practice of speech-language pathology by participating in continuing education as required to maintain professional licensure, national certification, and/or Oklahoma State Department of Education (OSDE) certification, as well as by identifying community agencies and resources for students.

(ix) Implements practices that recognize the multicultural issues and the effect of cultural and linguistic diversity on students' communication skills and learning styles.

(x) Demonstrates knowledge of laws and regulations pertaining to students with communication impairments.

(xi) Defines, describes, and implements tenets of professional services that include interprofessional practices (IPP).

(xii) Knows the requirements for supervision of student interns, speech-language pathology assistants, and the mentorship of clinical fellows.

(B) Competency for Speech-language Pathologist certification may also be verified by the Certificate of Clinical Competence (CCC) from the American Speech-Language-Hearing Association (ASHA) or Oklahoma Board of Examiners for Speech-Language Pathology and Audiology (OBESPA) licensure.

(34) Speech-language pathology assistant (SLPA).

(A) The candidate for licensure and certification:

(i) Understands the models, theories and philosophies that provide the basis for the practice of speech/language pathology, in the following knowledge areas:

(I) content areas in speech-language pathology (language, articulation, voice, fluency, augmentative communication, swallowing)

(II) etiologies which may contribute to communication impairments

(III) a working understanding of other assessments (medical, psychological, audiological, etc.)

(IV) modality (spoken, written, sign)

(ii) Accommodates the individual learning styles and communication/educational needs of the student.

(iii) Demonstrates the ability to assist the speech-language pathologist in screening and assessing students with suspected communication impairments using a variety of formal and informal procedures.

- (iv) Implements evidence based intervention strategies developed by the supervising speech-language pathologist, and appropriate service delivery models for students with communication impairments, including:
 - (I) provides ongoing data collection and monitors individualized education program (IEP) progress
 - (II) develops IEP with prior approval of the licensed speech-language pathologist
- (v) Facilitates the development of the student's functional and literate communication skills (i.e., how communication occurs, including written language) across environments and provides modifications/adaptations.
- (vi) Recognizes and understands the relationship among behavior, social interaction and communication impairments, and is able to provide realistic expectations for the student's personal and social behavior in various settings.
- (vii) Uses collaborative strategies in working with parents, school, and community to address the needs of students with communication impairments.
- (viii) Promotes and maintains competence and integrity in the practice of speech-language pathology by participating in continuing education as required to maintain professional license and Oklahoma State Department of Education (OSDE) certification or credential.
- (ix) Implements practices that recognize multicultural issues and the effect of cultural and linguistic diversity on students' communication skills and learning styles.
- (x) Defines, describes, and implements tenets of professional services that include interprofessional practices (IPP).
- (xi) Demonstrates knowledge of laws and regulations pertaining to students with communication impairments.
- (xii) Knows and adheres to SLPA roles and responsibilities as defined in licensure and certification rules and regulations.

(B) Competency for Speech-Language Pathology Assistant certification or credential shall be verified by the Oklahoma Board of Examiners for Speech-Language Pathology and Audiology (OBESPA) and the successful passing of the Oklahoma exam for SLPAs or a national exam for SLPAs when available. An SLPA must work under the direct and indirect supervision of a licensed/certified speech-language pathologist (SLP) to be eligible for certification. The SLPA will not independently give assessments and will not determine eligibility for services. Responsibilities will be assigned by the supervising speech-language pathologist based on the SLPA's level of competence in each area.

(35) **Agricultural education.** The candidate for licensure and certification shall possess the competencies specified in (A) through (F).

(A) **Agricultural business/marketing.** The candidate for licensure and certification understands the fundamental principles of

agricultural business/marketing and management including principles of basic recordkeeping and methods for acquiring and managing agricultural finances.

(B) **Animal science.** The candidate for licensure and certification:

- (i) Selects and handles livestock, recognizes factors related to the safe handling of animals and animal products which become food for human consumption, and understands the importance of alternative agricultural enterprises.
- (ii) Understands concepts and principles of animal reproduction and the importance of livestock health and nutrition.

(C) **Plant and soil science.** The candidate for licensure and certification:

- (i) Understands concepts, principles, and laboratory skills related to plant and soil science including the importance of traditional crops and alternative enterprises.
- (ii) Knows factors related to the safe handling of plants and plant products which become food for human consumption and identifies causes and characteristics of common plant pests and diseases.

(D) **Agricultural mechanics.** The candidate for licensure and certification practices:

- (i) shop safety, including the operation and knowledge of hand/power tools,
- (ii) basic principles/concepts of power and machinery, metals and metal processes, and
- (iii) basic principles of building construction.

(E) **Natural resources.** The candidate for licensure and certification:

- (i) Evaluates the relationship between agriculture and the management of water, land, and air quality, and
- (ii) Understands concepts and principles of plant and animal environmental factors including the handling of chemicals.

(F) **Communications/leadership.** The candidate for licensure and certification:

- (i) Acknowledges the foundations of agricultural education including its purpose, functions, and the background of Future Farmers of America (FFA).
- (ii) Demonstrates an understanding of basic parliamentary procedure, effective oral and written communication skills, and promotes teamwork, motivation, and leadership principles.

(36) **Marketing education.** The candidate for licensure and certification shall possess the competencies specified in (A) through (N).

(A) **Orientation.** The candidate for licensure and certification applies principles of job search and preparation skills relating to resume and portfolio development, proper completion of application forms, interview preparation, career ladder analysis, and computer technology skills relating to word-processing and computerized presentations.

(B) **Marketing.** The candidate for licensure and certification:

- (i) Applies principles and concepts related to marketing.
- (ii) Interprets the importance of the marketing concept and functions, how marketing affects society, factors to consider in selecting a channel of distribution, and the concept of target marketing.

(C) **Mathematical skills.** The candidate for licensure and certification:

- (i) Applies basic mathematical operations used in the marketing profession as it pertains to balancing a cash drawer and the automatic and manual methods of making change.
- (ii) Identifies the uses of basic algebra in marketing.

(D) **Human relations.** The candidate for licensure and certification:

- (i) Applies principles of communications, decision-making, and crisis management.
- (ii) Identifies characteristics of professionalism on the job and the importance of social skills.

(E) **Sales.** The candidate for licensure and certification:

- (i) Applies principles relating to sales, product information, customer buying decisions, motives for buying, and sales approaches.
- (ii) Demonstrates methods of handling customer/client complaints and objections.
- (iii) Explains the concept and use of sales quotas.

(F) **Security precautions.** The candidate for licensure and certification:

- (i) Identifies and explains prevention measures for the security problems of shoplifting, internal theft, burglary, robbery, and fraud.
- (ii) Identifies common types of fraud.
- (iii) Recognizes steps necessary to ensure security in shipping and receiving areas.
- (iv) Identifies precautions for safety on the job.

(G) **Economics.** The candidate for licensure and certification:

- (i) Applies principles related to the classification of goods and services and the types of economic resources.
- (ii) Compares the types of economic systems and their relationship to the economy.
- (iii) Identifies the factors which affect economics including economic utility (form, place, time, possession), competition, supply and demand, and the role of government in business.
- (iv) Understands the characteristics and importance of a private enterprise system and international trade.
- (v) Identifies the measure and importance of the gross domestic product (GDP) to marketing.

(H) **Promotion.** The candidate for licensure and certification:

- (i) Applies principles related to the use of promotional activities, including the use of media, design and display arrangements, and the print ad.
- (ii) Explains the role of the promotional plan.

(I) **Merchandising.** The candidate for licensure and certification applies principles related to shipping and receiving, inventory control systems, calculation of inventory shrinkage, and industrial purchasing.

(J) **Business ownership/entrepreneurship.** The candidate for licensure and certification:

(i) Identifies the common types of business ownership in a free enterprise system and the advantages/disadvantages of each.

(ii) Discusses the importance of marketing strategies to businesses as they apply the principles of the product mix, product/service planning, marketing decisions for a proposed business, structuring a business, and using four "Ps" of marketing - product, pricing, place, and promotional strategies.

(K) **Applied management.** The candidate for licensure and certification:

(i) Applies principles of selecting store personnel, recruiting applicants for job openings, interviewing job candidates, and reducing labor turnover.

(ii) Recognizes the importance of new-employee orientation.

(iii) Understands knowledge of employee motivational theories.

(L) **Credit.** The candidate for licensure and certification:

(i) Applies principles of extending credit to business and customers and the three Cs of credit: character, capacity to pay, and capital.

(ii) Identifies the reasons for extending credit.

(M) **Business and industry.** The candidate for licensure and certification:

(i) Develops relationships with business and industry through advisory committees, surveys, work-site learning opportunities, curriculum, and program visits.

(ii) Communicates with business and industry regarding student competencies/credentials and job performance.

(N) **Student organizations and activities.** The candidate for licensure and certification:

(i) Understands the role of student organizations in developing student professionalism and assists student organizations by coaching, chaperoning, and supervising activities.

(ii) Encourages student participation through instruction and recognition of student achievements.

(37) **Technology engineering.** The candidate for licensure and certification shall possess the competencies specified in (A) through (J):

(A) **Fundamentals of technology.** The candidate for licensure and certification:

(i) Understands the historical and social content including important events, developments, components, and current and future trends of technology.

- (ii) Defines the terms, systems, characteristics, interrelationships, and economics of the connection between other disciplines such as math, science, and engineering.
- (iii) Identifies general laboratory and personal safety practices.
- (iv) Understands process and procedures related to the design process.

(B) Problem-solving techniques. The candidate for licensure and certification:

- (i) Understands and applies problem-solving techniques.
- (ii) Applies knowledge of engineering to solve technology related problems.

(C) Career opportunities. The candidate for licensure and certification:

- (i) Explores career opportunities based on career clusters and identifies related terms and definitions.
- (ii) Identifies activities that develop employability skills.
- (iii) Recognizes educational requirements and pathways for occupational or postsecondary attainment.

(D) Arts/AV communication and information technology systems. The candidate for licensure and certification:

- (i) Understands the principles, processes, tools, equipment, materials, functions, and characteristics of Arts/AV and Communication Technologies.
- (ii) Understands Information Technology processes and procedures related to graphic communications.

(E) Architecture and Construction systems. The candidate for licensure and certification:

- (i) Understands and applies the principles and characteristics of architecture and construction.
- (ii) Identifies architecture and construction processes, procedures, basic principles of project planning, legal and regulatory issues, equipment and materials, and steps in the construction process.

(F) Manufacturing systems. The candidate for licensure and certification:

- (i) Understands manufacturing principles and characteristics and their application.
- (ii) Identifies materials, equipment, processes, and strategies utilized in manufacturing technologies.
- (iii) Analyzes the role, function, and responsibilities of manufacturing in a contemporary society.

(G) Transportation, distribution, and logistics (TDL). The candidate for licensure and certification:

- (i) Understands the principles, procedures, and applications of transportation, distribution, and logistics.
- (ii) Identifies the selection of tools, equipment, and materials in the transportation, distribution, and logistics industry.
- (iii) Analyzes environmental and economic effects on society.

(H) Technology engineering delivery systems. The candidate for licensure and certification:

- (i) Understands basic technology engineering principles, terminology, system design, and issues related to technology engineering.
- (ii) Identifies terms, features, relationships, and procedures related to the selection, operation, and maintenance of computer systems and technology engineering software.
- (iii) Analyzes factors effecting the selection of computer hardware and software.

(I) Business and industry. The candidate for licensure and certification develops relationships with business and industry through advisory committees, curriculum, and work-site learning opportunities.

(J) Student organizations and activities. The candidate for licensure and certification:

- (i) Understands the role of student organizations in encouraging student participation and implementing activities that develop leadership traits.
- (ii) Integrates student activities in instruction and recognizes student achievements.

(38) Vocational business. The candidate for licensure and certification shall possess competencies specified in (A) through (D).

(A) Business foundations. The candidate for licensure and certification:

- (i) Understands important events, developments and trends in the history of business.
- (ii) Understands business organizational structures, organizational design and their implications.
- (iii) Understands the basic principles of business law and the types and characteristics of legal instruments.
- (iv) Analyzes legal issues related to business.
- (v) Understands business communication.

(B) Business management. The candidate for licensure and certification:

- (i) Understands principles of business management and their applications in the decision-making process
- (ii) Applies procedures for managing human resources.
- (iii) Analyzes issues related to economic and social responsibilities in business.
- (iv) Analyzes factors affecting business marketing decisions.

(C) Technology systems. The candidate for licensure and certification:

- (i) Understands basic principles and terminology related to computer technology.
- (ii) Understands principles of computer system design.
- (iii) Applies principles of computer technology to solve problems involving information gathering and analysis.
- (iv) Applies principles of computer technology to solve problems related to project and business management.

- (v) Understands information processing systems.
- (vi) Analyzes data storage, retrieval and transmission systems.
- (vii) Understands principles of telecommunications and applications of telecommunications in business.
- (viii) Analyzes ethical and security issues involving technology systems.

(D) Business finance and economics. The candidate for licensure and certification:

- (i) Understands basic principles and applications of accounting.
- (ii) Applies procedures for processing accounting data.
- (iii) Understands advanced accounting concepts and procedures.
- (iv) Understands basic principles and applications of macroeconomics.
- (v) Analyzes business situations in terms of microeconomic theory.
- (vi) Applies basic principles of consumer economics and finance.

(39) Vocational family and consumer sciences. The candidate for licensure and certification shall possess the competencies specified in (A) through (I).

(A) Child development. The candidate for licensure and certification:

- (i) Applies child development concepts and guidance techniques in the care of infants, toddlers, preschool and school-age children, as well as children in crisis or with special needs.
- (ii) Analyzes issues related to children's well-being, parenting, pregnancy, prenatal care, child birth, child care services, and community resources.

(B) Foods and nutrition. The candidate for licensure and certification:

- (i) Analyzes the relationship between food, nutrients, and the body through the application of food science principles, and healthy food choices.
- (ii) Understands proper food storage/handling techniques, recipe use, food product information, serving/dining etiquette, and consumer skills.

(C) Consumer economics and management. The candidate for licensure and certification:

- (i) Applies principles related to money management, personal financial management, time management, and economics.
- (ii) Analyzes advertising influences, factors related to housing selection and maintenance, factors related to motor vehicle selection and maintenance, wills, funerals, and consumer credit.
- (iii) Applies consumer protection practices and skills.

(D) Housing and interior design. The candidate for licensure and certification:

- (i) Plans living space for human needs through the evaluation of housing and financial alternatives.
- (ii) Applies elements and principles of interior design including exterior styles, interior spaces, interior treatments, furniture, accessories, and appliances.

(E) Interpersonal relationships. The candidate for licensure and certification:

- (i) Applies principles of communications, decision making, and crisis management.
- (ii) Discusses factors and issues related to parenting, family life, and aging.
- (iii) Identifies the importance of self-respect and of practicing socially accepted behavior.

(F) Clothing and textiles. The candidate for licensure and certification:

- (i) Applies wardrobe planning and grooming skills.
- (ii) Applies clothing selection skills, methods of stretching the clothing dollar, care and maintenance practices, construction techniques, and knowledge of types of textiles.

(G) Careers. The candidate for licensure and certification:

- (i) Investigates careers as they relate to personal and career goals.
- (ii) Understands the job application process, factors related to work etiquette, the use of technology in the workplace, and economic principles.

(H) Business and industry. The candidate for licensure and certification:

- (i) Develops partnerships with business and industry through advisory committees, surveys, work-site learning opportunities, curriculum, and program visits.
- (ii) Communicates with business and industry regarding student competencies/credentials and job performance.

(I) Student organizations and activities. The candidate for licensure and certification:

- (i) Understands the role of student organizations in the recognition of student achievements through curricular activities.
- (ii) Encourages student participation and the development of leadership traits.

(40) Occupational agriculture, occupational family and consumer sciences, trade and industrial education, and vocational health occupations. Competency for occupational agriculture, occupational family and consumer sciences, trade and industrial education, and vocational health occupations will be verified by passing a state or national licensure examination developed specifically to the occupation and/or occupational testing approved by the Oklahoma Department of Vocational and Technical Education. Non-degreed vocational teachers certified under rules promulgated by the State Board of Education are exempt from the provisions of House Bill 1549, except for those provisions concerning

professional development programs.

(41) **Dance education.** The candidate for licensure and certification:

- (A) Has a sound philosophical understanding and knowledge of dance education and creative movement and can support, justify and implement the dance education.
- (B) Has a thorough knowledge of a sequential dance/creative movement curriculum that is developmentally appropriate for each grade level and inclusive of various student learning styles and those with special needs.
- (C) Understands the history of dance and its role in culture and the arts worldwide.
- (D) Has a working knowledge of dance integration and values the art-related competencies in Oklahoma's core curriculum.
- (E) Recognizes and respects diversity and establishes environments where individuals dance content and learning are held in high regard.
- (F) Understands the process of critical thinking and implements problem solving activities, analysis, reflection, decision making and creative exploration in dance.
- (G) Understands the elements of dance and technical skills in performing dance including:
 - (i) time (i.e., fast slow, even, uneven, accent, meters)
 - (ii) space (i.e., levels , direction, pathways)
 - (iii) force (i.e., energy, weight, flow)
 - (iv) locomotor movements (i.e., walk, run, skip, hop, jump, slide, gallop, leap)
 - (v) nonlocomotor movements (i.e., bend, stretch, twist, swing)
 - (vi) rhythmic activities and musicality
 - (vii) proper skeletal alignment
 - (viii) efficiency and mastery of technical skills in a variety of dance forms.
- (H) Understands the principals of choreography (i.e., dance improvisation, composition, and choreography).
- (I) Understands the components of healthy living and fitness and the benefits of daily participation in dance activities.
 - (i) fitness components
 - (I) flexibility
 - (II) muscular strength
 - (III) agility
 - (IV) motor skills development and coordination
 - (V) body awareness, control, and balance
 - (VI) development and mastery of dance skills
 - (VII) weight control
 - (ii) wellness components
 - (I) release of stress and tension through positive dance activity
 - (II) positive self esteem and self-expression
 - (III) lifelong well being
 - (IV) weight control

(J) Has a working knowledge of dance choreography and teaching strategies to help students create, study, interpret and evaluate works of art.

(K) Has knowledge of dance resources including community resources, materials, equipment, and proper facilities, and can adapt a variety of resources and materials that supports students as they learn through and about dance.

(L) Promotes the understanding of dance as an artistic, kinesthetic, educational, social, cultural and theatrical experience.

(M) Provides a safe environment and creates a setting for productive learning.

(N) Collaborates with colleagues, artists and agencies in the community to promote arts education opportunities.

(O) Recognizes the important role of technology in dance education.

(P) Uses a variety of assessment and evaluation methods and can evaluate student learning.

(42) **English as a second language (ESL) PK-12.** The candidate for licensure and certification:

(A) **Language.** The candidate for licensure and certification:

(i) Demonstrates knowledge, understanding, and application of the fundamentals of linguistics as related to the development of listening, speaking, reading, and writing for social and academic purposes.

(ii) Understands and applies knowledge of current theories and practices that facilitate second language acquisition and literacy development in the classroom.

(iii) Understands the role of the primary language in acquiring English as a new language.

(iv) Understands and applies knowledge of how sociocultural variables effect individual learners in facilitating the process of learning English.

(B) **Culture.** The candidate for licensure and certification:

(i) Knows, understands, and uses the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual student's learning.

(ii) Understands and applies knowledge about home/school communication to enhance ESL teaching and build partnerships with students' families.

(iii) Knows, understands, and uses knowledge of how cultural groups and ESL students' cultural identities affect language learning and school achievement.

(iv) Understands and applies knowledge about world events that have an impact on ESL students' learning.

(v) Knows and uses teaching strategies that are developmentally appropriate and inclusive of various learning styles and is sensitive to the needs of diverse cultural groups.

(C) **Planning, implementation, and managing instruction.** The candidate for licensure and certification:

- (i) Knows, understands, and applies concepts, research, and best practices to plan standards-based instruction based on language development and the Oklahoma core curriculum that provides for students of varying educational backgrounds in a supportive and accepting environment.
- (ii) Knows, manages, and implements instruction around standards-based subject matter and language learning objectives that incorporates a variety of activities and learning opportunities that integrate listening, speaking, reading, writing, and comprehension for a variety of academic and social purposes.
- (iii) Knows and is able to use a variety of resources and instructional strategies to teach ESL students the English language and content areas.
- (iv) Understands and applies the following competencies in reading instruction as appropriate to the abilities of the student.

(I) Knows the stages of language development and the structure of the English language and alphabetic writing system including phonology, morphology, and orthography and their relationships to spelling and meaning.

(II) Understands that primary language (oral) directly impacts the secondary languages (reading, writing, spelling). Knows and applies knowledge of implicit and explicit instruction in developing oral language. Knows the relationship of oral language to literacy.

(III) Knows the developmental process of reading in order to assess, interpret, describe, develop appropriate instruction, monitor, reteach and reassess student's reading performance for concepts about print, phonological and phonemic awareness, phonics, spelling, word recognition, vocabulary, comprehension, fluency, and writing.

(IV) Identifies and applies all developmental levels of phonemic awareness to provide appropriate instruction in understanding words are made up of phonemes and that phonemes can be rearranged and manipulated to make different words that compose oral speech.

(V) Knows and provides appropriate systematic explicit and implicit phonological instruction for the application of spelling-sound correspondences for word analysis and for structural analysis for word recognition and word meaning development.

(VI) Knows and applies the relationships between spelling patterns and sounds of speech; knows how to support the student at each stage of spelling development; knows how to focus direct and indirect instruction to guide the student toward

spelling proficiency.

(VII) Knows and applies knowledge of appropriate explicit and implicit instruction for vocabulary development (e.g., prefixes, suffixes, roots, singular, and plural).

(VIII) Knows and applies strategies that promote comprehension and strategies to support children's understanding for the various elements of the different genres of text.

(IX) Knows and applies strategies and instructional approaches to support response to text and promote comprehension for literal, inferential, and critical/evaluative level (e.g., guided reading, literature and research circles).

(X) Knows and applies knowledge of instructional techniques to assist students with self-monitoring and self-corrections (i.e., semantics, syntax, and graphophonics).

(XI) Knows and applies the instructional strategies which contribute to the development of fluent reading.

(XII) Knows how to promote children's interest and engagement in reading and writing.

(D) **Assessment.** The candidate for licensure and certification:

(i) Understands various issues of standardized assessments as they affect ESL students' learning and academic performance.

(ii) Understands different types of assessments and their purposes.

(iii) Understands and is able to use a variety of language proficiency assessment instruments.

(iv) Interprets and integrates assessment information into instructional plans.

(v) Understands the importance of different assessment strategies and uses them in the evaluation and modification of teaching and learning.

(E) **Professionalism.** The candidate for licensure and certification:

(i) Demonstrates knowledge of history, research, and current practices in the field of ESL and applies this knowledge to improve teaching and student achievement.

(ii) Pursues personal professional growth opportunities and serves as a professional resource to colleagues.

(iii) Serves as a resource liaison and advocate for ESL students and builds partnerships with students' families.

(iv) Demonstrate English fluency in listening, speaking, reading, and writing the English language.

(43) **Computer Science.** The candidate for licensure and certification shall possess the competencies specified in (A) through (E).

(A) **Programming and algorithm design.** The candidate for licensure and certification will demonstrate programming proficiency in a modern high-level programming language. The

candidate will:

- (i) Demonstrate knowledge of and skill regarding the syntax and semantics of a high-level programming language, its control structures, and its basic data representations.
- (ii) Demonstrate knowledge of and skill regarding common data abstraction mechanisms (e.g., data types or classes such as stacks, trees, lists, etc.).
- (iii) Demonstrate knowledge of and skill regarding program correctness issues and practices (e.g., testing program results, test data design).

(B) Multiple paradigms. The candidate for licensure and certification will demonstrate an understanding of and flexibility with differing approaches/paradigms in programming (e.g., imperative, functional, object-oriented). The candidate will design, implement, and test programs in languages from two different programming paradigms in a manner appropriate to each paradigm.

(C) Computer systems - components, organization, and operation. The candidate for licensure and certification will demonstrate in-depth knowledge of how computer systems work individually and collectively. The candidate will:

- (i) Use a variety of computing environments (e.g., various operating systems)
- (ii) Describe the operation of a computer system-CPU and instruction cycle, peripherals, operating system, network components, and applications indicating their purposes and interactions among them.

(D) Data representation and information organization. The candidate for licensure and certification will demonstrate an understanding of data and information representation and organization at a variety of levels--machine level representation (for program correctness), data structures (for program implementation), problem representation (for solution design), files and databases (for general applications), and interactions among systems and people (for overall system design and effectiveness). The candidate will:

- (i) Describe how data is represented at the machine level (e.g., character, boolean, integer, floating point).
- (ii) Identify and provide usage examples of the various data structures and files provided by a programming language (e.g., objects, various collections, files).
- (iii) Describe the elements (people, hardware, software, etc.) and their interactions within information systems (database systems, the Web, etc.).

(E) Social aspects of computing. The candidate for licensure and certification will conduct independent learning on specific, unfamiliar topics in general areas central to computer science and provide their candidates with opportunities to do the same. The candidate will:

- (i) Demonstrate awareness of social issues related to the use of computers in society and principles for making informed decisions regarding them (e.g., security, privacy, intellectual

property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, rapid change).

(ii) Analyze various social issues involving computing, producing defensible conclusions.

(iii) Demonstrate an understanding of significant historical events relative to computing.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97; Amended at 15 Ok Reg 503, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 17 Ok Reg 117, eff 10-12-99 (emergency); Amended at 17 Ok Reg 1053, eff 5-11-00; Amended at 18 Ok Reg 933, eff 2-9-01 through 7-14-01 (emergency)¹; Amended at 19 Ok Reg 294, eff 10-30-01 (emergency); Amended at 19 Ok Reg 1627, eff 6-13-02; Amended at 21 Ok Reg 199, eff 11-6-03 (emergency); Amended at 21 Ok Reg 1207, eff 5-27-04; Amended at 21 Ok Reg 1242, eff 5-28-04; Amended at 21 Ok Reg 3047, eff 6-9-04 (emergency); Amended at 22 Ok Reg 1071, eff 5-26-05; Amended at 22 Ok Reg 1393, eff 4-15-05 (emergency); Amended at 23 Ok Reg 357, eff 11-3-05 (emergency); Amended at 23 Ok Reg 1234, eff 5-25-06; Amended at 25 Ok Reg 217, eff 10-22-07 (emergency); Amended at 25 Ok Reg 1581, eff 6-12-08; Amended at 26 Ok Reg 2958, eff 7-2-09 (emergency); Amended at 27 Ok Reg 1385, eff 6-11-10; Amended at 35 Ok Reg 1111, eff 9-14-18]

EDITOR'S NOTE: ¹This emergency action expired without being superseded by a permanent action. Upon expiration of an emergency amendatory action, the last prior permanent text is reinstated. Therefore, on 7-15-01 (after the expiration of the emergency action), the text of section 210:20-9-172 reverted back to the permanent text that became effective on 5-11-00, as was last published in the 2000 OAC Supplement, and remained as such until amended again by emergency action on 10-30-01.

PART 19. COMPETENCIES FOR LICENSURE AND CERTIFICATION OF ADMINISTRATIVE PERSONNEL

210:20-9-180. Preface

Most administrative competencies apply to both the principalship and the superintendency. The depth of understanding, knowledge, or demonstrated expertise would vary by certification and/or job assignment (elementary principal vs. superintendent, for instance). For example, the elementary principal should have a better understanding of beginning reading theory, the superintendent a more comprehensive understanding of school finance. Some knowledge in all areas would improve the effectiveness of the administrative candidate regardless of assignment.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-181. Competency I; general knowledge of educational administration and related skills

(a) **Knowledge and skills.** Administrator candidates shall have knowledge and skills to establish programs to meet the concerns and needs of students, families and the community. Skills needed to address the concerns and needs of students and families would include, but not be limited to, understanding:

- (1) philosophical and cultural values;
- (2) legal and regulatory applications;
- (3) policy and governance;
- (4) public relations; and
- (5) political infrastructure.

(b) **Rationale.** Parents, the community, and society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of the child, but in their emotional, physical, and overall well-being. In order to meet these new more encompassing demands, administrators must have the knowledge and skills necessary to work effectively.

(c) What the principal candidate will know. The candidate for licensure and certification as principal has, and can demonstrate, knowledge of:

- (1) Federal constitutional provisions, the state's common school law and school code, local district and school site policies, and the interrelationship among each as applied within the school setting.
- (2) Negotiation procedures, employer-employee relations, employee-employee mediation techniques, and student mediation techniques.
- (3) How to design specific communication for various constituent groups.
- (4) How to actively participate in community improvement.
- (5) The political, social, cultural, and economic systems and process that impact schools

(d) What the principal candidate will be able to do. The candidate for licensure and certification as principal has, and can demonstrate, the skills to:

- (1) Identify and respond to the tensions within the family and the community that affect the education process.
- (2) Develop schools as community hubs for services which may incorporate instructional activities, social experiences, family and community services in the child's education process.
- (3) Design effective public relations strategies to meet the needs that arise in community relations, media relations, and crisis situations.
- (4) Model respect for all staff and their varied contributions to the school.
- (5) Inform parents concerning programs that facilitate the school/parent partnership aspect of the total school mission.
- (6) Develop community resources which may benefit the education and well-being of the school's students.
- (7) Facilitate, recognize, and reward both school to community and community to school volunteerism.

(e) What the superintendent candidate will know. The candidate for licensure and certification as superintendent has, and can demonstrate, knowledge of:

- (1) Procedures for implementing policies to comply with state and federal regulations and legal requirements.
- (2) Political theory and the skills needed to build community support for district priorities and policies.
- (3) National and international issues affecting schools, students, and instruction.
- (4) The dynamics of policy development and advocacy under our democratic political system.

(f) What the superintendent candidate will be able to do. The candidate for licensure and certification as superintendent has, and can demonstrate, the abilities to:

- (1) Develop programs to build community support for the district.
- (2) Develop superintendent/board of education interpersonal and working relationships necessary to develop policies to guide the district.

(g) Implications for administrator preparation programs. Administrator preparation programs shall provide administrative candidates with broad knowledge and skills related to Competency I.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-182. Competency II; leadership knowledge and skills

(a) Knowledge and skills. Administrative candidates shall possess leadership knowledge and skills including, but not limited to:

- (1) group dynamics and group processes;
- (2) information collection;
- (3) problem analysis;
- (4) judgment/ethics;
- (5) organizational oversight;
- (6) implementation;
- (7) delegation;
- (8) district culture; and
- (9) collaboration among colleagues and institutions in developing a professional learning community.

(b) **Rationale.** As a result of the expanding duties within the school, today's administrator must possess an array of skills in organization and management, in addition to a knowledge of learning theory and best teaching practices.

(c) **What the principal/superintendent candidate will know.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, knowledge of:

- (1) Socioeconomic and educational trends, innovations, and new paradigms to meet the needs of schools.
- (2) Various information sources relevant to school needs.
- (3) School finance, budgeting, planning, and managing school resources.
- (4) The various roles and responsibilities of all staff members in the school setting.

(d) **What the principal/superintendent candidate will be able to do.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, the skills to:

- (1) Facilitate the development of a written vision for the school/district and a well-developed educational philosophy and be able to market that vision and philosophy.
- (2) Facilitate and foster innovation which leads to school improvement including integrating that innovation into the mission of the organization.
- (3) Facilitate the preparation of a comprehensive assessment of the school's climate and instructional programs with input from teachers, students, and parents.
- (4) Demonstrate creative problem-solving techniques.
- (5) Use effective decision-making strategies and recognize how bias affects the decision making process.
- (6) Initiate appropriate management strategies to implement long and short term plans, work with faculty, parents, students and other school constituencies to translate a shared vision into a strategic plan.
- (7) Demonstrate the ability to prepare a grant proposal and facilitate that process with the staff.
- (8) Delegate authority and empower teachers to work as peers.
- (9) Work with other schools and districts in areas of in-service curriculum development and school organization when appropriate.
- (10) Build self-respect in staff and students.
- (11) Promote the value of understanding and celebrating school/community cultures.
- (12) Respect and encourage diversity among people and programs.
- (13) Manage time effectively.
- (14) Facilitate cooperation among groups.

(e) **Implications for administrator preparation programs.** Administrator preparation programs will provide course work relevant to the duties and responsibilities of an administrator.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97; Amended at 22 Ok Reg 1681, eff 5-4-05 (emergency); Added at 23 Ok Reg 1271, eff 5-25-06]

210:20-9-183. Competency III; abilities to put research knowledge/findings into practice

(a) **Putting research knowledge/findings into practice.** Administrator candidates shall be able to connect research and practice. This intersection between research and practice would include, but not be limited to:

- (1) instruction and learning environment (instructional leadership);
- (2) discipline practices;
- (3) curriculum design;
- (4) student guidance and development;
- (5) professional/staff development;
- (6) measurement and evaluation; and
- (7) resource allocation.

(b) **Rationale.** The administrator as instructional leader must have an empirical knowledge base to guide his/her decision-making concerning effective teaching practices within the school. Administrators must understand the learning and motivational styles of their students (age appropriate) in order to help teachers tailor their own teaching styles to best meet the educational needs of students to maximize learning.

(c) **What the principal candidate will know.** The candidate for licensure and certification as principal has, and can demonstrate, knowledge of:

- (1) The major findings of research on instruction and student learning and how those findings translate into school programs.
- (2) The implications of learning style and instructional design for students and staff.
- (3) How instructional objectives, school scheduling, teaching strategies, and organizational structure may affect student performance, in order to improve and enhance school programs.
- (4) How to assess instructional needs and select individuals whose skills, personality and experience best meet needs.
- (5) Appropriate methods for assessing the effectiveness of programs within the school setting in order to support effective programs or renew and improve those requiring change.
- (6) The relationship between school plans and instructional programs and how they affect faculty collegiality.
- (7) The use of technology in education, both in classroom training and the business management of organization.
- (8) The value of professional development opportunities that update and support current national education practices and alternative management styles.
- (9) The requirements of and how to implement the Oklahoma core curriculum.

(d) **What the principal candidate will be able to do.** The candidate for licensure and certification as principal has, and can demonstrate, the skills to:

- (1) Identify those who have skills which would add to the effectiveness of the school and utilize the expertise of those individuals.

- (2) Promote behavior management skills which provide for a safe environment in which learning can take place.
- (3) Develop strategies for educating students which best meet their career and/or personal needs.
- (4) Coordinate and integrate programs at area vocational/technical schools with regular site programs.
- (5) Facilitate the core curriculum design and delivery systems for a school site.
- (6) Facilitate non-core curriculum design and delivery systems for a school site.
- (7) Organize teacher teams in the design and delivery of curriculum and instruction at the school site.
- (8) Participate in a curriculum or program design project using available research as a guide for an actual product to be used at the school site.
- (9) Provide training and assist teachers with the identification and use of resources associated with the cultural and linguistic needs of students.
- (10) Implement alternative management models within school settings.
- (11) Implement and maintain developmentally appropriate educational programs that create a climate conducive to implementing programs that meet and/or exceed professionally recognized standards.
- (12) Facilitate staff inquiry into practice, refining of skills, and synthesis of knowledge in collaboration with peers to foster a change model or norm of continuous site improvement.
- (13) Facilitate scheduling of time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
- (14) Participate in a curriculum evaluation process, formative and summative, that is ongoing; includes multiple sources of information; focuses on all levels of the organization; and provides the follow up necessary to ensure improvement.
- (15) Participate in formative and summative evaluation of personnel processes that are on-going and might include but not be limited to peer coaching, collegial support groups, mentoring, study groups, and video-taping teachers.
- (16) Provide leadership training in site-based decision making.
- (17) Demonstrate the ability to work effectively with human diversity in a variety of settings, socioeconomic levels, exceptionalities, and cultural and ethnic backgrounds.

(e) What the superintendent candidate will know. The candidate for licensure and certification as superintendent has, and can demonstrate, knowledge of:

- (1) Curriculum planning which anticipates occupational trends and how that curriculum may correspond to the students' lifelong learning needs.
- (2) Strategies to ensure that the diversity of religion, ethnicity, culture and gender is respected.

(f) What the superintendent candidate will be able to do. The candidate for licensure and certification as superintendent has, and can demonstrate the skills to:

- (1) Facilitate the design of a core curriculum and delivery system for school sites.
- (2) Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning.
- (3) Develop a process for administrator and faculty input into district curriculum, in order to ensure appropriateness, scope, and context.

- (4) Evaluate the instructional program of a school site.
- (5) Demonstrate the ability to work effectively with human diversity in a variety of settings, socioeconomic levels, exceptionalities, and cultural and ethnic backgrounds.

(g) **Implications for administrator preparation programs.** Administrator preparation programs shall emphasize the findings of research in preparing administrators to be instructional leaders, site-based managers, and facilitators in policy decision making at the site and district level. Collaborative projects between the administrator preparation programs and individual school sites are encouraged.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-184. Competency IV; application of knowledge of developmental levels and needs of students to meet educational needs of students

(a) **Applying knowledge of developmental levels and need of students to meet the educational needs of students.** Administrative candidates shall consider the developmental levels and needs of all school-age children. Administrators shall:

- (1) Exhibit an appreciation of the diversity students bring to the classroom, thus increasing mutual understanding and better meeting the educational needs of children.
- (2) Demonstrate a theoretical and practical understanding of the role that their own attitudes, biases, and preconceptions play in their interactions with students, colleagues, and the larger community.

(b) **Rationale.** In order for schools to most effectively educate students, administrators must have in-depth knowledge of the developmental levels and needs of the populations which they will serve. When administrators recognize and understand the range of cultures and learning differences that students bring to the school setting, they can better utilize both in productive ways to enhance their own and other students' appreciation of diversity. In doing this, administrators better meet the educational needs of children who encounter an increasingly diverse society and global economy.

(c) **What the principal/superintendent candidate will know.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, knowledge of:

- (1) Developmental levels of children, in order to facilitate the preparation of curriculum, programs, and school organization which are appropriate to the individual needs of students.
- (2) How to interpret and use testing/assessment results to improve education.
- (3) Alternative methods of monitoring and evaluating student achievement based on objectives and learner outcomes.
- (4) How motivation can affect the instructional process.
- (5) Classroom management theories and techniques.
- (6) Multicultural and ethnic inclusion strategies which can be implemented at the school site.
- (7) How to recognize the needs of students and staff in preparing and/or utilizing the physical facilities.
- (8) The needs and rights of students with disabilities.
- (9) Principles of student growth and development.
- (10) How to facilitate operations.
- (11) A variety of management techniques.

(d) **What the principal/superintendent candidate will be able to do.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, the skills to:

- (1) Implement and maintain special education programs that communicate and fulfill the laws, policies, and regulations that govern these programs.
- (2) Mediate conflict among regular educators, special educators, and parents to make ethical decisions that benefit the student.
- (3) Foster a supportive school climate for students with disabilities, students of diverse cultural backgrounds, and students of varying developmental or socioeconomic levels through awareness, sensitivity, behavior, and active involvement in all aspects of the education process while assisting teachers in modifying instruction to facilitate the academic achievement of all students.
- (4) Facilitate the development, implementation and monitoring of change processes to improve student learning.
- (5) Promote instructional approaches that attend to learning differences, language differences, and diversity in the classroom and reflect acceptance and respect for all students.
- (6) Support the roles and responsibilities of all individuals working together in teams to collaboratively plan educational programs which facilitate problem-solving and decision-making and create a multidisciplinary curriculum for all children.
- (7) Facilitate the identification of programs that meet the needs of students and direct them on a career path that enables them to become lifelong learners.
- (8) Provide school staff with ongoing systematic, comprehensive, professional training in non-bias curricula.
- (9) Develop and facilitate student assistance programs for addressing the needs of at-risk children.

(e) **Implications for administrator preparation programs.** Administrator preparation programs shall prepare administrators to facilitate the implementation of programs for all students.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-185. Competency V; human resources management and development/staff evaluation

(a) **Awareness.** Administrator candidates shall have an awareness of human resource management and development including the Oklahoma administrator/teacher evaluation criteria.

(b) **Rationale.** In order for administrators to help teachers improve instruction, administrators should study, observe, and practice supervisory behaviors.

(c) **What the principal/superintendent will know.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, knowledge of:

- (1) Different phases of an evaluation-planning conference, classroom observation, and feedback conference.
- (2) Collaborative and consultative skills to be used in conferences with teachers and in their observations of performance.
- (3) Issues, problems, and competencies associated with staff evaluation.
- (4) The responsibilities associated with and the use of staff evaluations.
- (5) Current research of evaluation techniques and their effectiveness.

- (6) Effective management and implementation of collective bargaining and other contractual agreements as defined by local school board policy, state and federal law, and Oklahoma State Board of Education regulations.
- (7) Formative and summative evaluation
- (8) Effective recruitment, selection, induction, compensation, and retention strategies regarding school personnel.
- (9) The need for high-quality standards, expectations, and performances.
- (10) Financial, human, and material resources must be aligned to the goals of the school.

(d) **What the principal/superintendent will be able to do.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, the skills to:

- (1) Use a variety of evaluation and supervisory strategies.
- (2) Effectively use consultative and collaborative skills to work with staff members to develop their professional development plan.
- (3) Manage time effectively in order to be able to observe staff members not only in the classroom but also in school activities, working with colleagues, conferencing with parents and engaging in professional growth activities.
- (4) Develop effective in-service site-based programs for training school personnel to meet the school's and/or district's educational policy and/or goals.

(e) **Implications for administrator preparation programs.** Administrator preparation programs shall emphasize human resources management and the development of administrator/teacher evaluation procedures.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-186. Competency VI; physical resources management; ensuring a safe, efficient, and effective learning environment

(a) **Managing physical resources; ensuring a safe, efficient, and effective learning environment.** The administrators shall have knowledge and skills to manage the physical resources to ensure a safe, efficient, and effective learning environment.

(b) **Rationale.** The effective management of operations is a necessity for successful administration of a school.

(c) **What the principal/superintendent candidate will know.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, knowledge of:

- (1) Principles and issues related to school facilities and operation.
- (2) Operational procedures at the school and district levels.
- (3) Principles and issues related to school safety and security.
- (4) Management procedures for site budgets and activity accounts.

(d) **What the principal/superintendent candidate will be able to do.** The candidate for licensure and certification as principal/superintendent has, and can demonstrate, the skills to:

- (1) Operate the school plant, equipment, and support systems safely, efficiently, and effectively.
- (2) Initiate the development of operational procedures for support systems.

(e) **Implications for administrator preparation programs.** Administrator preparation programs shall provide administrator candidates with a broad knowledge of principles and issues relating to school facilities and use of space.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-187. Competency VII; management of financial and business operations

(a) **Managing the financial and business operations of a school district.** The administrator candidate shall have knowledge and skills necessary to manage the financial and business operations of a school district.

(b) **Rationale.** The role of superintendent and appropriate central office personnel requires the knowledge, skill, and understanding of effective practices and implementation strategies to manage or supervise the financial and business operations of a school district.

(c) **What the superintendent will know.** The candidate for licensure and certification as superintendent has, and can demonstrate, knowledge of:

- (1) Budget development and data analysis.
- (2) Applicable regulations and laws governing financial management.
- (3) Principles of public school financial management.
- (4) Management procedures.
- (5) Implementation strategies.
- (6) Check and balance systems.
- (7) Involvement processes.
- (8) Methods of communicating budget needs to the public.

(d) **What the superintendent will be able to do.** The candidate for licensure and certification as superintendent has, and can demonstrate, the skills to:

- (1) Develop district and site budgets.
- (2) Communicate district financial needs to the public.
- (3) Implement management policies and procedures.
- (4) Evaluate effectiveness of business/financial operation.
- (5) Involve appropriate staff, faculty, and public in the budget development process.
- (6) Utilize assistance of specialized personnel such as the school auditor, accountant, treasurer and other financial advisors.
- (7) Allocate funds appropriately to meet instructional priorities.

(e) **Implications for administrator preparation programs.** Administrator preparation programs shall include a comprehensive school finance program.

[Source: Added at 14 Ok Reg 1555, eff 5-27-97]

210:20-9-188. Requirements for individuals seeking alternative superintendent and principal certification [EXPIRED]

[Source: Added at 22 Ok Reg 555, eff 2-8-05 (emergency)¹; Reserved at 23 Ok Reg 71, eff 8-24-05 through 7-14-06 (emergency)²]

EDITOR'S NOTE: ¹The emergency rule added at this number (210:20-9-188) on 2-8-05 was superseded on 8-24-05 by an emergency action reserving the Section number, effectively terminating the earlier emergency action. [See also Agency Note published at 23 Ok Reg 72] For the official text of the emergency rule that was in effect from 2-8-05 through 8-23-05, see 22 Ok Reg 555.

EDITOR'S NOTE: ²The emergency action reserving this Section (210:20-9-188) expired on 7-14-06 without being superseded by a permanent action.

210:20-9-189. Competency VIII; principles of ethical leadership.

(a) **Knowledge and skills.** The administrator candidate shall have knowledge and skills necessary to be an educational leader who promotes the success of all

students by acting with integrity.

(b) **Rationale.** Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader's contacts with students, parents, and employees must reflect concern of others as well as for the organization and the position.

Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children.

(c) **What the principal/superintendent candidate will know.** The candidate for principal/ superintendent will:

- (1) have a respect for the rights of others with regard to confidentiality and dignity and engage in honest interactions.
- (2) know how to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others.
- (3) know how to make and explain decisions based upon ethical and legal principles.

(d) **Implications for administrator preparation programs.** Administrator preparation programs shall emphasize the need for administrators to base decisions on ethical and legal principles. Programs shall use a variety of different methods of introducing candidates to ethical decision-making processes.

[Source: Added at 22 Ok Reg 1681, eff 5-4-05 (emergency); Added at 23 Ok Reg 1271, eff 5-25-06]

SUBCHAPTER 11. PROFESSIONAL STANDARDS: ACCREDITATION STANDARDS FOR APPROVED TEACHER EDUCATION PROGRAMS

210:20-11-1. Evaluation process

(a) **Purpose.** Oklahoma teacher education institutions function under an "approved program" system which requires the evaluation of teacher education units and program on a periodic basis.

(b) Institutions which have no approved Teacher Education program and which desire to initiate a certificate program shall follow the format outlined here.

- (1) The application form containing the required information will be completed by the director of teacher education at the institution seeking State Board of Education accreditation for the certificate programs.
- (2) A Self-Study Report addressing the following list of areas will be sent to the Administrator of Teacher Education along with the application form.
 - (A) Organization/administrative structure of the institution
 - (B) Organization/administrative structure of the program
 - (C) Admission to and retention in the program
 - (D) Admission to the professional education/student teaching component
 - (E) Need for the program
 - (F) Objectives of the certificate program(s) and an indication of where those objectives are met in the specific program curriculum
 - (G) Syllabi for courses in the area of specialization, general education, and professional education
 - (H) Curriculum forms shall be provided by the institution indicating the course number, title, and semester hours, as well as probable sequencing, for each course in general education, professional

education, and the area of specialization.

(I) Library resources and other facilities for the program

(J) Faculty vitae

(3) The following timelines apply to the evaluation process.

(A) The director of teacher education and Professional Standards personnel will establish an on-site visit date from those listed on the application.

(B) The self-study report and college catalog shall be sent to the Professional Standards Section six weeks prior to the scheduled visit in order that the appropriate informational documents may be mailed to visiting committee members.

(C) The visiting committee selection process should be completed four to six weeks prior to the on-site visit.

(D) The on-site evaluation will be conducted over a three day period.

(E) After editing the committee report which results from the on-site visit, the Professional Standards Section will send a copy to committee members and the institutional director of teacher education before the report and recommendation are presented to the State Board of Education.

(4) Logistics of the On-Site Visit.

(A) A visitation schedule will be prepared and distributed along with the self-study report approximately four weeks prior to the scheduled visit. The schedule will be developed cooperatively by the director of teacher education and Professional Standards personnel.

(B) The visitation schedule will include:

(i) Dates of the on-site visit

(ii) Name and location of lodging where reservations have been made for committee members

(iii) Location of visiting committee headquarters on the campus of the institution being evaluated

(iv) Meeting time and place for committee organizational meeting

(v) Meeting time and place for committee interviews with faculty members and administrators regarding the policies and procedures affecting all teacher education programs

(vi) Meeting time and place for committee members and faculty members representing certificate programs

(vii) Meeting time and place for committee to complete writing assignments

(viii) Meeting time and place for committee to discuss writing assignments

(ix) Meeting time and place for visiting committee to present the exit report

(C) The completed visiting committee report will be presented to the Professional Standards Section of the State Department of Education

(D) Visiting committee members will be reimbursed for expenses incurred in travel, lodging and per diem. Reimbursement forms must be signed by committee members on the last day of the visit.

(5) The visiting committee work will culminate in preparation of a report outlining the findings of the committee members as they are presented in their individual writing assignments which will be completed prior to the conclusion of the visit and which are read to the entire committee with a decision concerning approval reached by majority vote.

(A) The visiting committee report is to be based on the following:

- (i) Applying State Board of Education minimum standards to the proposed programs as they are presented in the self-study report
- (ii) Checking supporting documents against State Board of Education minimum standards
- (iii) Validating self-study report and supporting documents through interviews with faculty members and administrators
- (iv) Validating self-study report by visiting facilities and reviewing records
- (v) Specific standards for approved teacher education programs

(B) At the exit report, the visiting committee will present a summary of its evaluation of the program. The summary will include:

- (i) Strengths, concerns, and recommendations for improving the program.
- (ii) An indication that a specific timeline has been established prior to which all standards not met shall be brought into compliance by meeting the conditions set by the committee and that approval will not be granted until all conditions are met.
- (iii) The recommendation of the visiting committee which will be made to the State Board of Education regarding approval or nonapproval of the program.

(6) The recommendation process will be the final action as result of the evaluation.

(A) Copies of the edited visiting committee report will be forwarded by the Professional Standards Section to committee members who will be given the opportunity to make corrections or addition in their respective assignment areas. Additionally, the director of teacher education will be given the opportunity to make corrections but only in factual information.

(B) Final action by the State Board of Education may include the following options:

- (i) Full Approval in which the programs are recommended for full approval for accreditation. Concerns and/or recommendations made by the visiting committee shall be given careful consideration by the institution as a means for improving a program. Compliance with such recommendations will be considered by visiting committees on subsequent evaluations.
- (ii) Conditional Approval in which accreditation is based on specified conditions being met within a specific timeframe. If the conditions are not met in the specified timeframe, accreditation will not continue. Concerns and/or

recommendations made by the visiting committee shall be given careful consideration by the institution as a means for improving a program. Compliance with such recommendation will be considered by visiting committees on subsequent evaluations.

(iii) Nonapproval in which accreditation is denied because the programs do not meet State Board of Education minimum standards.

(c) Institutions wishing to initiate new certification program(s) shall follow the format outlined in 210:20-11-1 (b).

(d) Five-year evaluation for reaccreditation follows the same basic format as is outlined in 210:20-11-1(b). In addition, the visiting committee will review such things as faculty qualifications and loads, financial support of the unit, follow-up procedures, the Residency Program and Faculty Development procedures. The thrust of this on-site visit will, however, be the review of the entire teacher education program rather than specific individual programs. Final action by the State Board of Education may be any of the options listed in 210:20-11-1(b)(6)(B).

[Source: Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96]

210:20-11-2. Specific Standards for Program Approval

(a) The following standards apply to both undergraduate and graduate programs.

(b) The governance and administration of the total teacher education program standard is based on the premise that there must be a recognizable and functioning governance entity within the institution's administrative structure which has responsibility for designing, approving and continuously evaluating and developing teacher education programs. This governing unit may be a council, committee, department, school, college, or any other recognizable entity which includes the administration of teacher education as one of its functions.

(1) The governing unit membership and responsibilities include the following:

(A) Membership on the teacher education governing unit shall be defined by written policy to include:

(i) a majority of the members who have teaching experience in public schools

(ii) A majority of the members in the governance unit who are currently teacher education faculty members

(iii) Some faculty members who shall represent the general education component

(iv) A clearly defined process whereby faculty members and administrators become members and the terms of office.

(B) The responsibilities of the teacher education governing unit shall be defined by written policy to include:

(i) Responsibilities of the officers of the unit

(ii) Responsibilities of the unit's standing committees

(iii) Responsibilities in the following areas as they are related to teacher education

(I) Admission/retention in teacher education

(II) Student teaching (admission and placement)

(III) Development of courses and program curricula

(IV) Program review, evaluation and planning

(C) The Director and the director's responsibilities shall include the following:

- (i) One person shall be designated as the official representative of teacher education at each institution.
- (ii) The authority and responsibilities of this individual shall be clearly defined in written policies.

(D) Program review, evaluation and revision responsibilities include:

- (i) The governance unit shall conduct at least one systematic review, evaluation, and when appropriate, revision of all teacher education programs within each five-year approval period.
- (ii) The periodic program reviews and revisions shall be based on, but not limited to, stated goals and objectives.
- (iii) The process for conducting program review, evaluation and revision shall include, but not be limited to, participation by the following:
 - (I) Teacher education faculty
 - (II) Alumni of the programs
 - (III) Students currently in the program
 - (IV) Teachers and administrators from the public schools

(E) Responsibilities related to the budget-making process and level of financial support shall include the following:

- (i) The budget-making process for all teacher education programs shall be clearly defined.
- (ii) Financial support for programs in teacher education shall be maintained by the institution at a level appropriate for a professional preparation program.

(c) Teacher education faculty standards are as follows:

(1) The majority of the teacher education faculty will meet the following criteria:

- (A) Shall be directly involved in the preparation of teachers or school service personnel
- (B) Shall be academically qualified in their assigned areas
- (C) Shall hold a terminal degree
- (D) Shall have teaching experience in the public schools

(2) Faculty teaching or advising students in graduate programs shall hold a terminal degree.

(3) Adjunct faculty shall meet the following requirements:

- (A) The institutional criteria for the employment of adjunct faculty utilized in the teacher education program shall be clearly defined.
- (B) Adjunct faculty shall be adequately qualified for assigned duties.
- (C) Adjunct faculty will be utilized in teacher education programs only in cases where such appointments strengthen the quality of those programs

(4) Assignments and workloads shall meet the following standards.

Exceptions to the following criteria shall be explained and justified within the institution's self-study report.

(A) Faculty shall be assigned duties (teaching, administration, research, student advisement, etc.) only in areas where they have had an adequate background of academic training and/or experience.

(B) Faculty whose primary responsibilities are in undergraduate programs should not be assigned a working load beyond the equivalent of 24 semester hours of teaching per academic year.

(C) Faculty load credit for supervision of student teachers will be calculated on the basis of no more than two (2) student teachers equivalent to one semester hour. The student teaching experience shall be the equivalent of one (1) semester of at least twelve (12) weeks in the school environment. Enrollment in the student teaching sequence is generally considered to be two-thirds (2/3) FTE student enrollment for an academic semester. Faculty should not be assigned exclusively to the supervision of student teachers.

(D) Faculty load credit for participation in residency committees will be calculated on the basis of a full year on one-residency committee. Faculty should not be assigned exclusively to the service on residency committees. Service of no more than two residency committees need not be considered as a part of faculty load if that service is designated as a faculty development activity. Participation on residency committees will be calculated on the basis of not more than two residency committees equivalent to one semester hour of faculty load.

(E) Graduate faculty workloads should not exceed the equivalent of 18 semester hours of teaching per academic year.

(5) Faculty support should meet the following criteria:

(A) Support should be provided to allow faculty adequate time to plan, prepare for instruction, revise courses and conduct research. This support should be provided through:

- (i) Access to clerical and/or student assistance
- (ii) A policy which provides release time for faculty to conduct scholarly activities
- (iii) Materials, resources, office space, and equipment which are adequate to carry out essential functions in teacher education such as research, curriculum development, lesson preparation and student advisement.

(B) Teacher education program budgets should permit faculty members to attend and participate in state, regional and/or national professional conferences and other professional activities.

(6) Faculty Development (See Appendix of ACCREDITATION STANDARDS FOR APPROVED TEACHER EDUCATION PROGRAMS handbook.)

(d) Facilities and Instructional resources shall meet the following criteria:

(1) Classrooms should be of appropriate size and design to serve their defined purposes for teacher education.

(2) Library and media resources shall include the following:

(A) As a principal resource for teaching and learning, the library holdings in teacher education shall include:

- (i) Professional journals
- (ii) Texts

- (iii) Reference works
 - (iv) Curriculum guides/materials
 - (v) Current elementary and secondary textbooks and other instructional materials which are sufficient in number and quality for the faculty and students served.
- (B) Acquisitions should be based on the recommendations of the faculty and national professional organizations.
- (C) Materials center and instructional media center(s) for teacher education shall be maintained either as a part of the library or as a separate unit(s).
- (3) Standards related to laboratories and facilities are as follows:
 - (A) The institutions shall provide supplies and equipment specifically suited to the program and shall provide laboratory space where appropriate.
 - (B) The institution shall have a written procedure for acquisition, maintenance and replacement of laboratory equipment used in teacher education programs.
 - (C) The institution shall also provide supplies and equipment for activities such as videotaping, micro-teaching, and role-playing.
- (e) Student-related standards are as follows:
 - (1) Admission to Teacher Education at the undergraduate level shall be designed to recruit a candidate with a strong commitment to teaching. Each admission shall be based on a professional assessment of the candidate using the criteria listed below:
 - (A) A minimum grade point average of 2.50; however, each institution may develop, publish, and implement a written policy for persons who completed thirty (30) semester hours of college credit in an accredited institution of higher education at least five (5) year prior to application for admission to teacher education provided the student has the following:
 - (i) A grade point average of 3.00 in the last thirty (30) semester hours of college work and
 - (ii) A minimum of fifteen (15) semester hours in required courses in the area of specialization with a minimum grade point average of 3.0.
 - (B) Evidence of adequate reading, writing and verbal communications skills demonstrated by appropriate academic course work and an interview with an Admission Committee
 - (C) Expressed interest in teaching demonstrated by prior experiences and activities.
 - (D) Evidence of personal traits that suggest potential for working with youth, with parents, and with other constituencies in education.
 - (2) Admission to student teaching and placement in student teaching shall necessitate each institution to develop and implement a written policy which includes and clearly explains at least the following:
 - (A) The semester hours to be completed prior to submitting an application to student teaching
 - (B) Course work requirements prior to admission to/placement in student teaching
 - (C) Grade point average requirement(s) prior to admission to, and placement in, student teaching

- (D) Pre-student teaching clinical experiences to be completed prior to student teaching (a minimum of 45 clock hours)
 - (E) The office to which the application is to be submitted
 - (F) The procedure and specific timeframe for securing admission to, and placement in student teaching.
- (3) Each institution shall develop and implement a set of policies and procedures to be followed in the administration of the student teaching experience, including:
- (A) The placement of student teachers
 - (B) The supervision of students by college or university faculty members
 - (C) The selection of cooperating teachers
 - (D) Identifying and implementing appropriate student teaching (clinical) experiences
 - (E) Determining how and by whom the student teaching experience is evaluated.
- (4) Admission to and retention in graduate level teacher education shall necessitate each institution to develop, publish, and implement a written policy which clearly defines criteria by which students are admitted to and retained in graduate teacher education programs and/or specific graduate certificate programs. These criteria shall meet or exceed admission and retention standards established for undergraduate programs.
- (5) Each institution shall develop and implement an appeals procedure for students in undergraduate and graduate teacher education programs.
- (6) Both graduate and undergraduate students enrolled in a teacher education program shall be advised on at least the following:
- (A) Admission
 - (B) Retention
 - (C) Degree requirements
 - (D) Licensing/certification requirements
 - (E) Certification procedures.
- (7) Each institution of higher education which offers programs in teacher education shall provide opportunities for students to participate in the development, evaluation and revision of teacher education courses and programs. Student participation shall include:
- (A) Representation on the teacher education governance unit
 - (B) Systematic evaluations of courses and instruction.
- (8) Each institution of higher education which offers approved programs in teacher education shall develop a procedure for surveying graduates of its teacher education programs. The following criteria shall be addressed:
- (A) These surveys shall be developed and administered at least every three (3) years in such a way as to determine the professional success of the graduates of each program.
 - (B) In addition, these surveys shall offer former students of the programs an opportunity to provide the institution with information that can be used for program revision.
 - (C) The institution shall provide evidence that information gathered on the teacher education program(s) is considered in the revision of teacher education courses and programs.
- (f) Standards pertaining to the curriculum of programs within the teacher education program shall be as follows:

- (1) Each institution of higher education which maintains a State Board of Education approved teacher education program shall administer that program on the basis of written objectives.
- (2) The design and implementation of individual certificate programs will be based upon written objectives.
 - (A) Input in the development of these objectives will come from representatives of the teacher education faculty, graduates of the program, practitioners in the field, and state and national professional associations. (B) There shall be evidence of a clear relationship between these objectives and the curriculum for the certificate program.
- (3) The unit accountable for teacher education will be responsible for the preparation, appropriate identification and location of course outlines, descriptions, and/or syllabi required to fulfill the requirements of the teacher education program.
 - (A) Current syllabi for professional education courses will be kept on file and must contain the following information:
 - (i) Course title, number and semester hours
 - (ii) Prerequisites
 - (iii) Course description
 - (iv) Course objectives
 - (v) Units of instruction
 - (vi) Texts, reading lists, and materials
 - (vii) Requirements and evaluation criteria.
 - (B) For the specialization areas, course outlines, descriptions, and/or syllabi should be provided indicating where objectives for the program are being met.
 - (C) For general education, course outlines, descriptions and/or syllabi should be provided indicating where objectives for the program are being met.

[Source: Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96]

210:20-11-3. General education and professional education

(a) General Education is based on those studies known as the liberal arts which embrace the broad areas of the humanities, mathematics, the biological and physical sciences, the social and behavioral sciences, and oral and written communication skills. College credit used to satisfy the requirements in General Education, in an amount not to exceed twelve (12) semester hours, may also be counted in meeting requirements in the field of Specialization. College credit used to satisfy the requirements in Professional Education shall not be counted toward meeting requirements in General Education. The General Education component of each approved certificate program must meet or exceed the following standards:

- (1) Standard I: The General Education Program shall:
 - (A) Stimulate scholarship that will give understanding and help prepare people for change;
 - (B) Foster individual fulfillment and nurture free, rational, and responsible adults;
 - (C) Cultivate appreciation for the values associated with a free society;

- (D) Contribute to the development of leaders who are intellectually competent, imaginative, and vigorous;
- (E) Contribute to professional knowledge and its application; and
- (F) Encourage discernment of the values inherent in world cultures.

(2) Standard II: General Education is a developmental experience emphasizing the first two (2) years of higher education and extending throughout the baccalaureate program.

(3) Standard III: Each institution approved for the education of teachers shall be responsible for building a sequential program of general studies. A minimum of fifty (50) semester hours in General Education is required, distributed so that:

(A) Upon successful completion of the General Education component, the student shall have acquired competencies in each of the following areas:

- (i) Communication Skills: conversational speaking, composition, listening, and reading
- (ii) Mathematics: computation, applications, thought processes, vocabulary, and concepts;
- (iii) United States History and Government: The growth and development of the United States as a nation, its place in world affairs, and an analysis of the United States Constitutional Government;
- (iv) Science: physical and biological science
- (v) Behavioral Sciences: The study of psychology, and/or sociology, and/or anthropology; and
- (vi) Arts and Humanities: The study of significant ideas of western civilization as manifested in art, literature, music and philosophy (course work shall be completed in a minimum of two (2) of these areas).

(B) Any electives needed to fulfill the fifty (50) hour minimum requirement may be selected from category A or the following:

- (i) Contemporary World Culture: social, geographic, political and economic conditions and their impact on current problems in the world and nations, foreign language, American ethnic studies, and world literature with emphasis on, but not limited to, the writings of English and American authors;
- (ii) Practical Arts: skills in areas such as typing, business, accounting, home economics, industrial arts/technology engineering, agriculture, drafting, computer science, and library science; and
- (iii) Health and Physical Education: the principles of health and physical education as they apply to the individual and the community.

(b) Professional Education shall include classroom and field experiences incorporating a minimum of thirty (30) semester hours. These experiences shall include course work fulfilling the criteria specified below. College credit used to satisfy the requirements in Professional Education shall not be counted in meeting requirements in the field of Specialization except where specifically designated in the Standards. College credit used to satisfy the requirements in Professional Education shall not be counted toward meeting requirements in General

Education. The fulfillment of the Professional Education sequence shall include evidence that the candidate has successfully completed:

- (1) Appropriate laboratory and field experiences designed to provide a preservice teacher an opportunity to synthesize, apply and extend knowledge and problem solving abilities acquired in educational foundations, theory, methods courses, and principal subject areas;
- (2) A minimum of forty-five (45) clock hours of supervised developmental and sequential prestudent teaching experiences in the field;
- (3) A student teaching experience equivalent to one (1) semester of at least twelve (12) weeks in the school environment; and
- (4) Course work in each of the following areas: Foundations of Education, Human Growth and Development, Learning, Evaluation, Exceptional Child, Media, Methods, and Student Teaching.

(5) Standard I: The Professional Education sequence shall include course work in the processes of human growth, development, and learning and the practical application of this knowledge to the instructional process. The student shall demonstrate a knowledge of:

- (A) Individual differences among students such as interests, values, cultural and socioeconomic background;
- (B) Strategies to utilize data in grouping students for learning activities;
- (C) The development of instructional goals and objectives appropriate to student needs and learning modes;
- (D) Sequencing learning activities and experiences both logically and psychologically;
- (E) Behavior patterns of students;
- (F) Classroom conditions which are varied and appropriate; and
- (G) Student self-awareness and positive self-concepts.

(6) Standard II: The Professional Education sequence shall include course work in the foundations underlying the development and organization of education in the United States. The student shall demonstrate a knowledge of:

- (A) The historical and philosophical development of education in the United States;
- (B) The organization of public schools;
- (C) Cultural pluralism as it relates to the public schools;
- (D) The development of education as a profession;
- (E) Legal and ethical considerations of school personnel including the rights and responsibilities of teachers, students, administrators, and staff;
- (F) The characteristics of effective teachers;
- (G) Democratic principles, free public education, and equal educational opportunity;
- (H) Objectives and purposes of education relating to pupils, parents, and other citizens; and
- (I) School programs and the participatory role of the teacher in activities which contribute to student and faculty development.

(7) Standard III: The Professional Education sequence shall include course work in measurement, methods, materials, and media appropriate to teaching. Emphasis shall be in the student's field(s) of Specialization. The student shall demonstrate a knowledge of:

- (A) Administration and interpretation of assessment techniques (standardized tests, sociometrics, etc);
 - (B) Design and use of teacher-made tests (diagnostic and achievement, etc);
 - (C) Appropriate organization of instructional resources and materials for effective teaching;
 - (D) A variety of appropriate instruction strategies (programmed instruction, games, simulations, etc.);
 - (E) The appropriate use of a variety of communication patterns within the classroom;
 - (F) Individualization of instruction when appropriate;
 - (G) Interaction patterns and the ability to modify plans on the basis of feedback; and
 - (H) Incorporating reading techniques in content subjects.
- (8) Standard IV: the Professional Education sequence shall include course work in the purposes, administrative organization, and operation of the total educational program of the school. The student shall demonstrate a knowledge of:
- (A) Cultural pluralism concepts;
 - (B) Effective interaction and communication with parents;
 - (C) The organization of public schools;
 - (D) The major contemporary problems in public education;
 - (E) The professional organizations in education; and
 - (F) The requirements for accreditation, licensure, and certification.
- (9) Standard V: The Professional Education sequence shall include opportunities to demonstrate abilities to teach effectively and work ethically with pupils, teachers, administrators, and parents. Documentation shall be provided (rating scales, systematic observation, video tape, etc.) to evaluate the student teacher's ability to:
- (A) Differentiate among the appropriate roles and responsibilities of pupils, teachers, administrators, paraprofessionals, and parents;
 - (B) Organize and implement a variety of activities to facilitate learning;
 - (C) Exhibit professional scholarship and behavior;
 - (D) Interact and communicate effectively with parents;
 - (E) Conceptualize and predict accurately the interaction of influencing variables in teaching and learning;
 - (F) Identify and become sensitive to individual differences among students;
 - (G) Plan, implement, and evaluate appropriate educational goals and related experiences for students; and
 - (H) Work effectively as a member of an educational team.

[Source: Amended at 26 Ok Reg 2958, eff 7-2-09 (emergency); Amended at 27 Ok Reg 1385, eff 6-11-10]

210:20-11-4. Specialization standards

- (a) The specialization component of each approved certificate program must meet the standards specified in the current edition of the TEACHER EDUCATION AND CERTIFICATION HANDBOOK.
- (b) The specialization component of each approved certificate program shall be consistent with the institution's objectives for teacher education.

(c) The specialization component shall be based on a set of written program objectives which should include consideration of objectives developed for the state curriculum examinations.

210:20-11-5. Program evaluation committee of the professional standards board [REVOKED]

[Source: Revoked at 12 Ok Reg 3612, eff 7-31-95 (emergency); Revoked at 13 Ok Reg 79, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-11-6. NCATE/State joint visits

(a) The application form for a joint visit will be completed by the director of teacher education at the institution seeking accreditation or reaccreditation. The completed application should include the following information:

- (1) Name and location of the institution.
- (2) A list of the certification programs for which approval is sought.
- (3) Indication of the programs in the above list which were initially approved since the last five-year visit.
- (4) A list of programs or endorsements to be considered for initial approval.
- (5) Three sets of visitation dates (Sunday through Wednesday-4 days) submitted in order of preference.
- (6) The signature of the director of teacher education and the chief administrative officer of the institution.

(b) The completed application form should be mailed directly to the Professional Standards Section of the State Department of Education. The Administrator of Teacher Education will negotiate with NCATE on the preferred date.

(c) The Basic Information sheet, provided by NCATE, should be completed by the director of teacher education. Preconditions 1-7, 9-10 should be completed with supporting documents and mailed to the NCATE office and the Oklahoma Department of Education 18 months prior to the visit.

(d) A self-study institutional report should be completed per instructions in Sections I, II, and IV of the NCATE Guide for Preparing the Institutional Report and should:

- (1) Include introductory information concerning the institution
- (2) Include a Table of Contents
- (3) Include the report of Preconditions
- (4) Address the five (5) NCATE unit-focused standards
- (5) Include a copy of the institution's most recent NCATE Annual Report
- (6) Include professional education programs and self-study forms based on Oklahoma standards as outlined in the TEACHER EDUCATION AND CERTIFICATION HANDBOOK.
- (7) Include faculty vitae
- (8) Include appendices-any information which may assist the visitation team in making a decision
- (9) Information indicated in 210:20-11-1 (b) (2) for the state visit will be addressed in the NCATE standards (Students, Faculty, Governance, and Resources, etc.).
- (10) The institution sends a copy of the institutional report, college catalogs and class schedules to each NCATE/State team member, and two copies to the NCATE office.

(e) A previsit to the institution will be scheduled to finalize logistics, template (agenda) times, etc. for the visit. The NCATE Chair, state assistant chair and other personnel from the State Department of Education, meet with the institution's unit

head and/or designee to complete plans for the visit. This previsit occurs at the institution within 60 days of the team visit. The selection of the date for the previsit should be a collaborative effort of the NCATE Chair, Oklahoma State Department of Education staff, the Assistant Chair and the institutional representative. (A lodging site should be chosen to include a private meeting room; should be in close proximity to the institution; and should be a site which accepts state rates, unless the institution will incur the expenses.).

(f) Team members for the joint visit will be chosen by the participating agencies.

(1) NCATE selects a five-member Board of Examiners (BOE) team for institutions with bachelor's and master's programs; a six member BOE team will be selected for institutions with postmaster's programs. NCATE will always have one more team member than the state.

(2) Oklahoma selects a four- or five-member team based on whether the institution has advanced programs. All members must have been through an NCATE training workshop. A list of NCATE-trained participants will be provided to the director of teacher education upon request. The institution will be given an opportunity to review a list of potential members of the state visiting team. The institution may also wish to suggest the name of the state assistant chair.

(3) For continued joint visits, the ratio of NCATE to state members will be 4:3 or 3:2.

(4) An NCATE BOE team member is appointed chair of the joint visit; a state member will be selected as a state assistant chair. The chair has overall responsibility for the joint visit, and is subject to approval by the State Department of Education.

(5) The NCATE/State team votes as one unit on NCATE standards and specific program recommendations for the state.

(g) Logistics of the on-site visit will be outlined in the template.

(1) The template (agenda) is to be prepared by the NCATE BOE chair outlining the complete agenda for the visitation.

(2) The template will be sent along with the institution's self-study report and a list of committee members to the state visiting team approximately six weeks prior to the visit. The NCATE BOE chair will send a complete list of NCATE/State members and a template to the institution.

(3) The template will include:

(A) The date and site of the on-site visit;

(B) Explicit time frames for members and institutional representatives to be interviewed;

(C) Logistics-college headquarters, hotel meeting room(s), etc. and

(D) Site for the Exit Report.

(h) Writing assignments will be assigned to each team member for inclusion in the final report.

(1) The state committee will write the report on approved programs; the BOE team will write reports on NCATE standards.

(2) The state report writing assignments may be divided into elementary, elementary-secondary, secondary, professional school services, or specific content areas. The state assistant chair will determine the format for assignments. The state team report, however, must adhere to the State Department of Education's guidelines.

(3) State committee members will present their reports to the state assistant chair. Either the assistant chair or the Administrator of Teacher Education

- will edit and complete the report and mail to the NCATE office.
- (i) The time and location of the exit report will be determined at the time the template is established.
- (1) The BOE chair, state assistant chair, and state Department of Education representatives should be in attendance with appropriate college officials.
 - (2) The Exit Report will be brief and should include an indication to the institution of the recommendation to be forwarded to the State Board of Education.
 - (3) NCATE accreditation is based on the NCATE Unit Accreditation Board and cannot be addressed by the exit report. The NCATE chair may inform the institution of the standards the visiting team found met or not met.
- (j) The Recommendation Process.
- (1) After editing the state report, the final copy is mailed to NCATE within thirty working days, to be appended to the NCATE report.
 - (2) The BOE team chair mails eight (8) copies of the final draft of its report to the NCATE office and a copy to each member of the joint team. NCATE then mails two copies of the appended report to the institution and two copies to the Oklahoma State Department of Education.
 - (3) After the institution has received the reports, it has 30 days to submit a rejoinder to NCATE. Six copies must be mailed to NCATE and two copies to the State Department of Education.
 - (4) The Unit Accreditation Board of NCATE meets twice a year. Within a month after the board takes action on the accreditation of the institution, an action report is sent to the chief executive officer and head of professional education at the institution, and a copy to the State Department of Education. The action report or letter will state whether or not the institution has received NCATE accreditation.
- (k) NCATE renders separate accreditation decisions for the unit at the basic and advanced levels. One of the following four accreditation decisions for each level is issued:
- (1) "Full Accreditation" for initial or continuing accreditation may be accompanied by statements of weakness, but nonetheless is unequivocal.
 - (2) "Accreditation with Stipulations" for initial or continuing accreditation specifies critical deficiencies that must be addressed by the institution prior to the granting of full accreditation, along with a timeline for overcoming these critical deficiencies. Full accreditation would be granted if the identified critical deficiencies are corrected within the stipulated timelines. NCATE will specify the period of time in which the institution must correct the critical deficiencies identified in the action letter. If the critical deficiencies are not corrected within the specified timeline, the institution's accreditation will be revoked.
 - (3) "Denial" prohibits initial accreditation of the professional education unit.
 - (4) "Revocation" terminates the current accreditation.

[Source: Amended at 12 Ok Reg 3612, eff 7-31-95 (emergency); Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96]

SUBCHAPTER 13. TEACHER TESTING

210:20-13-1. Teacher testing regulations

(a) Examinees.

- (1) Any person who applies for a teacher certification credential must take the Oklahoma Teacher Certification Test(s) in the field(s) which corresponds or most closely corresponds to the desired credential(s).
 - (2) In order to register to test, candidates who have met state minimum coursework requirements for certification may apply directly to the Teacher Certification Testing Section, State Department of Education (SDE). The signature of approval of the college or university Director of Teacher Education (DTE) is not required for eligibility to test. The candidate may apply directly to the State Department of Education, whose personnel will ensure that the candidate meets regulations contained in the TEACHER EDUCATION AND CERTIFICATION HANDBOOK, published by the SDE.
 - (3) Upon passing the test, and upon application for certification to the State Department of Education, a license or certificate will be issued without college or university approval.
- (b) **Grandfather clause.** Such testing requirement does not apply to persons who were certified before February 1, 1982, including any certification credential(s) such "grandfathered" persons may have acquired up to October 1, 1986.
- (c) **Certification renewal.** Such testing requirement also does not apply to the renewal of Oklahoma teacher certification credentials.
- (d) **Other regulations.** For more explicit information on the Oklahoma Teacher Certification Testing Program, consult Appendix B of the TEACHER EDUCATION AND CERTIFICATION HANDBOOK or the current edition of the OKLAHOMA TEACHER CERTIFICATION TESTING PROGRAM REGISTRATION BULLETIN.

[Source: Amended at 9 Ok Reg 2359, eff 6-25-92]

SUBCHAPTER 15. RESIDENCY PROGRAM

210:20-15-1. Rules and Regulations [REVOKED]

[Source: Amended at 13 Ok Reg 80, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96; Added at 28 Ok Reg 214, eff 9-27-10 (emergency)¹]

***EDITOR'S NOTE:** ¹This emergency action expired before being superseded by a permanent action. Upon expiration of an emergency action enacting a new section, the section is no longer effective. Therefore, on 7-15-11 (after the 7-14-11 expiration of this emergency action), the text of Section 210:20-15-1 was no longer effective. For the official text of the emergency rule that was in effect from 9-27-10 through 7-14-11, see 28 Ok Reg 214.*

210:20-15-2. Definitions [REVOKED]

[Source: Added at 13 Ok Reg 1331, eff 5-13-96; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98]

210:20-15-3. Residency committee

- (a) **Members.** A chairperson shall be chosen by each committee.
- (b) **Qualifications of members.** Qualification which members of the residency committee must meet are as follows:
- (1) The mentor teacher must meet all qualifications specified in Subchapter 17, Mentor Teacher, of this Chapter.
 - (2) Higher education faculty members who serve on residency committees must have an active involvement in the institution's undergraduate or graduate programs and be acceptable to the local board of education.

(3) The administrator must serve in an administrative capacity in the district.

(c) Selection process.

(1) The mentor teacher shall be selected according to the rules in Subchapter 17, Mentor Teacher, in this Chapter.

(2) The administrator shall be designated by the local school board to serve on the committee within ten (10) teaching days after the resident teacher enters the classroom.

(3) The educator from higher education shall be identified on a mutual action basis by the superintendent and the teacher education institution coordinator.

(A) All local school district requests for an educator will be channeled through one central office on the teacher education institution campus designated by the president of said teacher education institution.

(B) To facilitate the selection of a higher education person, the superintendent will contact the designated teacher education institution coordinator of the teacher education institution that recommended the resident teacher for an Oklahoma teacher license and inform the coordinator of the resident teacher's license type. At that point, the teacher education institution coordinator will assume responsibility for identifying an appropriate educator to recommend to the superintendent for the residency committee.

(i) Each teacher education institution is expected to assume responsibility for its own graduates; however, in making assignments, consideration should be given to the resident teacher's geographic location and the distance to the recommending institution. It is expected that the teacher education institution coordinator will inform the requesting superintendent of the name of a qualified higher education person within ten (10) working days after the request has been made.

(ii) For out-of-state resident teachers, the superintendent will contact the designated teacher education institution coordinator of the nearest teacher education institution in Oklahoma and inform the coordinator of the resident teacher's license type. The institution coordinator will assume responsibility for recommending an educator with the appropriate expertise and experience. It is expected that the teacher education institution coordinator will inform the requesting superintendent of the name of a qualified higher education person within ten (10) working days after the request has been made.

(d) Role and function.

(1) A residency program will not be complete unless the resident teacher has been employed for at least 120 days by the conclusion of the school year. If a resident teacher is employed for less than 120 days during one school year, it will be necessary for a residency committee to continue with the resident teacher during the next school year until a total of 180 days has been completed.

- (2) The residency committee shall make a certification recommendation according to criteria established by the State Board of Education.

(e) Evaluation process.

- (1) A standard observation instrument adopted by the State Board of Education will be used by each residency committee to evaluate a resident teacher for certification purposes only.
- (2) Each residency committee will meet with the resident teacher a minimum of three (3) times per year for evaluation review and recommendation.
- (3) Each member of the committee will observe the resident teacher a minimum of three (3) times per year.
- (4) The committee process shall follow the sequence set forth:
 - (A) Formal Committee Meeting I with the resident teacher to become acquainted with each other, elect a chairperson, establish a communication system, establish a schedule for committee member's activities, and review the evaluation form.
 - (B) Observation I is an independent visitation.
 - (C) Observation II is an independent visitation.
 - (D) Formal Committee Meeting II with the resident teacher to review progress and formulate recommendations concerning the teaching performance of the resident teacher.
 - (E) Observation III is an independent visitation.
 - (F) Formal Committee Meeting III with the resident teacher to make a recommendation concerning certification. (Refer to 210:20-15-3 (f) (3).).

(f) Certification recommendation.

- (1) The recommendation of the committee members will be determined by a majority vote.
- (2) The recommendation of the committee will be made to the State Board of Education and the preparing institution of higher education between April 10 and the end of the school term. If the resident teacher is a graduate of an out-of-state institution of higher education, the recommendation of the residency committee shall be made to the State Board of Education and the institution of higher education which serves on the committee.
- (3) If a resident teacher has been employed for less than 120 days during the school year, it will be necessary for the resident teacher to continue as a resident teacher during the next school year until a total of 180 days has been completed. This recommendation for certification or an additional residency year will be made between the 150th and 180th day of employment.
- (4) The State Board of Education will make an annual report to each teacher education institution in Oklahoma on the certification status of each of its graduates who was employed as a resident teacher:
 - (A) recommendation for certification;
 - (B) recommendation for a second year in the Residency Program;
 - or
 - (C) recommendation for noncertification at the conclusion of the second residency year.

(g) Appeal procedures.

- (1) Pursuant to 70 O.S. Supp. 1997 §6-203, any resident teacher not recommended for certification after completing two (2) years in the

program may request a hearing before the State Board of Education to review the decision of the residency committee. All hearings shall be conducted in accordance with the Administrative Procedures Act, 75 O.S. §309 et seq.

(2) The parties to the proceeding shall be the teacher and the Resident Teacher Committee members.

(3) A request for a hearing must be received by the State Superintendent of Public Instruction within sixty (60) days from the date of the committee's recommendation to deny certification.

(4) The Executive Secretary of the State Board of Education shall notify the teacher and the Resident Teacher Committee members of the time, date and place of the hearing.

(5) The request for hearing must state in specific terms all issues asserted by the teacher as required by 75 O.S. §309 (B)(4). The request for hearing will be forwarded to residency committee members by the State Department of Education.

(6) The State Board of Education or a designated hearing officer appointed by the Chairperson of the Board, may present the parties with a pre-hearing schedule setting forth deadlines for submission of witness and exhibit lists. All exhibits set forth on the exhibit list and the witness list shall be provided to the Legal Services Section of the State Department of Education or the designated hearing officer and opposing party according to the pre-hearing schedule.

(7) The hearing shall be electronically recorded by the State Department of Education. In the event copies of the recordings are requested, the department may enlist the services of a certified court reporter; the cost to be borne by the party requesting transcription.

(8) At the hearing the teacher shall proceed before the Board first. Upon conclusion of the teacher's presentation, the Resident Teacher Committee members shall have an opportunity to present information to the Board.

(9) The Board may convene in executive session to review the evidence and arguments of the parties.

(10) General Counsel for the Board shall act as legal advisor to the Board.

(11) The Board may take such action as authorized by law.

(12) Findings of fact and conclusions of law will be entered by the Board. The Board may direct legal counsel to reduce these to writing.

(13) The findings and conclusions once finalized shall be mailed to the teacher and Resident Teacher Committee member by the Executive Secretary of the State Board of Education by certified mail, return receipt requested.

(14) In the event the State Board of Education should designate a hearing officer to hear the appeal the following procedures shall be utilized:

(A) The hearing officer, once appointed, shall notify the parties of his or her appointment and inform them of any pre-hearing deadlines for witness and exhibit lists.

(B) Written recommended findings of fact and conclusions of law shall be prepared by the hearing officer after conclusion of the hearing and submitted to the parties and the State Board of Education.

(C) The parties shall have the opportunities set out in 75 O.S. Supp. 1997 §311 before action is taken on the proposed findings of fact

and conclusions of law.

(D) After the parties have been given notice and an opportunity to file exceptions, present briefs and oral arguments in accordance with 75 O.S. Supp. 1997 §311, action shall be taken to accept, reject, or modify the proposed Findings and Conclusions of the hearing officer. Within ten (10) days following the decision by the Oklahoma State Board of Education, finalized Findings of Fact and Conclusions of Law shall be mailed by the Executive Secretary of the State Board of Education to each of the parties by certified mail.

(h) Replacement of committee members.

(1) If it is necessary to replace a residency committee member, the Residency Program, State Department of Education, should be contacted and provided an official letter regarding the change. It is recommended that the residency committee chairperson and/or school district official discuss the situation with the Residency Program to assure all regulations are being fulfilled.

(2) The resigning committee members should give the observation instrument(s), if any, to the chairperson or another member of the committee to keep until the assignment of a new committee member. The replacement committee member should receive the observation instrument(s) completed by original committee member. The replacement committee member should also review the observation instrument(s) completed by the remaining original committee members.

(3) Replacement committee members are expected to enter the residency committee process at the point of departure of the original committee member and assume full responsibility as a committee member. If the original committee member has not made any observations of the resident teacher, the minimum requirement of three (3) independent observations is required of the replacement committee member. If prior observation(s) have been made by the original committee member, the replacement committee member is required to make at least two (2) independent observations of the resident teacher and complete two (2) observation instruments before Committee Meeting III.

(4) The Residency Program at the State Department of Education should be contacted if there is a need for additional observation instruments.

[Source: Added at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 1435, eff 2-9-98 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 15 Ok Reg 2540, eff 6-25-98]

210:20-15-4. Variations to the residency program regulations

(a) If any of the situations identified in this Subsection or any other variation occurs, contact the Residency Program, State Department of Education, to be informed of proper procedures. Exceptions may include:

- (1) Licensed teachers employed after April 1;
- (2) Resident teachers who have been employed for less than 120 days during the school year;
- (3) Replacement of residency committee members;
- (4) Resignation of resident teacher before residency process is completed.

(b) Resident ROTC instructors are required to complete the Residency Program.

[Source: Added at 13 Ok Reg 1331, eff 5-13-96]

SUBCHAPTER 17. MENTOR TEACHER

210:20-17-1. Rules and Regulations [REVOKED]

[Source: Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1331, eff 5-13-96]

210:20-17-2. Definitions [REVOKED]

[Source: Added at 13 Ok Reg 1331, eff 5-13-96; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98]

210:20-17-3. Mentor teachers; qualifications, selection and appointment, duties and responsibilities

- (a) It is the intent of the regulations that mentor teachers be selected who possess the requisite knowledge and skills for assisting the beginning teacher.
- (b) Beginning school year 1980-81, every beginning teacher (zero years experience as a classroom teacher) employed shall serve under the guidance and assistance of a mentor teacher for a minimum of one (1) school year. However, no beginning teacher shall serve under the guidance and assistance of a mentor teacher for less than 120 days.
- (c) Upon employment of a beginning teacher, the superintendent or chief administrative officer shall notify the principal of the areas of certification and the teaching assignment of the beginning teacher.
- (d) Within no more than ten (10) teaching days after the beginning teacher enters the classroom, the mentor teacher shall be selected.
- (e) It is the responsibility of the school district to ensure that a mechanism be provided whereby the mentor teacher will provide guidance and assistance to the beginning teacher a minimum of seventy-two (72) hours per year in classroom observation and consultation.
- (f) Emergency situations with regard to the selection and appointment of mentor teachers shall require State Board of Education action.

[Source: Added at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Added at 23 Ok Reg 72, eff 8-24-05 (emergency); Added at 23 Ok Reg 1272, eff 5-25-06]

SUBCHAPTER 18. ADVANCED, LEAD, AND MASTER TEACHERS

210:20-18-1. Advanced, lead, and master teaching certificates

- (a) **Purpose.** Pursuant to House Bill 4388 (2022), three advanced classes of teacher certification, an advanced teaching certificate, a lead teaching certificate, and a master teaching certificate, are available to applicants who meet the statutory criteria and make application to the State Board of Education.
- (b) **Effect of advanced, lead, or master certification status on school districts.** Because a teacher certified as an advanced teacher, a lead teacher, or a master teacher is subject to contract requirements under 70 O.S. § 6-190 in addition to those that apply to a teacher with standard certification, a school district shall consider the school district obligations to teachers who hold an advanced, lead, or master teaching certificate when recommending a teacher for advanced certification, and when entering an employment contract with such a teacher. If a person who holds an advanced, lead, or master teaching certificate changes school districts during the validity period of the certificate, the terms of the contracts required under 70 O.S. § 6-190 shall be subject to approval by the new employing school district.

(1) School board recommendation for advanced, lead, or master teaching certificate. In order for a teacher to be eligible for an advanced, lead, or master teacher certificate, the board of education of the teacher's employing school district must submit a recommendation to the State Board of Education indicating that the local board has determined the applying teacher's eligibility under the statutory criteria and is in favor of the teacher's advanced certification. The school district that recommends a teacher for an advanced, lead, or master teacher certification will be responsible for meeting the contract requirements associated with the advanced certification beginning with the school semester following submission of the application.

(2) Contract requirements for advanced, lead, and master teachers. In addition to the contract requirements applicable to all certified teachers employed by Oklahoma public school districts, the following additional terms apply to the advanced certification classes:

(A) Advanced teachers. The contract of an advanced teacher shall provide for an additional five (5) days to be used to strengthen instructional leadership, as well as a salary supplement of at least three thousand dollars (\$3,000) or the district's daily rate of pay, whichever is higher, in addition to the salary the teacher is entitled to under 70 O.S. § 18-114.14. If the relevant school or school district satisfies the criteria of 70 O.S. § 6-190(I)(2), the contract of an advanced teacher shall also provide for a one-time award of \$1,500.

(B) Lead teachers The contract of a lead teacher shall provide for an additional ten (10) days to be used to strengthen instructional leadership, as well as a salary supplement of at least five thousand dollars (\$5,000) or the district's daily rate of pay, whichever is higher, in addition to the salary the teacher is entitled to under 70 O.S. § 18-114.14. If the relevant school or school district satisfies the criteria of 70 O.S. § 6-190(I)(2), the contract of a lead teacher shall also provide for a one-time award of \$2,500.

(C) Master teachers. The contract of a master teacher shall provide for an additional fifteen (15) days to be used to strengthen leadership, as well as a salary supplement of at least ten thousand dollars (\$10,000) or the district's daily rate of pay, whichever is higher, in addition to the salary the teacher is entitled to under 70 O.S. § 18-114.14. If the relevant school or school district satisfies the criteria of 70 O.S. § 6-190(I)(2), the contract of an advanced teacher shall also provide for a one-time award of \$5,000.

(c) Criteria for advanced, lead, or master teaching certificates. The State Board of Education shall issue an advanced, lead, or master teaching certificate to any person who upon application:

- (1) Has been recommended by their employing school district for an advanced, lead, or master teacher certificate;
- (2) Meets the eligibility criteria for the certificate provided for in 70 O.S. § 6-190.

(d) Fees and renewal schedule for lead and master teaching certificates. The application fee for an advanced teaching certificate, a lead teaching certificate, or a master teaching certificate shall be the same as the fee for a standard teaching certificate as established in *Oklahoma Administrative Code* 210:20-9-9. The

validity period of an advanced teaching certificate, lead teaching certificate, or a master teaching certificate shall be the same as the validity period of a standard teaching certificate as established in *Oklahoma Administrative Code* 210:9-9-94. Renewal procedures and timelines for an advanced teaching certificate, lead teaching certificate, or a master teaching certificate shall be the same as those established for a standard teaching certificate in *Oklahoma Administrative Code* 210:20-9-96.

(e) Standard certification available to advanced, lead, or master teachers who no longer meet requirements. An individual who holds an advanced teaching certificate, lead teaching certificate, or a master teaching certificate may obtain a standard teaching certificate if they no longer meet the requirements for the advanced certification, or no longer wish to hold the advanced certification. Upon receipt of a written request for standard certification from an individual who holds an advanced, lead or master teaching certificate, the State Department of Education shall issue a standard teaching certificate with a validity period that ends on the same date as the advanced, lead, or master teaching certificate currently held by the individual. Upon issuance of the standard teaching certificate, the advanced teaching certificate, lead teaching certificate, or master teaching certificate previously held by the individual shall be deemed void. An advanced teacher, lead teacher, or master teacher who returns to standard teaching certification is responsible for notifying the school district(s) where they are currently employed, as well as any district with which a contract has been entered for the following school year, of their change in certification class.

[Source: Added at 36 Ok Reg 836, eff 7-25-19; Amended at 40 Ok Reg 1981, eff 9-11-23]

SUBCHAPTER 19. LOCAL PROFESSIONAL DEVELOPMENT PROGRAMS

210:20-19-1. Regulations [REVOKED]

[Source: Revoked at 10 Ok Reg 2203, eff 6-11-93]

210:20-19-2. Professional development program

(a) The local board of education shall be responsible for the organization and implementation of the local professional development program.

(b) The professional development program shall focus on developing competencies in the core curriculum areas.

(c) Each adopted plan shall address:

(1) A component in outreach to parents, guardians or custodians of students is defined as a program to promote the participation of parents in the education of their children. The component in outreach to parents, guardians or custodians of students includes:

(A) Understanding the value of parental participation in the educational process.

(B) Developing awareness of the needs and characteristics of their parent population in order to plan effective outreach activities.

(C) Developing methods for communicating with parents, designing parental involvement activities, and determining the effectiveness of the outreach program.

(D) Identifying appropriate resources to support and/or supplement the outreach program.

(2) A component in racial and ethnic education is defined as a program to assist teachers to function effectively with all students in a culturally diverse society. The component in racial and ethnic education includes:

(A) Understanding their own and their students' environment and culture, including - but not limited to - needs, abilities, attitudes, and world views.

(B) Recognizing that different cultures exist as separate and distinct entities; acknowledging the contribution of all cultural and linguistic groups to society; and promoting a culturally sensitive curriculum representative of our diverse national population.

(C) Developing strategies for the integration of cultural and linguistic teaching tools and methods in the school environment.

[Source: Added at 10 Ok Reg 2203, eff 6-11-93; Amended at 12 Ok Reg 495, eff 12-12-94 through 7-14-95 (emergency); Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 17 Ok Reg 22, eff 9-10-99 (emergency); Amended at 17 Ok Reg 1088, eff 5-11-00; Amended at 23 Ok Reg 154, eff 10-6-05 (emergency); Amended at 23 Ok Reg 1691, eff 6-11-06; Amended at 24 Ok Reg 60, eff 8-31-06 (emergency); Amended at 24 Ok Reg 1221, eff 5-25-07]

210:20-19-3. Professional development program management

(a) Professional development points shall not be given for a routine job-related assignment.

(b) The local professional development committee shall develop and recommend to the local board of education a professional development point system to account for all professional development activities.

(c) All certified and licensed teachers and administrators shall accrue at least seventy-five (75) professional development points within a five (5) year period with at least some points completed each year. The five (5) year period for accruing points begins on an individual's date of employment in an accredited school in Oklahoma. If an individual changes school districts within the five (5) year period, the points accrued are transferred to the receiving district and the five (5) year period continues

(1) If an individual is employed full time for 120 days or more, the local professional development points requirement must be fulfilled.

(2) A person employed one-half time or less shall be required by the local district to meet at least half of the local district's annual point requirements, not less than two (2) points, and to count such year toward the accrual of seventy-five (75) professional development points over a five (5) year period.

(3) If employed less than 120 days, a minimum of two (2) professional development points are required to fulfill the regulation of "some points completed each year." This person shall begin or continue his or her professional development five-year cycle the following July 1. The local professional development committee will recommend, subject to the approval of the local board of education, the number of points required of such an employee.

(4) Points shall conform to the conditions specified in subparagraphs (A) through (D) of this paragraph:

(A) One point shall be equivalent to one clock hour of professional development activities.

(B) One semester hour of approved college credit shall be equivalent to 15 professional development points.

(C) Those professional development activities which cannot be appropriately specified by a particular time period shall be assigned a point value by the local professional development committee and recommended to the local board of education.

(D) Each local professional development committee shall include within the local professional development program a timeframe based on the fiscal year, July 1 - June 30, for completion of earned professional development points during a given school year.

(d) The district shall maintain in the personnel file of each certified and licensed teacher and administrator those records deemed necessary to fully document their participation in the professional development program.

(e) School districts shall annually inform certified and licensed teacher and administrator in writing of their point status on a date recommended by the local professional development committee.

[Source: Added at 10 Ok Reg 2203, eff 6-11-93; Amended at 12 Ok Reg 495, eff 12-12-94 (emergency); Amended at 12 Ok Reg 2783, eff 7-13-95; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 17 Ok Reg 117, eff 10-12-99 (emergency); Amended at 17 Ok Reg 1053, eff 5-11-00; Amended at 23 Ok Reg 154, eff 10-6-05 (emergency); Amended at 23 Ok Reg 1691, eff 6-11-06; Amended at 24 Ok Reg 60, eff 8-31-06 (emergency); Amended at 24 Ok Reg 1221, eff 5-25-07]

210:20-19-4. Local professional development committee; appointment of members, composition, duties and responsibilities

(a) The membership of the local professional development committee shall be headed by a chairperson to be elected by the full committee.

(b) Local board of education policies shall not be inconsistent with the law or rules and regulations of the State Board of Education.

(c) Annually submit a report to the State Department of Education.

(d) When it becomes necessary to amend the professional development program, the local professional development committee shall develop and recommend such amendment(s) to the local board of education for approval.

[Source: Added at 10 Ok Reg 2203, eff 6-11-93; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 17 Ok Reg 22, eff 9-10-99 (emergency); Amended at 17 Ok Reg 1088, eff 5-11-00; Amended at 23 Ok Reg 154, eff 10-6-05 (emergency); Amended at 23 Ok Reg 1691, eff 6-11-06; Amended at 24 Ok Reg 60, eff 8-31-06 (emergency); Amended at 24 Ok Reg 1221, eff 5-25-07]

210:20-19-5. Professional development for renewal of a valid Standard Teaching Certificate for nonemployed teachers or administrators

(a) A teacher or administrator who is not employed as a teacher or administrator and holds a valid Oklahoma Standard Teaching Certificate may satisfy requirements for renewal of the Standard Teaching Certificate by completing seventy-five (75) points in professional development programs, conferences and seminars approved by a public school district.

(b) A combination of professional development points, higher education credits and/or teaching experience may also be used for renewal of a valid standard teaching certificate.

(c) Exact combinations of professional development points, college credit hours and years of teaching experience will be determined by the Professional Standards Section of the State Department of Education.

(d) The programs, conferences or seminars should relate to effective instruction.

(e) Any fees collected shall be used for professional development purposes.

- (f) A local district may require prior approval for attending a professional development program, conference or seminar.
- (g) It is the responsibility of the individual seeking certification renewal to obtain and follow the local district procedures for receiving professional development points.
- (h) Upon completion of a professional development program, conference or seminar, the local professional development committee shall issue to the individual seeking certification renewal a professional development attendance form which includes:
- (1) Local school district name,
 - (2) Title of the professional development program, conference or seminar,
 - (3) Date of attendance,
 - (4) Number of professional development points earned, and
 - (5) Signature of the local professional development coordinator or chairperson.
- (i) The local school district shall not be responsible for maintaining permanent professional development records of nonemployed individuals.
- (j) The individual seeking certification renewal is responsible to maintain his/her professional development attendance forms to submit to the State Department of Education.
- (k) At the time of renewal of the Standard Teaching Certificate, the individual seeking certification must submit to the Professional Standards Section of the State Department of Education:
- (1) Local district professional development attendance forms necessary for documentation of required number of professional development points,
 - (2) A certification renewal application and a summary sheet with the local professional development attendance forms attached.

[Source: Added at 11 Ok Reg 2595, eff 6-13-94; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98]

210:20-19-6. Professional Development programs for early childhood educators and administrators

- (a) Professional Development programs for early childhood educators and administrators should focus on the importance of child-centered, play-based learning as the most rigorous and most developmentally appropriate way for children in the early childhood grade levels to learn literacy, science, technology, engineering, art and math academic concepts. Such programs can include, but should not be limited to, asynchronous or synchronous virtual learning, in-person training, or on-going mentoring and support.
- (b) The Professional Development should:
- (1) Highlight the importance of play in the early grades.
 - (2) Provide research to support the use of play-based learning as a way to develop student's academic and personal skills.
 - (3) Include research on the impact of play on the developing brain.
 - (4) Include pedagogical concepts, such as:
 - (A) Types of play and the continuum of play-based learning.
 - (B) Defining the teacher role before, during, and after play.
 - (C) Intentional planning for playful learning experiences.
 - (D) Connecting academic standards to play.
 - (E) Creating an environment conducive for playful learning.

[Source: Added at 40 Ok Reg 1983, eff 9-11-23]

SUBCHAPTER 21. FIRST-YEAR SUPERINTENDENTS IN OKLAHOMA PROGRAM

210:20-21-1. Requirements for first-year superintendents

(a) **Purpose.** The State Board reaffirms its commitment to provide support and services to school superintendents in Oklahoma. To assist first year superintendents in the state in providing their respective districts with maximum leadership, effective management, and strong educational programs, the following professional development requirements shall be met by each superintendent employed for the first time in the state of Oklahoma as a district superintendent:

- (1) Meet qualifications for the Provisional or Standard School Superintendent Certificate.
- (2) Attend professional development workshops or training seminars equal to eleven days (66 hours) of training:
 - (A) 1 day: Attend a meeting of the Oklahoma State Board of Education
 - (B) 2 days: Attend the Annual Summer Conference for School Superintendents
 - (C) 8 days: Attend professional development workshops or training in the following general areas:
 - (i) Superintendent/Board of Education Relationships
 - (ii) Legal Issues/School Law/Open Meeting Laws
 - (iii) Staff Relationships
 - (iv) Community Relationships
 - (v) School Finance
 - (vi) Plant Management/School Facilities
 - (vii) Setting School District/Site Goals
 - (viii) Individuals with Disabilities Act (IDEA)

(b) **Requirements to maintain certificate validity for second year.** The Standard or Provisional School Superintendent Certificate issued for the first year of employment as a district superintendent shall be considered invalid for the second year if the certificate holder has not met all requirements identified in (a) of this Section prior to the second year of employment as a district superintendent. Any district superintendent employed after the summer training conference has been offered shall enter the program at the point of employment and shall attend all training programs as listed in (a) of this Section. Verification of training shall be submitted to the director of the program at the State Department of Education. A certificate will be provided to superintendents upon completion of the training requirements.

[Source: Added at 10 Ok Reg 2707, eff 6-25-93; Amended at 21 Ok Reg 611, eff 2-12-04 (emergency); Amended at 21 Ok Reg 1277, eff 5-27-04; Amended at 21 Ok Reg 611, eff 2-12-04 through 7-14-05 (emergency)]¹

EDITOR'S NOTE: ¹This emergency action expired without being superseded by a permanent action. Upon expiration of an emergency amendatory action, the last prior permanent text is reinstated. Therefore, on 7-15-05 (after the 7-14-05 expiration of the emergency action), the text of 210:20-21-1 reverted back to the permanent text that became effective 5-27-04, as was last published in the 2004 OAC Supplement, and as is published again herein.

SUBCHAPTER 23. SCHOOL BOARD MEMBERS

210:20-23-1. Requirements for new member certification and continuing education [REVOKED]

[Source: Amended at 9 Ok Reg 4003, eff 9-14-92; Revoked at 10 Ok Reg 2199, eff 6-11-93]

210:20-23-2. Requirements for school board member candidacy; notification; contests of candidacy

- (a) The school board president or designee shall notify the State Department of Education in writing when any newly elected, reelected, or appointed school board member takes office, and submit the member's name and mailing address, seat number and the beginning and ending date of the term of office.
- (b) The local school board president or designee shall notify the State Department of Education in writing when a board member is deceased, has resigned, or otherwise leaves office.
- (c) Each local board of education shall establish a policy which includes:
 - (1) a procedure for notifying school board members of their New School Board Member and continuing education requirements, and
 - (2) identification of the individual responsible for notifying the State Department of Education of any changes in board membership.

[Source: Added at 10 Ok Reg 2199, eff 6-11-93; Amended at 12 Ok Reg 499, eff 12-5-94 (emergency); Amended at 12 Ok Reg 1359, eff 5-25-95; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98]

210:20-23-3. Requirements for new and incumbent school board member training

(a) **Definitions.** The following words and terms, when used in this subchapter, shall have the following meaning:

- (1) **"Approved instruction"** means instruction provided through workshops for the purpose of meeting the school board member instruction and continuing education requirements set forth in 70 O.S. §§5-110 and 5-110.1. Workshops providing instruction to qualify for credit pursuant to this Section and 210:20-23-4 shall include all in-state workshops, seminars, conferences, and/or conventions that are conducted by the State Department of Education, the Oklahoma Department of Career and Technology Education, the Oklahoma State School Boards Association, and all approved local professional development programs of the board member's district. Other programs must have prior approval in writing by the State Department of Education. Requests for such approval must be in writing.
- (2) **"Incumbent school board member"** means an individual who currently serves as a member of a district school board by either election or appointment and who also served as a school board member through either election or appointment to the term immediately prior to the current term of office, but does not include individuals who served a short-term appointment of fifteen (15) months or less during the previous term.
- (3) **"New school board member"** means an individual who has been elected or appointed to serve as a member of a district school board and who has not been previously appointed or elected to serve as a school board member to the term immediately prior to the current term for which the member has been elected or appointed. For purposes of training requirements, an individual who has served a short-term appointment of fifteen (15) months or less during the previous term is considered a new school board member.

(b) **Training for new school board members.** Within fifteen (15) months of the date of election or appointment, each new school board member shall complete at

least twelve (12) hours of approved instruction on education issues that meet all of the following requirements:

- (1) At least one (1) hour on public school finance and/or, if appropriate, Career Technology finance;
- (2) At least one (1) hour on the Oklahoma Open Records Act and Oklahoma Open Meeting Act;
- (3) At least one (1) hour on ethics; and
- (4) At least nine (9) hours of approved instruction in other educational issues authorized by 70 O.S. § 5-110, including the following areas:
 - (A) Legal issues impacting local school districts;
 - (B) School employment and due process law;
 - (C) New laws;
 - (D) Special education law; or
 - (E) Additional hours of instruction in issues related to topics set forth in (1) through (3) of this subsection, provided that no hour of instruction shall be counted more than once to meet the required twelve (12) hours of new board member instruction.

(c) Training for incumbent school board members. Within fifteen (15) months of the date of election or appointment, each incumbent school board member shall complete at least six (6) hours of approved instruction that meets all of the following requirements:

- (1) At least one (1) hour of instruction in public school finance and/or, if appropriate, Career Technology finance;
- (2) At least one (1) hour of instruction on the Oklahoma Open Records Act and the Oklahoma Open Meeting Act;
- (3) At least one (1) hour of instruction on ethics; and
- (4) At least three (3) hours of approved instruction in other educational issues in the topics referenced in this subsection and/or in (b)(1) through (b)(4) of this Section, provided that no hour of instruction shall be counted more than once to meet the required six (6) hours of training required by this subsection.

(d) Short-term appointments. School board members who hold their seats by appointment for less than fifteen (15) months prior to the date of the next election shall be excused from the training requirements in (b) and (c) of this Section. While training is not required for short-term appointees, in the event a short-term appointee is elected to serve on the board for the subsequent term, any hours of approved instruction earned during the short-term appointment may carry forward to apply toward the training requirements of 70 O.S. § 5-110 or 70 O.S. § 5-110.1.

(e) Excess approved instruction credits. Any hours of approved instruction in excess of the requirements of this Section that have been earned during a school board member's current term of office may be applied toward the continuing education requirements of 70 O.S. § 5-110.1, provided that:

- (1) With the exception of approved training hours earned during short-term appointments, no excess hours of approved instruction shall be permitted to carry over into a subsequent term of office; and
- (2) No hour of instruction shall be counted more than once to meet any of the training requirements set forth in this Section or in 210:20-23-4.

[Source: Added at 10 Ok Reg 2199, eff 6-11-93; Amended at 12 Ok Reg 499, eff 12-5-94 (emergency); Amended at 12 Ok Reg 1359, eff 5-25-95; Revoked at 14 Ok Reg 3334, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2248, eff 6-11-98; Added at 21 Ok Reg 612, eff 2-12-04 (emergency); Added at 21 Ok Reg 1278, eff 5-27-04; Amended at 25 Ok Reg 2614, eff 6-10-08 (emergency); Amended at 26 Ok Reg 1021, eff 5-11-09; Amended at 31 Ok Reg 1206, eff 9-12-14; Amended at 34 Ok Reg 1087, eff 9-11-17]

210:20-23-4. Requirements for continuing education; certificates; costs

(a) **Continuing education requirements.** In addition to the training requirements set forth in 210:20-23-3, every new and incumbent school board member elected to a full term of office of three (3) years or more shall meet the continuing education requirements set forth in 70 O.S. 5-110.1(A) as follows:

- (1) Members elected to a full term of three (3) years or more shall be required to attend a minimum of nine (9) hours of continuing education;
- (2) Members elected to a full term of four (4) years or more shall be required to attend a minimum of twelve (12) hours of continuing education; and
- (3) Members elected to a full term of five (5) years or more shall be required to attend at least fifteen (15) hours of continuing education.

(b) **Approved instruction.** Workshops which qualify for credit shall include all in-state workshops, seminars, conferences, and/or conventions that are conducted by the State Department of Education, the Oklahoma Department of Career and Technology Education, the Oklahoma State School Boards Association and all approved local professional development programs of the board member's district. Other programs must have joint prior approval in writing by the State Department of Education and the Oklahoma Department of Career and Technology Education. Requests for such approval must be in writing.

(c) **Certificates of completion.** School board members who complete any approved workshop shall receive a certificate of completion at the end of the workshop. Copies of the certificate shall be forwarded to the State Department of Education by the director of the workshop. Upon completion of local professional development workshops, copies of the certificate, signed by the professional development coordinator, shall be forwarded by the board president or designee to the State Department of Education.

[Source: Added at 10 Ok Reg 2199, eff 6-11-93; Amended at 12 Ok Reg 499, eff 12-5-94 (emergency); Amended at 12 Ok Reg 1359, eff 5-25-95; Amended at 13 Ok Reg 79, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1331, eff 5-13-96; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 31 Ok Reg 1206, eff 9-12-14]

210:20-23-5. Records management

Three times a year, the State Department of Education shall notify the school superintendent of the credit hours completed by each member of the board.

[Source: Added at 10 Ok Reg 2199, eff 6-11-93; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98]

SUBCHAPTER 24. SCIENCE AND MATHEMATICS ADVANCED RECRUITING TECHNIQUE (SMART) PROGRAM

210:20-24-1. Purpose

This rule prescribes procedures to be used in implementing the Science and Mathematics Advanced Recruiting Technique (SMART) Program pursuant to the provisions of state statute 62 O.S. 46.3.

[Source: Added at 25 Ok Reg 1504, eff 4-11-08 (emergency); Added at 26 Ok Reg 1022, eff 5-11-09]

210:20-24-2. Science and Mathematics Advanced Recruiting Technique (SMART) Program

- (a) The State Department of Education shall dispense recruitment funds to public school districts recruiting persons who meet all of the following criteria:
- (1) Persons who hold an advanced degree in science, mathematics or both such disciplines (an advanced degree means a masters degree or above in the specific discipline);
 - (2) Persons who have not previously taught for a full academic year in an Oklahoma public school while holding an advanced degree in science, mathematics or both such disciplines; and
 - (3) Persons for whom recruitment funds have never been received through the SMART Program.
- (b) Advanced degrees in mathematics education and science education do not qualify.
- (c) While funding is available, each eligible full-time employee teaching in the subject area matching the advanced degree shall receive a one-time payment of \$7,500 from the recruitment funds. The public school district shall receive the payment plus the employer's share of FICA and Teacher Retirement contribution.
- (d) Payments from the recruitment funds shall be prorated based on the FTE in the subject area matching the advanced degree.
- (e) Public school districts in the state recruiting eligible persons shall submit applications for recruitment funds. All applications shall be reviewed by a panel appointed by the State Superintendent. The recruitment funds shall be dispensed in the order applications are received subject to the availability of funds.

[Source: Added at 26 Ok Reg 1022, eff 5-11-09]

SUBCHAPTER 25. TEACHER INCENTIVE PAY PLAN

210:20-25-1. Rules and regulations

(a) Adopting a local teacher incentive pay plan.

- (1) If the local board of education decides that the local district will not adopt an incentive pay plan, it will not be required to do so unless petitioned as cited in (a) (2).
- (2) If the local teacher incentive pay plan is initiated by petition from the classroom teachers, the petition shall be submitted to the local board of education on or before November 15 prior to the school year preceding implementation.
- (3) Any board of education that develops and implements a teacher incentive pay plan shall follow all of the regulations pertaining to an Oklahoma Teacher Incentive Pay Plan as promulgated by the State Board of Education.

(b) Local board responsibilities for formulating a local teacher incentive pay plan.

- (1) The local board of education is responsible to provide for the development of an academically based teacher incentive pay plan; and for any year in which a plan is to be adopted or modified, they shall be responsible for following all Oklahoma Teacher Incentive Pay Plan regulations.
- (2) The local board of education shall be responsible for establishing procedures and timelines for:
 - (A) appointing committees,
 - (B) developing the teacher incentive pay plan,

- (C) placing the teacher incentive pay plan on the board meeting agenda for public comment,
- (D) approving the local teacher incentive pay plan, and
- (E) submitting the plan to the State Board of Education for approval by March 1.

- (3) The local board shall clearly define the roles and responsibilities of the advisory committee.
- (4) Such members shall not be eligible for receiving an incentive pay award during the year of service on the evaluation committee.
- (5) Service on one committee above does not preclude an individual from being eligible to serve on the other committee.
- (6) The local board of education in formulating a teacher incentive pay plan shall seek the advice of the local teacher incentive pay plan advisory committee. Such advice shall include, but not be limited to, the following:
 - (A) What processes and procedures will be used in developing the plan;
 - (B) How teacher input shall be obtained; and
 - (C) What kind of academically based incentive pay plan the district will develop.

(c) Design of the local teacher incentive pay plan.

- (1) The teacher incentive pay plan shall include the goals and objectives of the plan.
- (2) The teacher incentive pay plan shall be developed to accomplish the stated goals and objectives.
- (3) The teacher incentive pay plan shall include the criteria for selection of the teacher incentive pay plan recipients.
- (4) The teacher incentive pay plan shall include a description of the process of selecting teacher incentive pay recipients. The selection process shall be equitable; there shall be no discrimination based on race, sex, age, color, religion, political affiliation or opinion, national origin, or physical handicap in the decision making process.
- (5) The teacher incentive pay plan shall include a description of teacher incentive pay awards.
- (6) The teacher incentive pay plan shall include an appeal process for the selection of recipients.
- (7) The plan submitted to the State Board of Education shall include the names of the teacher incentive pay advisory committee along with identifying roles.
- (8) The plan submitted to the State Board of Education shall include the names of the teacher incentive pay evaluation committee along with identifying roles.

(d) Management of the teacher incentive pay plan.

- (1) The local board of education shall provide for the implementation of the teacher incentive pay plan.
- (2) The local board of education shall be responsible for the management of the teacher incentive pay plan.

[Source: Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98]

SUBCHAPTER 26. ACADEMIC ACHIEVEMENT AWARD PROGRAM

210:20-26-1. Purpose

Establishment of procedures for the implementation of the Academic Achievement Awards (AAA) program.

[Source: Added at 23 Ok Reg 73, eff 8-24-05 (emergency); Added at 23 Ok Reg 1273, eff 5-25-06]

210:20-26-2. Selection and payment criteria

(a) Subsequent to the annual calculation of the Academic Performance Index (API), the State Department of Education shall determine the amount of funds available for the AAA Program established at 70 O.S. § 3-152.1.

(b) The State Department of Education will review the annual API results to determine which school in each of the following categories achieved the highest annual improvement in student achievement and the school with the highest overall student achievement:

- (1) 0 to 135 ADM
- (2) 136 to 235 ADM
- (3) 236 to 345 ADM
- (4) 346 to 505 ADM
- (5) 506 or more ADM

[Source: Added at 23 Ok Reg 73, eff 8-24-05 (emergency); Added at 23 Ok Reg 1273, eff 5-25-06]

210:20-26-3. Qualified employees

(a) Once the school in each group has been identified, the State Department of Education will determine the number of employees qualified by law to receive the award at each school. Verification in writing of each employee's qualifications to receive the award shall be provided by the superintendent and/or principal.

(b) Prior to January 31 of each year, the State Department of Education will forward the monetary award to each school with employees qualified to receive such award.

[Source: Added at 23 Ok Reg 73, eff 8-24-05 (emergency); Added at 23 Ok Reg 1273, eff 5-25-06; Amended at 24 Ok Reg 185, eff 10-31-06 (emergency); Amended at 24 Ok Reg 1223, eff 5-25-07; Amended at 25 Ok Reg 82, eff 9-4-07 (emergency); Amended at 25 Ok Reg 858, eff 5-12-08]

SUBCHAPTER 27. SUPPORT PERSONNEL

210:20-27-1. Support personnel; reporting requirements

(a) Reporting requirements.

- (1) No later than October 15 of each year, all public school districts must file an Initial Support Personnel Report with the State Department of Education. The report shall list all support employees in their employ.
- (2) No later than February 1 of each year, all public school districts must file a revised Mid-Year Support Personnel Report with the State Department of Education. The report shall contain any corrections, deletions, and additions that have occurred since the initial report was filed so that more accurate information is available for state aid calculations, legislative projections and other statistical requirements. State Aid funds shall be withheld from any school district that does not submit the Mid-Year Support Personnel Report by February 1. Only after the report has been received by the State Department of Education shall the withheld State Aid funds be released to the school district.
- (3) No later than July 15 of each year, all public school districts must file a "Supplemental Support Personnel Report" with the State Department of Education showing the changes for support personnel previously listed as

well as all information required on any new support employees not previously listed. This report shall contain any corrections or changes to be made to the Mid-Year Support Personnel Report.

(b) Information to be reported. The report shall list all support personnel in the district and shall list for each person their demographic information, salary and fringe benefits received by job class, hours worked per day, number of days employed, and other information as deemed necessary by the State Department of Education.

[Source: Amended at 16 Ok Reg 2071, eff 5-3-99 (emergency); Amended at 17 Ok Reg 1090, eff 5-11-00; Amended at 25 Ok Reg 82, eff 9-4-07 (emergency); Amended at 25 Ok Reg 859, eff 5-12-08; Amended at 33 Ok Reg 717, eff 8-25-16]

SUBCHAPTER 29. STANDARDS OF PERFORMANCE AND CONDUCT FOR TEACHERS

210:20-29-1. Purpose

(a) The standards of conduct for teachers in this Subchapter are adopted pursuant to HB 1017, 70 O.S. Supp. 1990 § 6-101.21 and 6-101.22.

(b) Teachers are charged with the education of the youth of this State. In order to perform effectively, teachers must demonstrate a belief in the worth and dignity of each human being, recognizing the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles.

[Source: Added at 9 Ok Reg 3369, eff 7-8-92 (emergency); Added at 10 Ok Reg 2709, eff 6-25-93]

210:20-29-2. Mission statement

In recognition of the magnitude of the responsibility inherent in the teaching process and by virtue of the desire for the respect and confidence of their colleagues, students, parents, and the community, teachers are to be guided in their conduct by their commitment to their students and their profession.

[Source: Added at 9 Ok Reg 3369, eff 7-8-92 (emergency); Added at 10 Ok Reg 2709, eff 6-25-93]

210:20-29-3. Principle I: Commitment to the students

(a) The teacher must strive to help each student realize his or her potential as a worthy and effective member of society. The teacher must work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

(b) In fulfillment of the obligation to the student, the teacher:

- (1) Shall not unreasonably restrain the student from independent action in the pursuit of learning,
- (2) Shall not unreasonably deny the student access to varying points of view,
- (3) Shall not deliberately suppress or distort subject matter relevant to the student's progress,
- (4) Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety,
- (5) Shall not intentionally expose the student to embarrassment or disparagement,
- (6) Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly

(A) Exclude any student from participation in any program

- (B) Deny benefits to any students
- (C) Grant any advantage to any student,
- (7) Shall not use professional relationships with students for private advantage,
- (8) Shall not disclose information about students obtained in the course of professional service, unless disclosure serves a compelling professional purpose and is permitted by law or is required by law.

[Source: Added at 9 Ok Reg 3369, eff 7-8-92 (emergency); Added at 10 Ok Reg 2709, eff 6-25-93]

210:20-29-4. Principle II: Commitment to the profession

- (a) The teaching profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.
- (b) In order to assure that the quality of the services of the teaching profession meets the expectations of the State and its citizens, the teacher shall exert every effort to raise professional standards, fulfill professional responsibilities with honor and integrity, promote a climate that encourages the exercise of professional judgment, achieve conditions which attract persons worthy of the trust to careers in education, and assist in preventing the practice of the profession by unqualified persons.
- (c) In fulfillment of the obligation to the profession, the educator:
 - (1) Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications,
 - (2) Shall not misrepresent his/her professional qualifications.
 - (3) Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute,
 - (4) Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position,
 - (5) Shall not assist an unqualified person in the unauthorized practice of the profession,
 - (6) Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law,
 - (7) Shall not knowingly make false or malicious statements about a colleague,
 - (8) Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or actions.

[Source: Added at 9 Ok Reg 3369, eff 7-8-92 (emergency); Added at 10 Ok Reg 2709, eff 6-25-93]

210:20-29-5. Principle III

- (a) A career teacher may be dismissed or not reemployed for:
 - (1) Willful neglect of duty;
 - (2) Repeated negligence in performance of duty;
 - (3) Mental or physical abuse to a child;
 - (4) Incompetency;
 - (5) Instructional ineffectiveness;
 - (6) Unsatisfactory teaching performance;
 - (7) Any reason involving moral turpitude; or
 - (8) Abandonment of contract.
- (b) Subject to the provisions of the Teacher Due Process Act, a probationary teacher may be dismissed or not reemployed for cause.

(c) A teacher shall be dismissed or not reemployed, unless a presidential or gubernatorial pardon has been issued, if during the term of employment the teacher is convicted in any state or federal court of any felony offense, or any sex offense subject to the Oklahoma Sex Offenders Registration Act or any other state or federal sex offender registration provisions.

(d) A teacher may be dismissed, refused employment, or not reemployed after a finding that such person has engaged in acts that could form the basis of criminal charges sufficient to result in the denial or revocation of a certificate for a reason set forth in subparagraph a of paragraph 6 of 70 O.S. § 3-104.

[Source: Added at 9 Ok Reg 3369, eff 7-8-92 (emergency); Added at 10 Ok Reg 2709, eff 6-25-93; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 34 Ok Reg 1088, eff 9-11-17]

SUBCHAPTER 33. CLASSROOM TEACHER ASSISTANTS

210:20-33-1. Classroom teacher assistants

Rules and regulations which pertain to classroom teacher assistants are:

(1) Persons employed as teacher assistants after July 1, 1983 shall possess a high school diploma or a General Educational Development (GED) Certificate, and have demonstrated ability in the area or areas to which they are assigned, be proficient in the English language, and have demonstrated the following characteristics:

- (A) A sense of orderliness and an ability to work within a routine.
- (B) Ability to work under supervision of the teacher.
- (C) Ability to assume responsibility.
- (D) Ability to work with children.
- (E) Neat appearance.
- (F) Ability to understand and follow oral and written directions.
- (G) Ability to work harmoniously with fellow employees.

(2) Local boards of education shall develop and implement policies to provide for orientation and inservice training programs for teacher assistants employed by the district. The State Department of Education may assist local boards of education in the inservice training of teacher assistants.

(3) Teacher assistants may perform or assist a teacher in the performance of hall duty, playground duty, bus duty, lunchroom duty, and extracurricular activities. All other assigned activities of teacher assistants shall be under the direct supervision of a licensed/certified teacher. Examples of other duties which teacher assistants may perform are: prepare art supplies, bulletin boards, supplementary materials, transparencies, reports, dittos, charts, maps, etc., file materials, and compute statistical information. All interscholastic activities shall be directed by a licensed/certified teacher.

(4) Teacher assistants shall not be given the responsibility of presenting new instructional materials to students. While under the supervision of a licensed/certified teacher, a teacher's assistant may provide tutorial or remedial services to students on curriculum that has been introduced previously by the classroom teacher.

(5) All classroom teacher assistants shall be listed on each school's application for accreditation.

[Source: Added at 10 Ok Reg 2707, eff 6-25-93; Amended at 14 Ok Reg 517, eff 12-18-96 (emergency); Amended at 14 Ok Reg 2616, eff 6-27-97]

SUBCHAPTER 35. LOCAL EMPLOYMENT CONTRACT NEGOTIATIONS

210:20-35-1. Purpose/procedures for resolving impasse

The purpose of this Subchapter is to set forth the hearing procedures to be utilized by fact-finding committees. Fact-finding committees are to be used to help resolve issues when a local school board and an employee organization cannot successfully reach agreement on employment items being negotiated.

[Source: Added at 10 Ok Reg 3435, eff 6-10-93 (emergency); Added at 11 Ok Reg 1995, eff 5-26-94]

210:20-35-2. Hearing procedures for fact-finding committees

(a) Immediately upon the selection of the chairman, the parties shall inform the person selected and shall also notify the State Superintendent of Public Instruction of the selection of the chairman.

(b) *Within five (5) days after the selection of the chairman, the representatives who have been negotiating for the board and for the organization shall meet to exchange written language on each item at impasse. The exchanged documents shall also be furnished by each party to the chairman and other members of the committee.* (Title 70 O.S. Supp. 1992, § 509.7)

(c) The chairman will inform the parties of the time, date and location of the impasse hearing.

(d) The chairman shall convene the fact-finding committee for the purpose of gathering information and evidence from the parties on the impasse issues.

(1) The fact-finding committee will determine the order in which the issues will be presented.

(2) The rules of evidence, utilized in district court, will not be imposed at the fact finding hearing.

(3) The parties may not raise bargaining items which were not listed in the pre-hearing document unless agreed to by the other party.

(4) *Within twenty (20) days after the selection of the chairman, the fact-finding committee shall present written recommendations to the local board and to the organization.* (Title 70 O.S. Supp. 1992, 509.7)

(e) Payment of the compensation for the chairman of the fact-finding committee shall be divided equally between the local school board and the employee organization.

[Source: Added at 10 Ok Reg 3435, eff 6-10-93 (emergency); Added at 11 Ok Reg 1995, eff 5-26-94]

SUBCHAPTER 37. ADJUNCT TEACHERS

210:20-37-1. Purpose

The purpose of this Subchapter is to set forth rules which pertain to the employment and use of adjunct teachers in the schools of Oklahoma.

[Source: Added at 11 Ok Reg 4459, eff 7-27-94 (emergency); Added at 12 Ok Reg 1359, eff 5-25-95]

210:20-37-2. Adjunct teachers

Rules which pertain to adjunct teachers are:

(1) The local school district shall determine the specific qualifications, duties, and responsibilities of adjunct teachers.

- (2) The employment of persons to serve as adjunct teachers shall be approved by the local board of education.
- (3) The local district shall request a felony record search of any person approved for adjunct employment.
- (4) Formal notification of the employment of adjunct teachers shall be provided to the State Department of Education within thirty (30) days of the date of employment.
- (5) For individuals who do not hold a valid Oklahoma teaching certificate, hours taught while serving as an adjunct teacher shall not count towards teaching experience or recency for purposes of meeting certification or recertification requirements, tenure, or for placement on the state minimum salary schedule. For individuals who hold a valid Oklahoma teaching certificate, hours taught while serving as an adjunct teacher may apply toward teaching experience and recency under the experience accrual guidelines of 210:25-3-4(b).
- (6) Salary for an uncertified individual employed as an adjunct teacher shall be established by the school district. Salary for a certified individual who serves as an adjunct teacher shall be the amount the individual would be entitled to on the state minimum salary schedule if they were serving as a full-time teacher, pro-rated to the number of hours taught.
- (7) Adjunct teachers employed to coach school athletic teams shall have successfully completed a course in the care and prevention of athletic injuries.

[Source: Added at 11 Ok Reg 4459, eff 7-27-94 (emergency); Added at 12 Ok Reg 1359, eff 5-25-95; Amended at 14 Ok Reg 3334, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2248, eff 6-11-98; Amended at 25 Ok Reg 1505, eff 4-11-08 (emergency); Amended at 26 Ok Reg 1023, eff 5-11-09; Amended at 34 Ok Reg 1089, eff 9-11-17; Amended at 40 Ok Reg 1984, eff 9-11-23]

SUBCHAPTER 38. OKLAHOMA AMBASSADOR OF TEACHING

210:20-38-1. Purpose

The purpose of this rule is to identify procedures for the expenditure of funds allocated by the Legislature for the Oklahoma Ambassador of Teaching to enhance the Teacher of the Year Program.

[Source: Added at 15 Ok Reg 354, eff 10-8-97 (emergency); Added at 15 Ok Reg 2248, eff 6-11-98]

210:20-38-2. Use of funds

(a) Funding shall be expended for compensation of the teacher hired to be responsible for the classroom of the Oklahoma Ambassador of Teaching. Payments will be made by the State Department of Education to the appropriate school district on a monthly basis upon receipt of an invoice from the school district. A copy of the teaching contract shall be provided with the first invoice.

(b) Funding shall also be expended to reimburse travel expenses of the Oklahoma Ambassador of Teaching.

[Source: Added at 15 Ok Reg 354, eff 10-8-97 (emergency); Added at 15 Ok Reg 2248, eff 6-11-98]

SUBCHAPTER 39. SUBSTITUTE TEACHERS

210:20-39-1. Outside providers of substitute teachers

An outside provider of substitute teachers must comply with all state laws for substitute teachers required of the district as well as any local district

requirements.

[Source: Added at 14 Ok Reg 3576, eff 7-30-97 (emergency); Added at 15 Ok Reg 2248, eff 6-11-98]

SUBCHAPTER 41. TEACHER AND LEADER EFFECTIVENESS

210:20-41-1. Teacher and Leader Effectiveness Evaluation System overview

(a) **Purpose and application.** To ensure that each Oklahoma student is provided with effective instruction that contributes to student success, each school district board of education shall maintain and annually review a written policy of evaluation for all teachers and leaders, to be based upon the minimum criteria for the Teacher and Leader Effectiveness Evaluation System (TLE) outlined at 70 O.S. § 6-101.16. For purposes of the TLE, "leader" means a principal, assistant principal, or any other school administrator who is responsible for supervising classroom teachers. "Teacher" means a duly certified person who is employed to serve as a counselor, librarian, or classroom teacher, or in any other instructional capacity.

(b) **Five-tier rating system.** Each teacher and leader evaluated under the TLE shall be rated on a five-tier scale. The evaluation framework selected by a school district for teachers shall apply to all teachers of the district in its entirety, and the evaluation framework selected by a school district for administrators shall apply to all administrators of the district in its entirety, with the exception of the district superintendent who is evaluated by the board of education. Regardless of any additional rating terminology used in an evaluation framework implemented by a school district, a teacher's or leader's district evaluation rating shall be expressed as one of the following five ratings:

- (1) Superior;
- (2) Highly Effective;
- (3) Effective;
- (4) Needs Improvement ; or
- (5) Ineffective.

(c) **Periodic observations and annual evaluations.** Every teacher and leader shall be evaluated annually, and provided with feedback for the purpose of improving student learning outcomes. Each teacher or leader shall receive a district evaluation rating based on the components of the TLE as set forth in 70 O.S. § 6-101.16(b), and expressed as a rating on the five-tier scale shown in subsection (b). For all district evaluations, student performance, including performance on the statewide criterion-referenced tests if available, shall be discussed with the teacher and may be one of the considerations for the teacher's district evaluation rating.

(1) **Career teachers.** A career teacher as defined in 70 O.S. § 6-101.3 shall be observed in their instructional setting once during the first semester of the school year and once during the second semester of the school year. The career teacher shall receive their evaluation during the second semester of the school year. A career teacher who has received "Superior" or "Highly Effective" as their most recent rating under the TLE may be evaluated once every three (3) years, but shall participate every year in developing a professional development goal (known as a "Professional Learning Focus" or "PL Focus").

(2) **Probationary teachers.** A probationary teacher as defined in 70 O.S. § 6-101.3 shall be observed in their instructional setting, and provided with formative feedback, at least once during the first semester of the school year and at least once during the second semester of the school year. The

probationary teacher shall receive their evaluation during the second semester of the school year.

(d) **Individualized programs of professional development.** Every school district board of education shall maintain and annually review a written policy of professional development in addition to, or as a component of, its written policy of evaluation. The policy of professional development adopted by a school district shall provide for the development of a focused and individualized program of professional development for the teacher or administrator that is consistent with the qualitative components of the TLE. Each teacher or administrator's individualized program of professional development shall designate a Professional Learning Focus ("PL Focus") topic. Professional development completed pursuant to an individualized program of professional development shall count toward the total number of points a teacher or administrator is required to complete as established by the school district pursuant to 70 O.S. § 6-194, provided that the implementation of individualized programs of professional development does not increase the professional development points requirements. Every school district policy of professional development shall:

- (1) Establish an annual professional growth goal for the teacher or administrator that is developed by the teacher or administrator in collaboration with the evaluator. Every teacher or administrator with the exception of the district superintendent will participate in establishing an annual professional growth goal (Professional Learning Focus), including career teachers with a "Superior" or "Highly Effective" rating during the years they are not required to be evaluated.
- (2) Be tailored to address a specific area or criteria identified through the qualitative components of the TLE.
- (3) Allow the teacher or administrator to actively engage with learning practices that are evidence-based, researched practices that are correlated with increased student achievement.
- (4) Be supported by resources that are available and supplied by the school district and the State Department of Education.

(e) **Evaluator training.** Prior to conducting evaluations, every individual designated by a school district board of education to conduct personnel evaluations shall participate in training that addresses the requirements of Oklahoma's Teacher and Leader Effectiveness Evaluation System. Training provided to a school district's evaluators through a vendor which addresses the district's adopted framework, but does not specifically address Oklahoma's TLE components, will not satisfy the TLE training requirement.

(f) **Reporting.** Every school district must transmit data collected for TLE purposes to the State Department of Education through the current information upload system designated by the agency.

(g) **Confidentiality of records.** The State Department of Education shall keep records of annual evaluations received pursuant to TLE confidential. TLE records which in any way identify a current or former public employee shall not be subject to disclosure under the Oklahoma Open Records Act.

[Source: Added at 32 Ok Reg 914, eff 8-27-15; Amended at 34 Ok Reg 1090, eff 9-11-17; Amended at 37 Ok Reg 1207, eff 9-11-20]

210:20-41-2. Quantitative components of the Teacher and Leader Effectiveness Evaluation System

For districts choosing, at their own expense, to use quantitative measures of teachers and leaders as part of the district evaluation rating, such measures shall include a minimum of one reliable, research-based measure approved by the State Board of Education.

[Source: Reserved at 32 Ok Reg 914, eff 8-27-15; Added at 34 Ok Reg 1090, eff 9-11-17]

210:20-41-3. Qualitative components of the Teacher and Leader Effectiveness Evaluation System

(a) **Qualitative assessment of teachers.** An evidence-based qualitative assessment tool for the assessment of teachers must include observable and measurable characteristics of personnel and classroom practices that are correlated to student performance success. These characteristics shall include, but not be limited to:

- (1) Organizational and classroom management skills;
- (2) Ability to provide effective instruction;
- (3) Focus on continuous improvement and professional growth;
- (4) Interpersonal skills; and
- (5) Leadership skills.

(b) **Qualitative assessment of leaders.** An evidence-based qualitative assessment tool for the assessment of administrators must include observable and measurable characteristics of personnel and site management practices that are correlated to student success. These characteristics shall include, but not be limited to:

- (1) Organizational and school management, including retention and development of effective teachers and dismissal of ineffective teachers;
- (2) Instructional leadership;
- (3) Professional growth and responsibility;
- (4) Interpersonal skills;
- (5) Leadership skills; and
- (6) Stakeholder perceptions.

(c) **TLE Qualitative Report.** A TLE Qualitative Report shall be submitted to the Oklahoma State Department of Education (OSDE) annually by each school. The Qualitative Report shall indicate the evaluation model used to evaluate the teacher or administrator, include the qualitative results of the teacher or administrator's evaluation, and indicate the Professional Learning Focus topic and completion status for each certified educator with the exception of the district superintendent. The Qualitative Report shall list both the certificate number of each educator evaluated and the certificate number of the individual who conducted their evaluation.

[Source: Added at 32 Ok Reg 914, eff 8-27-15; Amended at 34 Ok Reg 1090, eff 9-11-17; Amended at 37 Ok Reg 1207, eff 9-11-20]

CHAPTER 25. FINANCE

[Authority: 19 O.S., § 627; 61 O.S., §§ 101 through 139; 62 O.S., §§ 304.1, 304.2, 310.1, 333, 335, 348.1, 362 through 365.5, 430.1, 430.5, 445, 461, 471 through 485, 551 through 554, and 562; 64 O.S., § 1082; 68 O.S., §§ 3002, 3003, 3015, 3016, 3019, 3020, 3021, and 3032; 70 O.S., §§ 3–104, 5–190, 18-101 et seq., and 22-113]

[Source: Codified 12-31-91]

SUBCHAPTER 1. GENERAL PROVISIONS

210:25-1-1. Purpose

The rules of this Chapter describe the basis for funding of public schools; the duties and procedures for the financial operation of districts; and the

responsibilities of the State Department of Education and individual districts in regard to securing, dispensing, reporting and accounting for school funds.

SUBCHAPTER 3. FUNDING CRITERIA

210:25-3-1. Appropriations to districts

(a) School districts shall qualify for an initial appropriation of funds pursuant to law if the following conditions have been met:

- (1) The district was accredited for the previous year.
- (2) The Annual Statistical Report has been filed.

(b) Not more than fifty (50) percent of the State Aid will be paid to any district until the district has filed the following: (70-18-116)

- (1) Final Teacher Personnel Report.
- (2) Estimate of Needs and Financial Statement (Budget).
- (3) School District Financial Report for the previous year. (Expenditures and Revenue)

(c) If the district budget, as filed with the State Auditor, does not provide sufficient funds to operate the school for a full term based upon the following calculations, as a minimum level of revenue, the State Board of Education, after due notice to the district board of education, shall determine at its next regular meeting whether annexation is required.

(d) Minimum level of income is determined using the following calculation:

- (1) Total appropriations approved by excise board, plus any unallocated State, Federal or other funds.
- (2) Total of current year's certificated and non-certificated salaries plus teachers' retirement and social security.
- (3) The total of (1) + (2) of this section plus actual cost for the previous year's transportation, plant operation and other fixed charges. (These cost items exclude salaries of the previous year).
- (4) Total Income = (1) of this section - the total of (2) + (3) of this section.
- (5) When the cost under the total of (2) + (3) of this Section exceeds the income listed under (1), the State Board shall be notified at the next meeting.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 16 Ok Reg 1175, eff 5-13-99]

210:25-3-2. Average daily attendance/membership

(a) The legal average daily attendance/membership for the purpose of calculating state aid to any district will be based upon the attendance/membership in that district of residence and legally transferred pupils (except Special Education pupils transferred), five (5) years of age, September 1 of that school year or not over twenty-one (21) years of age as of September 1 of that school year. Average daily attendance/membership also includes students age three (3) and older who have an Individualized Education Program (IEP).

- (1) Provided, beginning with the 1990-91 school year, all children who are at least four (4) years of age on or before September 1 and who have not attended a public school kindergarten shall be entitled to attend early childhood programs at any public school in the state where such programs are offered. These students shall be included in the average daily attendance/membership. Children age three (3) who have an Individualized Education Program (IEP) which indicates that they need to attend an early childhood program in order to obtain a free appropriate public education in

the least restrictive environment shall also be entitled to attend such programs, and shall also be included in the average daily attendance/membership.

(2) Provided, those persons over the age of 21 and under the age of 26 unable to complete high school prior to age twenty-one (21) due to physical disabilities or service in the United States Armed Forces or Auxiliary Organizations may be allowed to attend as a legal student for the period of time missed due to the disability or service in the Armed Forces.

(3) Provided further, any child who has been in legal attendance/membership in a public or private school in another state or in a Department of Defense School for military dependents may be legally enrolled and counted as a legal ADA/ADM, even though the child is underage in Oklahoma.

(b) When pupils are promoted at mid-term from the eighth grade in school districts not maintaining an accredited junior high school to high school, the average daily attendance/membership of such pupils for the entire school year shall be credited to the elementary grades. Pupils promoted from the seventh grade directly to the ninth grade will also be counted as elementary attendance/membership except with the approval of the Division of Instruction.

(c) Elementary ADA/ADM is defined as early childhood, if applicable, or kindergarten through the eighth grade for dependent districts and independent districts that do not have an approved junior high school or middle school.

(d) All other districts shall calculate elementary ADA/ADM on early childhood, if applicable, or kindergarten through sixth grade.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 16 Ok Reg 1175, eff 5-13-99; Amended at 32 Ok Reg 916, eff 8-27-15]

210:25-3-3. Accreditation rating

Schools that were listed as accredited by the Accrediting/Standards Division for the previous year and/or meet the requirements during the current school year will be considered as having met the standards of the State Board of Education for the school year for which state aid is being calculated, unless the Financial Services Division is notified by the Assistant State Superintendent for Accrediting/Standards that the school will not be accredited.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93]

210:25-3-4. Personnel

(a) Teachers who have not yet received their degrees shall be considered as having a degree if all requirements have been completed except participation in graduation exercises.

(b) A teacher who has taught more than one-half of a day for 120 days or more shall be considered as having had one year of experience. A teacher who has taught the equivalent of 120 days within not more than two contractual years shall be considered as having had one year of experience. Experience shall be counted if the individual was legally employed and paid from funds under the supervision of a school board of education or any school accredited by the State Board of Education. Practice teaching or a practicum in a teacher-training institution shall not be considered as experience. Veterans Agricultural training instructors or any teacher employed full-time by an accredited college or university shall be considered as having one (1) year of teaching experience for each year of service after July 1, 1945, if such teaching experience is approved by the State Board of

Education, provided such teacher held a bachelor's degree at the time these services were performed and was eligible to have been issued a teaching certificate. A teacher who has received Workers' Compensation benefits while employed by a public school district or charter school shall be eligible to have the time spent on Workers' Compensation included in the calculation of their cumulative teaching experience, provided all of the following conditions apply:

- (1) The individual held a valid Oklahoma teaching certificate during the time period they received Workers' Compensation benefits;
 - (2) The individual received temporary total disability benefits;
 - (3) The individual was employed by a public school immediately prior to and during the period of absence due to work-related injury or illness;
 - (4) The individual's public school employer certifies in writing the dates during which temporary total disability benefits were paid to the individual; and
 - (5) Service credit for time during which a certified teacher received temporary total disability benefits through the Workers' Compensation system shall be capped at a cumulative maximum of five (5) years.
- (c) Any district identified as contracting with a teacher, or administrator without a valid certificate shall be penalized in state aid. The state aid penalty amount shall be the salary amount paid by the district for the number of days the teacher or administrator taught without a valid certificate in excess of allowable substitute days.
- (d) All teachers must have an official transcript on file with the Professional Standards Section showing the degree completed.
- (e) The timeframe for submitting Initial Personnel Reports shall be open from September 1 through October 1 of each year. No later than October 1, all public school districts must file an accurate Initial Personnel Report with the State Department of Education. The report shall list all personnel in the district and shall list for each person the position code, compensation, degree, certification information, years of qualified experience, number of days employed and other information as deemed necessary. Beginning with the 2004-2005 school year the school district will report to the State Department of Education the salary and benefit information disaggregated as required by law. For each employee not returning from the previous year, a reason for no return code shall be recorded. The Initial Personnel Report must be certified no later than October 15.
- (f) From November 1 through December 15 of each year, a school district superintendent shall have access to the district's Initial Personnel Report. During this period, the superintendent will be permitted to make necessary corrections and updates to the report. Any changes made by a superintendent to the school district's Initial Personnel Report must be submitted no later than December 15. Reports are to be recertified after updates are complete.
- (g) The timeframe for submitting Mid-Year Personnel Reports shall be open from January 1 through February 1 of each year. No later than February 1, all public school districts must file an accurate revised Mid-Year Personnel Report with the State Department of Education. The report shall contain any corrections, departures, and additions that have occurred since the October 1 Initial Personnel Report was filed so that more accurate information is available for state aid calculations, legislative projections and other statistical requirements. State Aid funds shall be withheld from any school district that does not submit the Mid-Year Personnel Report by February 1. Only after the accurate report has been received by the State Department of Education shall the withheld State Aid funds be released

to the school district.

(h) From February 15 through May 15 of each year, a school district superintendent shall have access to the district's Mid-Year Personnel Report. During this period, the superintendent will be permitted to make necessary corrections and updates to the report. Any changes made by a superintendent to the school district's Mid-Year Personnel Report must be submitted no later than May 15. Reports are to be recertified after updates are complete.

(i) All public school districts must file an accurate End-of-Year Supplemental Personnel Report showing the changes for personnel previously listed as well as all information required on any new employees not previously listed. This report shall contain any corrections or changes to be made to the February 1 Mid-Year Personnel Report. All employees that departed the school district prior to completion of the school year shall be given a "Reason-For-Leaving" code and have salary and days employed adjusted. School districts shall also file the Certified Substitute Teachers Report listing the number of days taught in the school year by all certified substitute teachers. The timeframe for submitting End-of-Year Supplemental Personnel Reports and Certified Substitute Teachers Reports shall be open from June 1 to July 15 of each year. These two reports shall be filed with the State Department of Education no later than July 15.

(j) If the district pays a teacher less than the minimum salary required by law, the difference shall be deducted from the next payment of state aid, or a claim shall be filed by the Director of Finance to recover any such overpayment to the school district.

(1) The School Personnel Records Section will notify the school superintendent of all potentially underpaid teachers after the Mid-Year Personnel Reports are filed with the State Department of Education in February. The school superintendent shall notify the School Personnel Records Section of the district's intent to pay the teacher the underpaid amount or to dispute the amount. If disputed, the school superintendent is responsible for providing documentation to the School Personnel Records Section to show the teacher was not underpaid based on the state minimum salary schedule. The State Aid Section shall withhold from state aid the amount underpaid by October 1 in the school year following the year in which the underpayment occurred.

(2) The method for calculating teacher salaries to ensure state minimums are met shall be determined by the School Personnel Records Section.

(k) If a teacher asserts that the school district he or she is employed by and was employed by the previous year, (or if underpayment occurred prior to July 1, 2002, and the teacher filed an action to recover an underpayment in a court of competent jurisdiction before July 1, 2002), has reduced the salary and/or fringe benefit level without a proportionate reduction in hours or duties, the teacher may file a complaint with the State Department of Education's School Personnel Records Section. The complaint must be accompanied by documentation sufficient to justify the allegations in the complaint. The teacher shall also send a copy of the complaint and supporting documentation to the superintendent of the school district. The documentation shall include, but not be limited to, the teacher's salary and benefit amount for each year in question. The superintendent shall be given an opportunity to submit documentation to refute the teacher's claim within 20 calendar days of receipt of the complaint. The School Personnel Records Section shall review all the documentation presented and present the complaint to the State Board of Education for determination of whether the school district willfully reduced the teacher's

salary and benefits in violation of the law. If the school district does not provide a response and supporting documentation to the complaint, the complaint shall be upheld. In the event the review of the documents reveals that the complaint is valid, the State Board of Education shall withhold the amount underpaid from the district's state aid as a penalty. Additionally, the same amount shall be withheld and that amount shall be sent to the teacher.

(l) Any superintendent, principal, or teacher shall not be considered as having received their minimum salary unless such salary is paid by school district warrants issued by the board of education or the school district.

(m) Personnel on the staff of the Oklahoma Department of Career and Technology Education shall be approved by the State Board of Education for increment purposes.

(n) Certified personnel teaching in Manpower Skill Centers and other Manpower Development Training Programs approved by the Oklahoma Department of Career and Technology Education shall be considered as teaching in a school approved by the State Board of Education for increment purposes as provided by Oklahoma School Law.

(o) Under the federal *Uniformed Services Employment and Reemployment Rights Act* (USERRA), a teacher who is called to active duty in the uniformed services is entitled to certain continuing benefits of civilian employment, including the accrual of Oklahoma teaching experience for minimum salary schedule purposes during their active duty service. For purposes of this subsection, the term "uniformed services" incorporates the definition at 38 U.S.C. § 4303 and includes the Air Force, Army, Coast Guard, Marine Corps, Navy, and the reserve components of these services, as well as the Air National Guard and Army National Guard. There is a cumulative limit of five (5) years on Oklahoma teaching experience accrued during active duty service while contracted as a public school teacher. Because teachers who are called to active duty while under contract with a school district are entitled to this benefit of employment under federal law, this category of up to five (5) years of service is separate from the up to five (5) years of active duty military service accrued *prior to* service as a teacher that an applicant for Oklahoma teaching certification may be eligible to have applied toward their initial step on the minimum salary schedule under 70 O.S. § 18-114(D). An individual who has been awarded up to five (5) years of credit for active duty service accrued prior to teaching, under 70 O.S. § 18-114(D), may also be eligible for up to five (5) years of credit awarded under this subsection if they are called to active duty while serving as a teacher.

(p) Certified personnel who are employed in the SoonerStart Early Intervention Program, a joint operation of the State Department of Education and the State Department of Health that delivers educational services to children from birth through age two (2) under Part C of the *Individuals with Disabilities Education Act* (IDEA), shall be eligible to accrue Oklahoma teaching experience for services provided through SoonerStart that are substantially equivalent to educational services that the certified individual would provide if employed by a public school. Credit will be awarded based on the guidelines in subsection (b) of this rule, with at least one-half day of SoonerStart service provision for at least one hundred twenty (120) days per year, or at least three hundred sixty (360) hours per calendar year, resulting in one (1) year of Oklahoma teaching experience for salary schedule and retirement system purposes.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 14 Ok Reg 3347, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2293, eff 6-11-98; Amended at 16 Ok Reg 2072, eff 5-3-99 (emergency); Amended at 17 Ok Reg 1091, eff 5-11-00; Amended at 21 Ok Reg 350, eff 12-8-03 (emergency); Amended at 21 Ok Reg 1279, eff 5-27-04; Amended at 25

Ok Reg 83, eff 9-4-07 (emergency); Amended at 25 Ok Reg 860, eff 5-12-08; Amended at 32 Ok Reg 917, eff 8-27-15; Amended at 33 Ok Reg 144, eff 9-24-15 (emergency); Amended at 33 Ok Reg 718, eff 8-25-16; Amended at 35 Ok Reg 1148, eff 9-14-18; Amended at 37 Ok Reg 1209, eff 9-11-20]

210:25-3-5. Calculating Transportation Aid

(a) **Area served.** For purposes of calculating the transportation supplement, the area served shall be the total square miles in each district. For independent districts with an elementary transportation area, the area served shall be the total square miles in the district plus the total square miles in the assigned transportation area outside the independent district.

(b) **Formula.** The average daily haul (ADH) of the preceding year, divided by the area served will give a density figure. Multiplying the Per Capita Allowance (PCA) times the Average Daily Haul (ADH), times the Transportation Factor (appropriation level set by the Legislature) will give the amount of transportation aid for that school.

(c) **Adjustments in transportation allocation.**

(1) Change Due to Annexations or Area Served: If annexation or annexations or area served make necessary an additional unit of transportation, adjustments may be made upon the basis of the average daily haul and area served during the first one-half ($\frac{1}{2}$) of the current school year.

(2) School districts becoming eligible for transportation aid for the first time will be calculated on the basis of an adjustment at midterm.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 24 Ok Reg 1224, eff 5-25-07]

210:25-3-6. Transfer fees

(a) All school districts are exempted from the obligation to charge or pay transfer fees except for such transfer fees with regard to special education pupil transfers.

(b) The State Board of Education will not make payments on transfer fees, In-State or Out-of-State.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93]

210:25-3-7. Financial information processing

These regulations apply to data processing service centers planning to provide services to schools, as well as to schools providing their own computer services (hereafter both referred to as Center), implementing Oklahoma Cost Accounting System (OCAS).

(1) The Center shall have available adequate data equipment to process the information.

(2) Personnel of the Center shall have an adequate understanding of the school finance laws and regulations implementing OCAS in the State of Oklahoma.

(3) No warrant/check shall be issued in excess of the properly approved appropriations or cash on hand for non appropriated funds.

(4) The Center will provide forms and/or means of transmitting proper information to and from the Center.

(5) The Center shall provide a complete audit trail of transactions in the form of a fiscal year-to-date (or monthly) detailed Budget Analysis, listing all encumbrances and payments by date.

(6) All financial transactions must be computer program generated for transfer of information to State Department of Education, coding to the

bold or ability to roll to the bold codes if detailed coding is desired at district level, as printed in the OCAS manual.

(7) The Center must have the ability to transfer financial information, for all funds, for expenditures and revenue to the State Department of Education, when requested via the Web-based OCAS system.

(8) The Center must have ability to provide adequate audit trail for all entries.

(9) The Center is required to provide a computer generated program from the warrant registry with detail and summary expenditure reports on 8 1/2" X 11", unlined paper, in SDE approved format for claiming of federal fund reimbursements based on warrants issued. No expenditures will be processed on any report that has any manual changes on it.

(10) The Center must have ability to roll to the third digit of Function, first digit of Object in OCAS for federal programs report summary page.

(11) The Center must have ability to meet minimum criteria for software implementing OCAS as developed by the State Department of Education.

(12) Computer generated Record and Report of School District Expenditure forms requesting reimbursement against any federal program section of the State Department of Education must be received or postmarked on or before August 1, effective July 1, 2008. Unclaimed funds in the federal program areas will become carry-over funds into the new school year and be spent and claimed for reimbursement.

(13) The Center will provide all necessary pertinent information requested by the school district and promptly make all required monthly, quarterly, and annual reports.

(14) The Center shall process budgetary changes provided that said budgetary changes conform with Statutes pertaining to School Finance.

(15) The Center shall not process a supplemental allocation unless said allocation is accompanied by a Supplemental Estimate (Form 150), or a Request for Approval of State Aid and/or Federal Aid (Form 307) or Cash Fund Estimate of Needs and Request for Appropriation of Funds for Schools (Form 308), properly signed, authorizing the allocation of an additional appropriation of funds.

(16) The Center is required to continuously report the condition of all prior fiscal year funds with active balances.

(17) The Center shall furnish all necessary instructions to the school personnel necessary to initiate and maintain the program.

(18) The Center and software vendor providing services for a school district during a fiscal year shall be required to process and incorporate all pertinent information of each of the affected current year's funds from the beginning of the fiscal year. They shall also be required to process all payroll information for the calendar year of initiation.

(19) The Center and software vendor may be required to continue services to a school district until all transactions for the current fiscal year are completed even though the school district does not contract for the ensuing fiscal year.

(20) The Center is subject to review by the State Board of Education.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 20 Ok Reg 822, eff 5-15-03; Amended at 22 Ok Reg 1849, eff 6-25-05; Amended at 23 Ok Reg 3161, eff 7-13-06 through 7-14-07 (emergency)¹; Amended at 25 Ok Reg 1911, eff 6-26-08]

EDITOR'S NOTE: ¹This emergency action expired without being superseded by a permanent action. Upon expiration of an emergency amendatory action, the last effective permanent text is reinstated. Therefore, on 7-15-07 (after the 7-14-07 expiration of the emergency action), the text of 210:25-3-7 reverted back to the permanent text that became effective 6-25-05, as was last published in the 2006 Edition of the OAC, and remained as such until amended again by permanent action on 6-26-08.

210:25-3-8. "Economically disadvantaged" status

The term "economically disadvantaged" applies to any student whose household falls within the United States Department of Agriculture (USDA) Eligibility Guidelines in the school year for which the determination is being made, regardless of whether the student actually receives benefits under the National School Lunch Program or any other child nutrition program.

[Source: Added at 32 Ok Reg 919, eff 8-27-15]

SUBCHAPTER 5. BUDGETING AND BUSINESS MANAGEMENT

PART 1. IMPLEMENTATION

210:25-5-1. Budgeting

The superintendent, as executive officer of the board of education, furnishes the leadership for the board in taking the budget through its several stages of growth. Growing out of the long-term plan and the budget file, the Preliminary Estimate of Needs or Proposed Annual Budget is compiled and presented to the board of education for consideration. After adoption by the board of education, it becomes the Proposed Budget.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 14 Ok Reg 3347, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2293, eff 6-11-98]

210:25-5-2. Appropriations, allocations and fund balance reserves

(a) An appropriation as used for governmental and special cash account funds, is an authorization to issue warrants against such appropriation or additions thereto. [70 O.S. 5-135-B] Funds are appropriated by use of the following legal documents:

(1) A temporary appropriation, S.B.E. Form 12, for 100% of the anticipated revenue for the current year for General Fund and Building Fund may be obtained from the County Excise Board. The original appropriation is S.A.&I. Form 2661, Estimate of Needs, as approved and signed by the County Excise Board.

(2) The following funds are considered special cash funds under "Oklahoma Cost Accounting System":

- (A) General Purpose Bond Funds
- (B) Child Nutrition Funds
- (C) Cooperative Funds

(3) Funds received during the fiscal year, in excess of the original appropriation, also require County Excise Board or County Clerk approval on one of the following:

- (A) Form 307 - Request for Approval of State Aid and/or Federal Funds for Schools—Requires County Clerk's approval only.
- (B) Form 308 - Cash Fund Estimate of Needs and Request for Appropriation (local revenue to be placed in a special cash fund)—Requires excise board approval.

(C) Form 150 - Supplemental Estimate (local revenue being placed in General Fund or Building Fund)--Requires excise board approval, does not require publication.

(b) At the close of the fiscal year, appropriations will be reserved for any contracts pending for outstanding encumbrances (contracted for but not completed and/or paid for) by providing to the treasurer, the auditor, and the local school board the following information on each such purchase order/encumbrance: date, purchase order number, vendor name, amount, and coding dimensions according to the Oklahoma Cost Accounting System (i.e., Fiscal Year, Project Reporting, Function, Object, Program, Subject, Job Classification and Operational Unit as required). The remaining fund balance will be carried forward into the new fiscal year's budget as lapsed appropriations.

[Source: Amended at 9 Ok Reg 3101, eff 6-11-92 (emergency); Amended at 9 Ok Reg 3545, eff 7-24-92 (emergency); Amended at 10 Ok Reg 2711, eff 6-25-93; Amended at 14 Ok Reg 3347, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2293, eff 6-11-98]

210:25-5-3. Analysis and reporting [REVOKED]

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Revoked at 14 Ok Reg 3347, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2293, eff 6-11-98]

210:25-5-4. Accounting

(a) The financial structure of an Oklahoma public school district consists of various classifications as referenced in Oklahoma Administrative Code (OAC) 210:25-7-1, Oklahoma Cost Accounting System (OCAS). School District accounting systems shall be organized and operated on a basis that assures legal compliance by the recording and summarizing of financial transactions within funds, each of which is completely independent of any other. Each fund shall account for and continually maintain the identity of its revenues and expenditures. Financial transactions for purposes of this regulation and as referenced in 70 O.S. § 5-135.2 shall be defined as a detailed reporting of revenue within the Source of Revenue dimension. Revenue shall be reported to the bold codes within each of the following broad categories: District Source of Revenue, Intermediate Source of Revenue, State Source of Revenue, and Federal Source of Revenue. Expenditures shall be reported by the bold codes within the Function dimension as follows: Instruction, Support Services-Students, Support Services-Instructional Staff, Support Services-General Administration, Support Services-School Administration, Support Services-Central, Operation and Maintenance of Plant Services, Student Transportation Services, Child Nutrition Programs Operations, Community Services Operations and Facilities Acquisition and Construction Services. Additional dimensions for Revenue and Expenditures are coded to provide classification by Fiscal Year, Fund, Project Reporting, Object, Program, Subject, Job Classification, and Operational Unit, where applicable.

(b) Beginning July 1 but no later than September 1 of each year, every school district and charter school board of education shall prepare and submit to the State Department of Education, through the Oklahoma Cost Accounting System (OCAS), a statement of actual income and expenditures of the district or charter school for the fiscal year that ended the preceding June 30. The year-end financial report recording and summarizing all revenue and expenditure financial transactions will be completed and locked on or before September 1 of the applicable year. For purposes of the OCAS system, "locked" means that the data submitted has passed the system's initial edit checks and the district has finalized the submission. To

assure the validity and accuracy of financial reporting and accounting, between September 1 and September 30 of each year, school districts and charter schools shall have the opportunity to review and make corrections to the data submitted. By September 30, the data submission shall be certified by the district superintendent or head of charter school. If the school district or charter school does not report any inaccuracies by September 30, the State Department of Education will rely on the data submitted and certified by the school district or charter school to be complete and closed. Upon good cause demonstrated, between October 1 and December 1, a school district or charter school may appeal, in writing, to the State Department of Education for additional changes to the data. For purposes of this Subsection, "good cause" means that a miscalculation was made or that relevant data was omitted from the previously certified submission. The State Department of Education will review the appeal and, if it is determined good cause has been demonstrated as defined in this Subsection, the identified changes to the previously certified data will be authorized. Nothing in this Section shall preclude the State Department of Education or the State Board of Education from conducting regular or periodic reviews of school district or charter school financial records as authorized by law and ensuring a public school operates pursuant to the OCAS system.

(c) As referenced in 70 O.S. § 5-135.2, the State Department of Education shall reduce the monthly payment of a district's State Aid funds if the district is not operating pursuant to the OCAS system. Upon final determination, including but not limited to the process set forth in Subsection (b), the reduction of monthly payments shall begin with the first day that the school district or charter school was determined to not be operating in compliance with the OCAS system. The reduction may be waived by the State Board of Education if the school district or charter school can demonstrate that failure to operate pursuant to the OCAS system was due to circumstances beyond the control of the district or charter school, and that every effort is being made to operate in compliance with the OCAS system. Not operating pursuant to said system shall be defined as a district not:

- (1) accurately recording and reporting all revenue and expenditures by applicable OCAS bold code dimensions;
- (2) submitting OCAS financial records on time and as required, including as provided in Subsection (b), via the Web-based system of all recorded and reported revenue and expenditures by applicable OCAS bold code dimensions to the State Department of Education;
- (3) ascertaining that current and accurate applicable OCAS codes are being utilized as updated and maintained by the State Department of Education;
- (4) complying with regulations as outlined in OAC 210:25-3-7 (Financial information processing), OAC 210:25-5-10 (The encumbrance clerk), OAC 210:25-5-11 (The school district treasurer), or OAC 210:25-5-13 (School activity fund);
- (5) reconciling all recorded and reported revenue and expenditures by applicable OCAS bold code dimensions by balancing data with bank receipts and statements, purchase orders, warrant registers, investment ledgers, and all balance sheet accounts; and

(d) For appropriated funds, all indebtedness should be encumbered (have a purchase order issued and be recorded) on the day the obligation is incurred, rather than when it becomes due, and supporting documentation should be provided for all indebtedness.

- (e) Upon the approval of the State Board of Education, school districts may make capital expenditures up to a maximum amount of \$50,000 (fifty thousand dollars) during the current fiscal year within the General Fund pursuant to 70 O.S. 2001, § 1-117, if the school district meets the established criteria as outlined in the Statutes. School districts shall be voting the maximum five (5) building fund mills. General Fund monies authorized by the State Board of Education for expenditures must be expended within the current fiscal year. Any such funds encumbered as of June 30th of the current fiscal year, but not expended by November 15th of the subsequent fiscal year, shall lapse and return to the original purpose of such funds.
- (f) A school district shall be authorized to utilize general fund monies for capital expenditures, in addition to the amount specified in subsection (c), pursuant to the provisions of 70 O.S. 2001, § 1-117.
- (g) Inventory cards or data processing records shall be kept on all equipment and removable fixtures, showing purchase order number when known, date of purchase (when known, if not known an estimated date shall be used), amount of purchase (if known, if not known present value must be estimated) a description of the item, the serial number (when applicable) and the location of the item. New purchases shall be included in the records on the same day in which they are physically received by the district. Disposed equipment must be removed from the records on the disposal date and a detailed description of the circumstances which results in the disposal recorded. Disposed equipment should not be included in the records of future years.

[Source: Amended at 9 Ok Reg 3101, eff 6-11-92 (emergency); Amended at 10 Ok Reg 1141, eff 3-9-93 (emergency); Amended at 11 Ok Reg 1997, eff 5-26-94; Amended at 12 Ok Reg 3620, eff 7-31-95 (emergency); Amended at 13 Ok Reg 1353, eff 5-13-96; Amended at 14 Ok Reg 3347, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2293, eff 6-11-98; Amended at 17 Ok Reg 23, eff 9-10-99 (emergency); Amended at 17 Ok Reg 1092, eff 5-11-00; Amended at 17 Ok Reg 2909, eff 7-13-00; Amended at 20 Ok Reg 822, eff 5-15-03; Amended at 21 Ok Reg 234, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1280, eff 5-27-04; Amended at 22 Ok Reg 1849, eff 6-25-05; Amended at 32 Ok Reg 919, eff 8-27-15; Amended at 38 Ok Reg 941, eff 8-26-21]

210:25-5-5. Auditing

- (a) The statutes of the State of Oklahoma require the board of education of each school district to cause an annual audit of the district's financial activity. The audit must be made in accordance with State Statutes, State Board of Education Regulations and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (2 C.F.R. Part 200). The State Board of Education shall examine each audit report and demand corrections of any existing deficiencies. It is mandatory that State Aid payments be withheld during noncompliance with the "School Audit Law" at 70 O.S. § 22-101 et seq.
- (b) Auditing is process of examining documents, reports, systems of internal control, accounting and financial procedures, and other evidence to ascertain:
- (1) That the statements prepared from the accounts present fairly the financial position and results of financial operations of each of the school's funds;
 - (2) That the school administration has properly complied with statutory requirements and the rules and regulations of the State Board of Education in the conduct of its financial transactions;
 - (3) That the school's financial transactions have been conducted with mathematical accuracy and have been properly recorded;
 - (4) That the school has complied with the terms of grants and special agreements;
 - (5) That adequate stewardship has been exercised by the school board, its officers and employees in the conduct of their duties in the administration

of school assets.

(c) The audit must encompass all of the school district's funds. The requirements in (b) of this Section form the basis for the reporting of the school's general, special revenue, capital projects and debt service funds. School activity funds, including school lunch funds, and other trust or fiduciary funds must also be included in the audit report.

(d) The accounting principles by which all audits will be performed are as follows:

- (1) The school district's accounting system must conform with the laws of the State of Oklahoma and the rules and regulations of the State Board of Education.
- (2) The school district's accounting system shall make it possible to demonstrate compliance with legal provisions.
- (3) The school district's accounting system shall clearly reflect the financial operations of the school district.
- (4) If accounting principles, procedures, or standards conflict with legal or regulatory provisions, the legal or regulatory provisions shall take precedence.
- (5) The accounting system shall be kept in the manner prescribed by the State Board of Education or in the manner of an accounting system approved by the State Board of Education.
- (6) The school district shall establish the funds prescribed or authorized by law and necessitated by sound financial judgment. The classification of funds shall be faithfully followed in the Estimate of Needs, Accounting System, Financial Reports, and Audits.
- (7) A complete self-balancing group of accounts shall be established for each fund. Each such group will include all the accounts necessary to set forth the financial operations of the fund and to reflect compliance with legal and regulatory provisions.
- (8) If a fixed asset fund is maintained, the accounts shall be kept on the basis of original cost, or the estimated cost if the original cost is not available, or in the case of gifts, the appraised value at the time received.
- (9) The accounting system shall provide for budgetary control for both revenues and expenditures, and the financial statements will reflect, among other things, budgetary information.
- (10) The accounts, except activity funds, shall be maintained on a modified cash basis in accordance with the laws of the State of Oklahoma or a school district may elect to file an application with the State Board of Education to convert to Generally Accepted Accounting Principles (GAAP) accounting. The State Board of Education will approve or reject the application based on the district's ability to implement the practice.
- (11) Revenue and expenditures shall be classified in accordance with State Board of Education regulations in order to provide uniform accounting and consistent statistics.
- (12) A cost accounting system is required. Cost accounting is in addition to a required financial accounting system, however, and must not be allowed to interfere with its uniform application. Although depreciation is not included in a required accounting system, it should be considered in determining unit cost when a cost accounting system is used.
- (13) A common terminology and classification based upon that prescribed by State Board of Education rules and regulations, shall be used consistently throughout the estimate of needs, accounts, and financial

reports.

(e) Primary audit procedures will consist of the following:

- (1) Each Local Education Agency (LEA) will engage an independent auditor, approved by the Oklahoma State Auditor and Inspector, to examine its financial statements. Each LEA superintendent shall notify the State Board of Education, prior to the end of the fiscal year to be audited, of the independent auditor who has been engaged to conduct the audit.
- (2) Where there are differences in state and federal standards due to the statutory and regulatory requirements in both levels of government, the LEA and the auditor will examine and adhere to both in order to be in total compliance.
- (3) The Oklahoma State Department of Education will establish and maintain a monitoring system to assure that federal and state audit requirements are met. The Oklahoma State Department of Education will review each audit report and notify the appropriate federal program administrator of any deficiencies reported by the independent auditor regarding federal programs. The administrator will implement the procedures deemed necessary to resolve the exceptions noted by the auditor. The final result of the action taken will be filed with the audit report no later than 90 days after the program administrator has been advised of the auditor's findings.
- (4) The State Board of Education may make inquiries and request additional documentation and response related to exceptions, recommendations or comments noted by an auditor.

(f) Audit report requirements are as follows:

- (1) Audit reports may be presented in the following formats:
 - (A) Schools which have obtained prior approval from the State Board of Education to use generally accepted accounting principles (GAAP), must use a straight GAAP Governmental Accounting Standards Board (GASB) No. 34 compliant presentation.
 - (B) Schools using the regulatory basis of accounting as defined by Oklahoma Statutes may use GASB 34 compliant audit report presentations.
 - (C) Schools using the regulatory basis of accounting as defined by Oklahoma Statutes may use another comprehensive basis of accounting as prescribed by the Oklahoma State Department of Education. An example of a school district single audit report presented in conformity with another comprehensive basis of accounting as prescribed by the Oklahoma State Department of Education is available in the Financial Accounting Section, State Department of Education. Schools need only present the funds and note disclosures that apply to the specific district. The example is not intended to take precedence over professional reporting standards and requirements.
- (2) Informational statements will specify
 - (A) Board members and officers
 - (B) Statutory bonds
 - (C) Other fidelity or honesty bonds
 - (D) Insurance coverage
 - (E) Other desirable statements
- (3) Size of audit report will conform to the specified dimensions:

(A) Length = Maximum, 11"

(B) Width = Maximum, 8 1/2"

(4) Each audit report shall be presented to and reviewed with the local board of education in a public meeting as required by law. Each audit report must contain a signed Acknowledgement Page on a form supplied by the State Department of Education. The Acknowledgement Page will verify who presented the audit to the school board, the date the audit was reviewed with the local school board as well as the school board's acknowledgement that as the governing body of the district responsible for the district's financial and compliance operations the audit findings, exceptions, and any written correspondence from the auditor relating to the audit have been presented to them.

(g) Requirements specific to Federal programs must be included in each audit.

(1) Federal regulations (Uniform Administrative Requirements at 2 C.F.R. Part 200 and OMB Compliance Supplement) require a financial and compliance audit of programs receiving federal funds. These regulations (in accordance with P.L. 98-502) ensure that audits be made on an organization-wide basis rather than a grant-by-grant basis and according to the standards and procedures expressed therein. The Oklahoma State Department of Education shall serve as the recipient agency for these purposes for the local education agencies. Overclaim assessments may be levied where necessary when there has been a lack of compliance and treated as a current expenditure.

(2) This rule and the adoption of the standards and regulations for audits of local boards of education does not limit the authority of federal or state agencies to make audits of programs in the local education agencies, and is in keeping with Uniform Administrative Requirements, 2 C.F.R. Part 200. Some state and local governmental units in Oklahoma prepare their financial statements in conformity with a comprehensive basis of accounting other than generally accepted accounting principles. The Uniform Administrative Requirements do not prohibit such practice; nonetheless, they require, as do generally accepted auditing standards, that auditors state in their report the departures from generally accepted accounting principles. However, any additional audit work must build on the work already done.

(3) The auditor should clearly understand that Uniform Administrative Requirements audits require the expression of opinions and inclusion of comments in audit reports which go beyond the standard opinions and comments usually presented. Specifically, the audit report shall include:

(A) Financial statements, including footnotes, of the recipient organization.

(B) The auditors' comments on the financial statements which should:

(i) Identify the statements examined, and the period covered.

(ii) Identify the various programs under which the organization received Federal funds, and the amount of the awards received.

(iii) Identify by a schedule showing receipts and disbursements for each grant program.

(iv) State that the audit was done in accordance with the "General Accounting Office Standards for Audit of Governmental Organizations, Programs, Activities, and Functions," the "Guidelines for Financial and Compliance Audits of Federally Assisted Programs," any compliance supplements approved by OMB, and generally accepted auditing standards established by the American Institute of Certified Public Accountants.

(v) Express an opinion as to whether the financial statements are fairly presented in accordance with generally accepted accounting principles. If an unqualified opinion cannot be expressed, state the nature of the qualification.

(C) The auditors' comments on compliance and internal control should:

(i) Include comments on weaknesses in and noncompliance with the systems of internal control, separately identifying material weaknesses.

(ii) Identify the nature and impact of any noted instances of noncompliance with the terms of agreements and those provisions of Federal law or regulations that could have a material effect on the financial statements and reports.

(iii) Contain an expression of positive assurance with respect to compliance with requirements for tested items, and negative assurance for untested items.

(D) Comments on the accuracy and completeness of financial reports and claims submitted to state or federal agencies for federal fund advances or reimbursements.

(E) Comments on corrective action taken or planned by the recipient.

(F) Comments as to whether the indirect cost rates are appropriately calculated and applied.

(G) Audit findings should be reported in accordance with 2 C.F.R. § 200.516, "Audit findings."

(4) These requirements are common to nearly all state and local funds and federal programs:

(A) Funds disbursed by other governments were received and properly identified.

(B) Interest earned on idle funds was credited to the proper funds.

(C) Unexpended funds or unearned federal funds advanced or overpaid were correctly accounted for.

(D) A system of encumbrance accounting was maintained which reported the amount obligated, disbursed, remaining unobligated balance, and outstanding unliquidated obligations for each fund and program.

(E) Obligations reported were actually incurred during the fiscal year or approved program period, and, upon liquidation, were properly adjusted.

(F) Payments reported: Were actually made to the vendors, contractors and employees; were supported by adequate evidence of delivery of goods or performance of services; and conformed to applicable laws and regulations, including procurement

requirements.

(G) Refunds, discount, etc., were properly applied as reductions of the gross expenditures of the specific funds or programs.

(H) Costs, direct and indirect, were correctly prorated to the proper funds or programs.

(I) The same expenditure was not claimed under more than one program or reported as an expenditure for two fiscal or program years.

(J) Inventory requirements for materials and equipment purchased with federal funds were maintained.

[Source: Added at 8 Ok Reg 3095, eff 7-15-91 (emergency); Added at 9 Ok Reg 1805, eff 5-26-92; Amended at 18 Ok Reg 3426, eff 6-26-01 (emergency); Amended at 19 Ok Reg 977, eff 5-13-02; Amended at 22 Ok Reg 1849, eff 6-25-05; Amended at 29 Ok Reg 1596, eff 7-12-12; Amended at 32 Ok Reg 920, eff 8-27-15; Amended at 33 Ok Reg 720, eff 8-25-16]

PART 2. PERSONNEL AND PROCEDURES

210:25-5-10. The encumbrance clerk

(a) **Duties and responsibilities.** The encumbrance clerk shall be employed by the district board of education and may also serve as the minute clerk. The encumbrance clerk is responsible for the following duties:

- (1) Maintain Appropriation and Encumbrance Ledger.
- (2) Determine that encumbrances do not exceed appropriations and are for purpose of appropriation charged.
- (3) May complete purchase orders.
- (4) Transmit warrants to vendor(s).
- (5) Perform such other duties as the board or its committees may require.

(b) **Required forms and documents.** In performing the required duties of the position the Encumbrance Clerk needs the following forms and documents:

- (1) A supply of approved purchase order blanks.
- (2) A supply of approved warrant blanks.
- (3) A copy of the following:
 - (A) S.A.&I Form 2661, Estimate of Needs.
 - (B) S.A.&I. Form 307, Request for approval of State Aid and/or Federal Funds.
 - (C) Form 308 - Cash Fund Estimate and Request for Appropriation.
 - (D) Form 150 - Supplemental Estimate
- (4) Other forms to meet board's requirements.

(c) **Additional duties - dual appointments as minute clerk.** If also serving as the minute clerk additional duties to perform:

- (1) Maintain an accurate journal of the proceedings of the board of education.
- (2) Perform such other duties as the board or its committees may require.

(d) **Encumbrance clerk training and continuing education requirements.** Every school district encumbrance clerk shall complete the following training requirements in accordance with the provisions of 70 O.S. § 5-190:

- (1) **Encumbrance clerk training.** Within nine (9) months after the first day of employment as an encumbrance clerk by a local school district, or within three (3) years prior to employment in the position, every school district encumbrance clerk shall complete at least twelve (12) hours of approved instruction that meets all of the following requirements:

(A) Any courses of instruction or workshop of courses offered for purposes of meeting the requirements of this subsection shall be approved for credit by the State Department of Education Office of Financial Services;

(B) The instruction shall address all of the following topics:

- (i) School finance laws of the State;
- (ii) Accounting;
- (iii) Ethics;
- (iv) Duties and responsibilities of a school district encumbrance clerk.

(2) **Encumbrance clerk continuing education.** In addition to the requirements of (1) of this subsection, every school district encumbrance clerk shall be required to complete an additional twelve hours (12) of approved continuing education instruction every three (3) years from the date of initial employment with a school district. The twelve (12) hours of required continuing education instruction shall meet all of the requirements for encumbrance clerk training set forth in (1) of this subsection.

(e) **Certificates of completion.** As a condition of course approval, every instructor of a school district encumbrance clerk course or coordinator of a workshop of school district encumbrance clerk courses shall provide a certificate of completion to encumbrance clerks upon successful completion of the course or workshop offered for the purpose of fulfilling the requirements of (d) of this Section. Upon completion of the course, copies of the certificate, signed by the course instructor or the workshop coordinator, shall be forwarded by the encumbrance clerk to the district board president or the board president's designee.

(f) **Compliance.** Failure to comply with the training requirements set forth in this Section shall result in a deficiency on the accreditation report of the school district that employs the encumbrance clerk.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 31 Ok Reg 1208, eff 9-12-14; Amended at 34 Ok Reg 1092, eff 9-11-17]

210:25-5-11. The school district treasurer

(a) **Overview.** The law requires the county treasurer of each county to also be the school district treasurer for all school districts in the County, except that the board of education in each school district may appoint a local treasurer. All school districts are also allowed to employ an assistant local treasurer. An assistant local treasurer may perform any of the duties and exercise any of the powers of the local treasurer with the same force and effect. A school district treasurer or assistant treasurer may also serve as a minute clerk. The local treasurer and/or assistant treasurer shall be a resident of this state. A local treasurer or assistant local treasurer may be appointed for more than one school district. Since the State Auditor and Inspector is directly charged by law to prescribe the forms and procedures for the operation of the county treasurer's office, nothing herein is intended to disturb or supersede any directive or advice from the Auditor's Office. It is, however, agreed upon by the above mentioned office and the Department of Education that if the treasurer follows the principles and procedures as provided below for the operation of the local treasurer's office of the school district, a valuable service to boards of education, taxpayers and the general public will occur.

(b) **Duties and responsibilities.** The Treasurer is required by law to:

- (1) Ensure that warrants shall show warrant number, fiscal year, and fund against which the warrant is being drawn.

(2) Code all receipts using the Oklahoma Cost Accounting System dimensions of Fiscal Year, Fund, Project Reporting, Source of Revenue, Program, and Operational Unit, to the bold dimension for State Department of Education requirements. If coded in detail have ability to roll dimensions to the bold for magnetic media transfer to State Department of Education.

(3) The Treasurer of a School District shall keep the following computerized records based on the following format:

- (A) SA&I, Form 208 (1967) Treasurer's General Ledger.
- (B) SA&I, Form 2061 (1967) Treasurer's Cash Ledger.
- (C) SA&I, Form 2062 (1967) Treasurer's Investment Ledger.
- (D) SA&I, Form 207 (1967) Treasurer's Warrant Ledger.
- (E) SA&I, Form 411 (1967) Treasurer's Receipt.
- (F) SA&I, Form 410 (1967) Treasurer's Check.
- (G) SA&I, Form 1141 (1967) Bond Register.
- (H) Deposit Books.
- (I) Such other records as may be deemed advisable or useful.

(4) The Treasurer shall also maintain adequate files of:

- (A) Paid Warrants--Warrants purchased with a treasurer's check, shall be filed by group in the numerical order of the treasurer's checks which paid them. Each group of warrants paid by a treasurer's check shall also have a copy of the treasurer's check with which they were purchased attached to them.
- (B) Voided Warrants--Shall be filed in the numerical order of their issuance by fund and by fiscal year in a separate file and shall be sufficiently mutilated to prevent their being cashed but not mutilated as to not be identifiable.
- (C) Paid Bonds and Coupons.
- (D) Canceled Bonds and Coupons.
- (E) Bank and fiscal agency statements, including deposit tickets and paid warrants/checks.
- (F) County Clerk's remittance advises.
- (G) Copies of any directive from the County Clerk or County Excise Board supplementing, changing or transferring appropriation balances.
- (H) State Board of Education notices and allocation of State and Federal Aid.
- (I) School board resolutions pertinent to the conduct of the School Treasurer's office and duties.
- (J) Letters, memos, or other supporting data pertaining to transactions of the school district or to the operation of the Treasurer's office.
- (K) Any other files which may be considered advisable or useful.

(c) **Treasurer training and continuing education requirements.** Every school district treasurer who does not also act as the county treasurer shall complete the following training requirements in accordance with the provisions of 70 O.S. § 5-190:

(1) **Treasurer clerk training.** Within nine (9) months after the first day of assuming duties as a local school district treasurer, or within three (3) years prior to employment in the position, every school district treasurer shall complete at least twelve (12) hours of approved instruction that meets all of the following requirements:

(A) Any courses of instruction or workshop of courses offered for purposes of meeting the requirements of this subsection shall be approved for credit by the State Department of Education Office of Financial Services;

(B) The instruction shall address all of the following topics:

(i) School finance laws of the State;

(ii) Accounting;

(iii) Ethics;

(iv) Duties and responsibilities of a school district treasurer.

(2) **Treasurer continuing education.** In addition to the requirements of (1) of this subsection, every school district treasurer shall be required to complete an additional twelve hours (12) of approved continuing education instruction every three (3) years from the date of initial employment with a school district. The twelve (12) hours of required continuing education instruction shall meet all of the requirements for treasurer training set forth in (1) of this subsection.

(d) **Certificates of completion.** As a condition of course approval, every instructor of a school district treasurer course or coordinator of a workshop of school district treasurer courses shall provide a certificate of completion to treasurers upon successful completion of the course or workshop offered for the purpose of fulfilling the requirements of (c) of this Section. Upon completion of the course, copies of the certificate, signed by the course instructor or the workshop coordinator, shall be forwarded by the treasurer to the district board president or the board president's designee.

(e) **Compliance.** Failure to comply with the training requirements set forth in this Section shall result in a deficiency on the accreditation report of the school district that employs the treasurer.

[Source: Amended at 10 Ok Reg 1383, eff 4-26-93; Amended at 31 Ok Reg 1208, eff 9-12-14; Amended at 34 Ok Reg 1092, eff 9-11-17]

210:25-5-12. Purchase order procedures for schools [REVOKED]

[Source: Revoked at 14 Ok Reg 3347, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2293, eff 6-11-98]

210:25-5-13. School activity fund

(a) The following words and terms, when used in the this Section, shall have the following meaning, unless the context clearly indicates otherwise: "**School activities**" means cocurricular or extracurricular activities. Cocurricular activities are school-sponsored activities, under the guidance and supervision of LEA staff, designed to provide students such experiences as motivation, enjoyment, and improvement of skills. Activities normally supplement the regular instructional program. Extracurricular activities mean all direct and personal services for public school pupils for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities are usually not offered for school credit nor required for graduation; conducted outside school hours, or a time agreed by the participants if partly during school hours and approved by school authorities; their content of activities is determined primarily by the pupil participants.

(b) The board of education of each district shall exercise control over the School Activity Fund. Board approval of the School Activity Fund and Sub-Accounts shall be specific. However, the language for approval for the various methods for raising funds and the purposes for which they are to be expended can be of a general

nature. The board may delegate authority, through a board policy, to school administrators to approve specific fund raising activities during the year to be approved by the board at the next regular board meeting.

(c) The board of education of each district may appoint a School Activity Fund Custodian for each operational site, within the district. If a school elects to have operational site, each School Activity Fund Custodian shall be bonded for no less than \$1,000.

(d) Disbursements from the School Activity Fund, shall be by check, countersigned by the School Activity Fund Custodian and some other person or persons designated by the board of education.

(e) Deposits to or transfers from any account may be authorized by the board of education except School Lunch, Refund, and Petty Cash Accounts. Provided that reimbursement to the General Fund may be made from the School Lunch Account for food service expenditures paid from the General Fund. Such reimbursements should be properly documented and based solely on actual General Fund Expenditures.

(f) The School Activity Fund Custodian shall not use funds in one account for another purpose unless a transfer is granted as provided by law.

(g) Accounts may be established by the board of education of each district by whatever name or style it deems best suited to its needs for the revenue collected.

(h) A prenumbered receipt shall be obtained when a check is drawn against the Petty Cash Account, and all such prenumbered receipts shall be accounted for at the end of a fiscal year. If a prenumbered receipt is spoiled it should be marked "void" and attached along with others on which reimbursement is being claimed; the copy or stub should also be marked "void" if one is being used.

(i) A separate bank account may be established for School Lunch or other programs, but it shall be accounted for by the Activity Fund Custodian in charge and disbursements made as provided by law.

(j) A general or miscellaneous account may be established within the Activity Fund to which all unobligated or uncommitted monies may be transferred. (This does not include Petty Cash, Refund, or School Lunch Accounts where contrary to Federal regulations.)

(k) Purchases from the School Activity Fund shall not be paid for unless invoices or delivery tickets are furnished.

(l) Receipts for collections shall be given by the School Activity Fund Custodian. Prenumbered tickets should be used for admissions in order to establish internal control. All tickets not sold by the gate keeper should be accounted for at the end of each event and a written reconciliation made of tickets sold to actual revenues collected. Reconciliation documents should be filed in date order as part of the documentation for the School Activity Fund.

(m) Standard forms are not prescribed. Many good forms are now in use, and each board of education shall determine if its forms meet the legal requirements.

(n) School districts shall report all School Activity Fund financial transactions using the Oklahoma Cost Accounting System.

(o) Specific procedures for the School Activity Fund are as follows:

(1) Prenumbered School Activity Fund receipts shall be issued for every Sub-Account for each fiscal year.

(2) The secretary-treasurer of each organization or Sub-Account shall issue receipts and keep records of credits, debits and balances.

(3) The books of each account must reconcile the records of the School Activity Fund.

- (4) Requisition or purchase request is presented to the School Activity Fund custodian or their designee.
- (5) Purchase order is then approved by purchasing agent and the order is placed with the vendor.
- (6) Checks will be issued only when invoice or supporting document and merchandise have been received.
- (7) All checks will be issued by the School Activity Fund custodian and countersigned. No check will be issued in excess of Sub-Account balance.
- (8) Record of all bad checks shall be kept and charged to proper Sub-Account.
- (9) Each School Activity Fund Sub-Account shall be reported to the State Department of Education through curricular subject dimension of OCAS, where applicable. Reports will be transferred by magnetic media.
- (10) The School Activity Fund custodian shall furnish a report to superintendent and board of education monthly. This report should show previous balance in each Sub-Account and total School Activity Fund balance. The Activity Fund custodian shall reconcile the bank statement when received. This information will be included in the monthly report to the superintendent and board of education.
- (11) Every teacher in the school system should be informed that all money received is to be turned in to the School Activity Fund custodian.
- (12) The petty cash account is the only one Student Activity Sub-Account that can be reimbursed from the general fund.
- (13) A general fund refund Sub-Account within the School Activity Fund may be established by board resolution.

[Source: Amended at 14 Ok Reg 3347, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2293, eff 6-11-98; Amended at 17 Ok Reg 2248, eff 5-9-00 (emergency); Amended at 18 Ok Reg 3012, eff 7-12-01]

SUBCHAPTER 7. CLASSIFICATION OF FINANCIAL TRANSACTIONS

210:25-7-1. Oklahoma Cost Accounting System

(a) **Definitions.** The following words and terms, when used in this section, shall have the following meaning unless the context clearly indicates otherwise:

- (1) **"Equipment"** means an article of nonexpendable tangible personal property having a useful life of more than one year and an acquisition cost of at least \$5,000 as established by the State Department of Education.
- (2) **"Fiscal year"** means a twelve month period of time, from July 1, through June 30, to which the annual budget applies and at the end of which the district determines its financial position and the results of its operations.
- (3) **"Function"** means the activity being performed for which a service or material object is required.
- (4) **"Fund"** means a fiscal and accounting entity, with a self-balancing set of accounts recording resources, liabilities, residual balances or changes therein.
- (5) **"Job Classification"** means a classification used to identify expenditures for salaries and employee benefits by employee's job.
- (6) **"Object"** means the service or goods obtained.
- (7) **"Operational Unit"** means a classification used to identify the accredited instructional site according to grade span or the non-accredited/non-instructional site at which personnel serve the entire district.

(8) **"Program"** means the plan of activities and procedures designed to accomplish a predetermined objective.

(9) **"Project Reporting"** means a reporting dimension which permits LEAs to accumulate expenditures to meet a variety of specialized management and reporting requirements, regardless of whether they are district, state, or federal. Expenditures and revenues may be accumulated under individual projects with the flexibility of accommodating additional projects that LEAs might wish to account for on a permanent or temporary basis.

(10) **"Source of Revenue"** means a segregation of revenues by source. The primary classification differentiates district, intermediate, State and Federal revenue sources. Revenues from restricted sources would be further classified using the Project/Reporting dimension.

(11) **"Subject"** means a group of related subjects which allows accumulation of costs in particular academic or curricular subject areas.

(b) **Source; interpretation.** The Oklahoma Cost Accounting System uses the account classification system developed by the National Center for Education Statistics in the handbook FINANCIAL ACCOUNTING FOR LOCAL AND STATE SCHOOL SYSTEMS, 2014 Edition. Specific account codes by name and number are published in the State Department of Education publication OKLAHOMA COST ACCOUNTING SYSTEM MANUAL. A current edition of this publication shall be available from the administrative head of the Finance Division and on the Financial Accounting website.

(c) **Dimension codes.** Dimension codes are divided into expenditures and revenues. Each is further subdivided into the following codes.

(1) Expenditure dimensions include:

- (A) Fiscal year
- (B) Fund
- (C) Project reporting
- (D) Function
- (E) Object
- (F) Program
- (G) Subject
- (H) Job classification
- (I) Operational unit

(2) Revenue dimensions include:

- (A) Fiscal year
- (B) Fund
- (C) Project reporting
- (D) Source of revenue
- (E) Program
- (F) Operational unit

[Source: Added at 8 Ok Reg 3093, eff 7-15-91 (emergency); Added at 9 Ok Reg 1811, eff 5-26-92; Amended at 14 Ok Reg 3353, eff 5-22-97 (emergency); Amended at 15 Ok Reg 2293, eff 6-11-98; Amended at 33 Ok Reg 723, eff 8-25-16]

CHAPTER 30. SCHOOL FACILITIES AND TRANSPORTATION

[Authority: 42 U.S.C. § 12101 et seq.; 47 O.S., §§ 11-902, 15-109, 751, and 761; (15 U.S.C. 1403), P.L. 89-563; 70 O.S., §§ 3-104, 5-130, 9-101, 9-101.1, 9-118, 18-152, 18-153, 18-161, and 18-162]

[Source: Codified 12-31-91]

SUBCHAPTER 1. GENERAL PROVISIONS

210:30-1-1. Purpose

The rules in this Chapter provide standards and procedures for construction, reconstruction, maintenance and inventory of common public schools facilities; development and submission of capital improvement plans; and development and submission of an annual state schools capital improvement budget. Also included are rules which designate transportation service areas and population, activities; school bus standards, specifications and inspections; driver certification and procedures for resolution of transportation disputes.

[Source: Amended at 12 Ok Reg 177, eff 10-27-94 (emergency); Amended at 12 Ok Reg 1363, eff 5-25-95]

SUBCHAPTER 3. FACILITIES

210:30-3-1. Comprehensive Four Year Capital Improvement Master Plan

(a) **Facility standards.** It shall be the purpose of this plan to implement the facility standards indicated by the Legislature, that facilities be designed for adaptability to program offerings, structurally safe, well maintained and contain adequate space for the instructional needs of each student. (70 O.S. Supp. 1988 § 18-152]

(b) **Plan review.** Every school shall submit all plans and specifications for major remodeling or new construction for review by the State Department of Education. Applicable handicapped regulations and building and life safety codes, as well as SPACE GUIDELINES FOR PLANNING EDUCATIONAL FACILITIES, shall be the criteria for plan review. Comments and recommendations shall be forwarded to school administrators and appropriate personnel within thirty (30) days. All facilities shall comply with pertinent Attorney General opinions as well as federal, state and local laws, and obtain building permits as required by municipal, county or other authority. Where local authority does not require a building permit, appropriate review and approval shall be obtained from the office of the State Fire Marshal. [70 O.S. Supp. 1988 § 3-104]

(c) **Annual facility review.** Every school district shall establish an annual facility review of four components:

- (1) review of maintenance and operations program;
- (2) review of maintenance and operations staff training program;
- (3) review of maintenance and operations budget;
- (4) update of the facility inventory.

Guidelines and recommendations for an annual facility review shall be available from the State Department of Education. [70 O.S. Supp. 1988 § 18-152]

(d) **District Four-Year Capital Improvement Plan.** Each district shall submit to the State Board of Education a Four-Year Capital Improvement Plan for the public schools within the district. Each plan shall be adopted by the district board of education. The plan shall be based upon guidelines developed by the State Department of Education, and reviewed by the Common School Capital Improvement Needs Assessment Committee. Every school district shall review and update its plan annually. [70 O.S. Supp. 1988 § 18-152]

(e) **Adoption.** The State Department of Education shall develop and submit for adoption by the State Board of Education a Four-Year Capital Improvement Master Plan. The plan shall be reviewed by the Common School Capital Improvement Needs Assessment Committee. Additionally, guidelines and recommendations for funding priorities and distribution shall be available from the State Department of Education.

(f) **Schools Capital Improvements Budget.** A schools capital improvements budget shall be submitted by the State Board of Education by the first day of October of each year, with the itemized budget request and estimates of the ensuing fiscal year. [70 O.S. Supp. 1988 § 18-162]

210:30-3-2. Disaster assistance grants

(a) Applications; solicitation and acceptance.

- (1) At such a point in the legislative session that state funds are appropriated for disaster assistance grants for the purpose of defraying the cost of buildings destroyed by a natural disaster, the State Department of Education shall notify by letter, information announcing the availability of funds.
- (2) The notification letter will clearly state which applications are being solicited and state the name and telephone number of the contact person at the Department who administers each program.
- (3) Applications may be obtained by calling or writing the contact person and requesting an application form.
- (4) Grant application forms are to be completed and returned to the grant administrator approximately one month after applications are made available. A specific deadline date will be clearly stated in the application solicitation letter. This date may vary from year to year depending on the point in the legislative session that grant funds are appropriated.
- (5) The evaluation of the grant applications will take place within two weeks following the submission deadline.
- (6) After evaluation, the grant administrator will recommend to the Superintendent of Public Instruction those applications which have been determined to be eligible for funding.
- (7) The State Board of Education will make final grant awards approximately one month after the submission deadline. Every effort will be made by the Board to assure that grant awards are made before the beginning of the fall term for the school year in which the funds will be made available.
- (8) Grant awards are not final until action has been taken by the State Board of Education.
- (9) State Department personnel shall visit the site prior to determination of eligibility for grant application.
- (10) The school district is required to present a "Proof of Loss" (such as a detailed certified appraisal from the insurance adjustor) and copies of documents showing insurance reimbursements and funds from Federal reimbursements used to repair or rebuild the damaged area.
- (11) The State Department of Education shall use the standards established by the U.S. Department of Education for determination of eligible expenditures.
- (12) Grant funds shall comply with the State Board of Education regulations on budgeting and business management and are subject to normal auditing review.

(b) Replacement of instructional and maintenance supplies, equipment, and materials. The State may authorize assistance for the replacement of instructional and maintenance supplies, equipment, and materials—including textbooks that have been seriously damaged or destroyed as a result of a disaster.

(c) Payment of minor repairs.

(1) The State may authorize assistance for payment for minor repairs greater than \$1,000.

(A) Repair of a school facility is considered minor if the repair:

- (i) Relates to an architectural, mechanical, or structural element of the facility, or its site, grading, or surrounding improvements;
- (ii) Restores a portion of the facility to a condition similar to its condition before the disaster; and
- (iii) Replaces more than 30 percent of any one major structural element, such as a loadbearing wall or roof truss, that supports the weight of the facility, or;
- (iv) Replaces more than 30 percent of a major structural element.

(B) Use of funds for construction must meet the following:

- (i) A Local Education Agency (LEA) may choose to apply grant funds available for minor repairs to a damaged school facility or to the razing of the facility and the construction of a new facility similar to that damaged facility.
- (ii) The LEA must pay all additional costs associated with its choice to construct a new facility rather than to repair the damaged facility.

(C) Repair of equipment and materials must meet the following:

- (i) Repair of equipment and materials is considered minor if the repair costs less than replacement of the equipment and materials.
- (ii) Unless the exception applies, an LEA must repair rather than replace damaged equipment and materials if this repair is minor.
- (iii) Exception: An LEA may choose to apply grant funds available for minor repairs to damaged equipment and materials to the purchase of new equipment and materials providing the LEA pays all additional costs associated with that choice.

(d) Restoration or replacement of school facilities.

(1) The State may authorize assistance for the restoration or replacement of seriously damaged or destroyed (in excess of \$1,000) minimum school facilities.

(2) A school facility is considered to be seriously damaged if it is necessary to restore or replace more than 30 percent of a major structural element, such as a load-bearing wall or roof truss, that supports the weight of the facility.

(3) Assistance is limited to those facilities that are necessary to operate a program of free public education for an LEA's membership at normal capacity in accordance with the laws and common practice of the State and that prior to the disaster, were either:

- (A) In use by the LEA; or
- (B) Being constructed by the LEA.

(4) For facilities seriously damaged but not destroyed, assistance is limited to the lesser of:

- (A) The cost of restoring the facility; or
- (B) The cost of replacing the facility.

(5) For facilities that have been destroyed, assistance is limited to the lessor of:

- (A) The cost of replacing the facility on the same site; or
- (B) The cost of replacing the facility on another appropriate site.

(6) An LEA that restores or replaces a minimum school facility shall give appropriate consideration to excellence of architecture and design.

(7) An LEA that restores or replaces a minimum school facility shall ensure that all facilities constructed with assistance under this program provide appropriate access and use by handicapped persons.

(e) **Additional eligible expenses.** The replacement of building contents, debris removal and cleanup, leasing of school facilities, payment for additional work performed by the district and utilities shall be eligible expenses.

(f) **Evaluation criteria.**

(1) The State Department of Education School Plant Services section will evaluate each application based on the parameters established in the application. These parameters are:

- (A) Certification of loss
- (B) Certification of insurance Reimbursement
- (C) Certification of Federal Reimbursement or assistance.
- (D) Certification of any Local Funds or assistance.
- (E) Amount of Loss not recovered by other means in excess of \$1,000.00 with no district to receive more than \$40,000.

(2) After evaluation of the applications, the School Plant Services staff shall submit the applications to the State Board of Education for appropriate action.

(3) In the event of insufficient appropriation to meet the anticipated funding requirements, all applications shall be adjusted to a proportional share of the amount of the appropriations established by the Legislature.

210:30-3-3. Mobile classrooms [REVOKED]

[Source: Revoked at 30 Ok Reg 1047, eff 6-27-13]

210:30-3-4. Space criteria [RESERVED]

SUBCHAPTER 5. TRANSPORTATION

210:30-5-1. District administration, operation and management of transportation

The local superintendent and local board of education shall be held responsible for applying the regulations in this subchapter to all pupil transportation under their administration and supervision. In keeping with this responsibility, each local board of education shall examine and periodically review the school district's bus fleet liability insurance coverage and its tort liability insurance coverage to assure such coverages are coordinated to protect the interest of the students, general public, and school district. Any school district maintaining a school may provide transportation with the approval of the State Board of Education.

[Source: Amended at 9 Ok Reg 2357, eff 6-25-92; Amended at 14 Ok Reg 3354, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2300, eff 6-11-98; Amended at 19 Ok Reg 3041, eff 8-22-02 (emergency); Amended at 20 Ok Reg 825, eff 5-15-03; Amended at 21 Ok Reg 2713, eff 7-11-04; Amended at 24 Ok Reg 1225, eff 5-25-07; Amended at 25 Ok Reg 1505, eff 4-11-08 (emergency); Amended at 26 Ok Reg 54, eff 8-21-08 (emergency); Amended at 26 Ok Reg 1468, eff 6-11-09; Amended at 29 Ok Reg 980, eff 6-26-12; Amended at 30 Ok Reg 1047, eff 6-27-13]

210:30-5-2. Procedures for resolution of transportation disputes

Pursuant to 70 O.S. 1991, § 9-105, state aid shall be withheld from any school district in the state that fails or refuses to comply with the law or rules of the State Board of Education regarding transportation. The following hearing procedures will be utilized in hearings to determine the validity of transportation complaints.

- (1) Upon receipt of a written complaint and hearing request alleging specific violations of law or State Board of Education rules regarding school transportation, the State Superintendent shall appoint an Administrative Law Judge (ALJ) to conduct a hearing to determine the validity of the complaint.
- (2) Within five (5) days of appointment, the ALJ shall notify the school districts who are parties to the complaint in writing of the time, date and location of the hearing.
- (3) Each school district that is a party to the complaint will be given an opportunity to present the following:
 - (A) Evidence supporting the allegations in the complaint, and
 - (B) Defenses to the allegations contained in the complaint.
- (4) Evidence may be received in written form or by oral testimony of witnesses.
- (5) Hearings will be electronically recorded.
- (6) The ALJ shall, upon receiving the evidence, determine whether the allegations contained in the complaint are true and shall make findings and conclusions. If the ALJ determines, by a preponderance of the evidence, that there has been a violation of law or rule, he/she shall recommend withholding of state aid from the district found to be in violation.
- (7) The findings, conclusions and recommendations of the ALJ shall be presented to and considered by the State Board of Education at its next regularly scheduled meeting unless it is determined by the State Superintendent that, due to extraordinary circumstances, a different timeframe is required.
- (8) No additional evidence may be presented to the State Board of Education.
- (9) ALJs will be paid by the nonprevailing school district at a rate of fifty dollars (\$50) per hour, not to exceed three hundred dollars (\$300).
- (10) The State Board of Education will confine its review to the written findings, conclusions and recommendations of the ALJ and, unless the Board determines that the ALJ's findings and conclusions are clearly erroneous, shall adopt such findings and conclusions. If the Board finds the ALJ's decision is clearly erroneous, the Board may remand the matter to the ALJ with instructions on how to proceed.
- (11) The State Board of Education shall determine the amount of state aid to be withheld from the school district found to be in violation of the law or rule on school transportation. The State Superintendent shall notify the district by certified mail, return receipt requested.
- (12) Following notification to the school district, the State Department of Education shall withhold state aid payments to the district in accordance with the State Board of Education decision.

210:30-5-3. Transportation of students

- (a) A student must live in a school district authorized by law to furnish transportation.
- (b) A student must live one and one-half (1 1/2) miles or more by commonly traveled road from the school attended. Students living less than one and one-half (1 1/2) miles from school may be transported, but shall not be counted in determining state aid.
- (c) A normal school day consists of not less than six (6) hours, exclusive of lunch period, with the exception of the first and kindergarten grades. Transportation may be provided for kindergarten age students to and from school during the normally scheduled morning and evening bus operation. Districts desiring to provide additional transportation for kindergarten students at midday may do so at local district expense but it is not required.
- (d) The local school district is responsible for providing transportation for those students with disabilities identified under the Individuals with Disabilities Education Act (IDEA) for whom transportation has been identified as "related service" necessary to enable the students to receive the educational services outlined in their Individualized Education Programs (IEPs).
- (e) Students living in a school district not offering the grade which they are entitled to pursue are entitled to transportation to a school authorized by law to provide transportation to and from school provided they have been legally transferred and reside in the high school transportation area of the school they choose to attend.

[Source: Added at 30 Ok Reg 1047, eff 6-27-13]

210:30-5-4. Transportation for school activities

All Oklahoma school districts shall develop policies and procedures authorizing transportation for extracurricular activities and community involvement purposes as authorized by 70 O.S. § 5-130.

[Source: Added at 30 Ok Reg 1047, eff 6-27-13]

210:30-5-5. Transportation routes and boundaries

- (a) **Evaluation.** All school bus routes shall be evaluated annually for safety and efficiency by the local school district supervisor of transportation or designee.
- (b) **Transportation areas and boundaries.** A high school transportation area is that part of an elementary district that has been assigned to an independent district for the purpose of providing transportation to those students whose resident district does not offer the grade they are entitled to pursue.
 - (1) An independent school district assigned a high school transportation area by the State Department of Education has the duty to provide transportation to students residing in the transportation area who are entitled to pursue a grade not offered in the students' resident district, and who are enrolled in the independent district. The transportation service in the high school transportation area shall be consistent with the transportation policies of the independent district.
 - (2) An independent district loading and unloading students in its assigned transportation area shall confine its transportation program within the elementary district to only those students who are residents of the elementary district entitled to pursue a grade not offered in their resident district, and who are enrolled in the independent district.

- (3) An independent district may not load and unload students in an elementary district whose resident district does offer the grade they are entitled to pursue, unless the boards of education of both school districts approve such transportation.
- (4) A change in transportation area made after July 1 of each year, will not become effective until the next July 1, unless all boards of education affected agree to the proposed change.
- (5) An elementary area that has been assigned to a high school transportation area may be changed to another high school transportation area by mutual agreement, in writing, by the boards of education of the independent school districts and the approval of the State Board of Education.
- (6) A part or all of an elementary school district that is isolated from the remainder of the school district's transportation area because of topography or previous annexations to another high school district may be changed from one high school district's transportation area to another high school district's transportation area if the State Board of Education determines the change should be made on the basis of good administration.
- (7) When an elementary school district is surrounded by an independent school district, that district must be designated as the transportation area for the high school students.
- (8) An independent school district's transportation route may extend into an elementary school district's territory to pick up students whose grade is not offered in the elementary school district and who have transferred into the independent district. An independent district extending its routes into an elementary district in this manner must notify the elementary district of its intent, and must also notify any independent district which is assigned a transportation area in which the district wishing to provide voluntary transportation to elementary district residents intends to load and unload students. Approval by the boards of education of the elementary and assigned independent districts is not required for an independent district to provide voluntary transportation to its own enrolled students who are residents of the elementary district. Nothing in this section should be interpreted to permit an independent district to load or unload students whose resident district does offer the grade they are entitled to pursue, even if a sibling qualifies for such transportation.
- (9) A district not mandated by the State Department of Education to transport students in a high school transportation area, but which chooses to do so, must transport all students who reside in the transportation area who:
- (A) Are entitled to pursue a grade not offered in their resident district; and
 - (B) Have transferred pursuant to 70 O.S. § 8-101 into the independent district offering voluntary transportation.
- (10) A district which voluntarily provides transportation to its own enrolled students who are residents of an elementary district must agree to continue the transportation arrangement until students served under the arrangement graduate. If such a district chooses to discontinue its voluntary transportation service, it may refuse to add any new students to its voluntary transportation list, but must continue to transport those already served.

(11) An independent school district may cross a portion of another district for the purpose of loading and unloading students whose resident district does not provide the grade the students are entitled to pursue, provided the doors of the school bus are kept closed and the transporting district notifies the district(s) its bus(es) will pass through.

(c) Petition for changing boundary lines.

(1) A majority of the school district electors in an elementary district, as defined at 70 O.S. § 7-101, may petition the State Board of Education for an election to change any part or all of a district from one transportation area to another. The board of education of the district(s) receiving the proposed change in transportation area must first approve the language of the petition.

(2) The State Board of Education will approve a convenient date for an election, supply ballots, and send a representative to assist with the election.

(3) If fifty-one percent (51%) of all such legal voters in the district vote for the change, the election makes a good recommendation to the State Board of Education.

(d) Changing areas, high school districts discontinued. High school districts and/or elementary school districts that must be placed in one or more high school transportation area or areas because a high school has been discontinued may be placed in a transportation area or areas on the following basis:

(1) All or part of District "A" may be placed in the transportation area of high school District "B", the transportation area of which is not adjacent to District "A", provided high school District "C", which has a transportation area that separates District "A" from District "B" transportation area, appears to be in jeopardy of being discontinued itself, and provided the number of people in District "A", who want to be placed in the transportation area of District "B", justifies such an arrangement. People in District "A" requesting these arrangements to enable them to annex to District "B" will be given much more consideration than those desiring to transfer only.

(2) No portion of a school district that is adjacent to a high school district's transportation area, but is separated from the high school area by a natural barrier, will be placed in the high school district's transportation area unless or until there is a road connecting the two (2) areas that is maintained in a manner that will justify the operation of a school bus over the road across the barrier.

[Source: Added at 30 Ok Reg 1047, eff 6-27-13; Amended at 32 Ok Reg 923, eff 8-27-15]

210:30-5-6. School buses

(a) Equipment.

(1) Transportation equipment used to transport ten (10) or more public school students at one time to any curriculum based activity or program shall meet all the minimum standards required for Types A, B, C, and D buses. For the purposes of this section, "curriculum based activity or program" shall include, but not be limited to, student attendance at a technology center.

(2) Vehicles having a seating capacity of fewer than ten (10) passengers, excluding the operator, are not required to meet the State minimum standards for school buses.

(b) School bus inspections.

(1) A driver shall perform a daily pre-trip safety inspection of the vehicle. The inspection shall include brakes, lights, tires, exhaust system, gauges, windshield wipers, steering and fuel. The driver shall make a daily written report describing the condition of the bus and listing any deficiencies. This report is to remain on file with the chief administrative officer of the local school district or designee of the chief administrative officer for a period of ninety (90) days.

(2) A driver shall perform a daily post-trip inspection of the interior passenger area of the vehicle to ensure that no pupils remain on the vehicle after the end of the route.

(3) A school district shall have each school bus mechanically inspected annually by an inspector approved by the Oklahoma State Department of Education.

(4) At least twice during each school year, each pupil who is transported in a school vehicle shall be instructed in safe riding practices, and participate in emergency evacuation drills. This instruction should be conducted during the first two weeks of each semester.

(c) School bus inspector qualifications.

(1) Any person licensed to inspect school buses by the Department of Public Safety under the Motor Vehicle Laws of Oklahoma prior to July 1, 2001, may be qualified to perform annual school bus inspections until July 1, 2014.

(2) Any person not meeting the qualifications as prescribed in (1) of this subsection may be qualified to perform the annual school bus inspection by submitting proof to the Oklahoma State Department of Education that they meet one or more of the following qualifications:

(A) Two years' experience as an automotive technician and certification by the Association for Automotive Service Excellence (ASE) in medium-heavy truck brake, transit bus brake, school bus brake, medium-heavy truck preventive maintenance inspection, or transit bus preventive maintenance inspection; or

(B) Any person qualified to perform inspections under the Federal Motor Carrier Safety Act, appendix G. and accompanying regulations at 49 CFR 396.19 will be qualified to inspect any school bus except for the brakes. Persons qualified to inspect brakes under 49 CFR 396.25 shall be qualified to inspect the brakes on any school bus; or

(C) Successful completion of an Inspector's Training Course approved by the Oklahoma State Department of Education.

(d) Standards and school bus specifications.

(1) The NATIONAL MINIMUM STANDARDS FOR SCHOOL BUSES applies to school bus construction and equipment. The Oklahoma State Board of Education has accepted the various methods bus manufacturers use to meet the requirements of these standards and all requirements under the Federal Motor Vehicle Safety Standards. (P.L. 89-563) The responsibility for compliance with Federal and State bus specifications rests with dealers and manufacturers.

(2) State Standards in addition to Federal requirements also apply as follows:

(A) No school district may purchase any used or previously owned school bus unless the seller certifies prior to the sale that the bus

meets all safety standards and specifications for the date of manufacture of the used bus. Any school district that purchases a used or previously owned bus without the certification regarding compliance with standards shall forfeit its state transportation aid. The seller of any used or previously owned school bus shall certify to the local board of education that any such transportation equipment meets all Oklahoma and National Standards required for the date of its manufacture.

(B) Church buses used for the purpose of transporting children to and from schools accredited by the State Department of Education shall be painted National School Bus Yellow.

(3) School districts that convert or have converted school buses to Liquefied Petroleum Gas (LPG) shall comply with safety standards prescribed by the National Fire Protection Association, Standard No. 58 (NFPA-58) and the Oklahoma Liquefied Petroleum Gas Administration. In order to ensure safe installation and proper maintenance of equipment, all personnel must also meet the following existing requirements of the Oklahoma Liquefied Petroleum Gas Administration: "No person, firm, corporation, association, or other entity shall engage in the manufacturing, assembling, fabrication, installing, or selling of any system, container, or apparatus to be used in this State in or for the transportation, storing, dispensing, or utilization of LPG, nor shall any transporter, distributor, or retailer of LPG store, dispense and/or transport over the highways of this State any LPG for use in this State in any system, container, apparatus, or appliance without having first obtained a permit to do so as provided."

[Source: Added at 30 Ok Reg 1047, eff 6-27-13; Amended at 32 Ok Reg 923, eff 8-27-15]

210:30-5-7. Transportation of students with disabilities

(a) **Loading responsibility.** The local school district is responsible for transporting children with disabilities whose IEPs require transportation by the school district as a "related service". This responsibility for transportation begins from the time the student is loaded at the "home curb" until returned and unloaded at the "home curb". The parent or their designee is responsible for "door-to-curb", "curb-to-door", and "street crossing" of the child to the designated loading and unloading point.

(b) **Extended boundaries.** Based upon mutual agreement between two participating school districts, a school district offering special education classes may extend its transportation program to include the transportation of students qualifying for special education in an adjacent school district which does not offer special education classes.

[Source: Added at 30 Ok Reg 1047, eff 6-27-13]

210:30-5-8. School bus driver certification

(a) **General criteria.**

(1) Pursuant to the authority granted to the State Board of Education in 70 O.S. § 3-104(6) to regulate school bus drivers and 47 O.S. § 15-109, no board of education shall have authority to enter into any written contract with a school bus driver who does not hold a valid Oklahoma School Bus Driver's Certificate issued by the State Board of Education authorizing said bus driver to operate a school bus within the State of Oklahoma.

(2) In order to obtain and maintain a standard Oklahoma School Bus Driver's Certificate, the State Board of Education requires all public school bus drivers to:

- (A) Successfully complete a school bus driver training course approved by the State Department of Education;
- (B) Possess and maintain a valid Commercial Driver's License (CDL), which includes the following endorsements required by 47 O.S. § 6-110.1 in accordance with the qualifications determined by Service Oklahoma:
 - (i) A school bus "S" endorsement; and
 - (ii) For drivers of vehicles designed to transport sixteen (16) or more passengers (including the driver), a passenger "P" endorsement; and
- (C) Comply with all other health and safety qualifications set forth in this Section.

(3) No school district board of education shall assign or allow to be assigned any school bus driving duty involving the transportation of students to any employee or volunteer, regardless of contract status (e.g. coach, teacher, mechanic), unless that person has all required supporting documentation required for school bus drivers on file with the school district and a valid Oklahoma State Department of Education School Bus Driving Certificate as provided for in this section.

(4) The State Board of Education recognizes the substantial public interest in safe school bus transportation of children. Therefore, in addition to meeting the vision standards required to obtain a CDL from Service Oklahoma, in order to obtain a standard or emergency Oklahoma School Bus Driver's Certificate, all school bus drivers must have:

- (A) A visual acuity of not less than twenty-four (20/40) (Snellen) in each eye with or without corrective lenses; and
- (B) Not less than twenty-four (20/40) (Snellen) with both eyes with or without corrective lenses; and
- (C) A minimum field of vision of 70 degrees horizontal median vision in each eye.

(5) The use of tobacco by a school bus driver is not permitted during the operation of the bus while hauling pupils. The use of any intoxicating or non-intoxicating alcoholic beverage by the driver eight (8) hours prior to or during the operation of a school bus is strictly prohibited. The use of any controlled dangerous substance seventy-two (72) hours prior to or during the operation of a school bus is strictly prohibited. The possession of any controlled dangerous substance on a school bus is strictly prohibited.

(6) All school bus drivers shall have an annual health certificate signed by a physician licensed by any state within the United States of America (U.S.), or a nurse or physician assistant who is licensed to practice in any state within the U.S. and who is working under the supervision of a medical doctor (MD) or doctor of osteopathy (DO) licensed by any state within the U.S. A school bus driver who is a veteran of the United States Armed Forces may submit a health certificate signed by a licensed physician of the U.S. Department of Veterans Affairs Veterans Health Administration. The certificate shall be filed in the office of the chief administrative officer of the local school district or designee of the chief administrative officer attesting that such physician, or other authorized health care professional

working under the supervision of a physician, has examined the applicant and that the applicant has no sign or symptoms of ill health, and is otherwise, from the observation of such physician or other authorized health care professional, physically and mentally capable of safely operating a school bus. As an alternative to the annual physical examination requirements for school bus drivers, school districts may adopt a policy that utilizes a biannual physical examination, provided the examination is in compliance with the physical qualifications and examination requirements at Subpart E of the Federal Motor Carrier Safety Regulations, 49 CFR §§ 391.41 to 391.50.

(7) Substitute and activity school bus drivers shall meet all the requirements prescribed for regular bus drivers.

(8) At a minimum, the chief administrative officer of the local school district or designee of the chief administrative officer shall conduct an annual driving record check of all school bus drivers, including substitute and activity drivers. The Oklahoma State Department of Education shall be immediately notified of any violation(s) that make a school bus driver ineligible to hold an Oklahoma School Bus Driver's Certificate.

(9) The State Board of Education shall revoke the bus driver's certificate of any holder who fails to comply with the provisions of this Section.

(10) School districts who fail to comply with the provisions of this section shall be subject to penalty pursuant to 210:30-5-2.

(b) School bus driver certificate requirements.

(1) The chief administrative officer of the local school district or designee of the chief administrative officer shall certify to the State Department of Education that each applicant submitted for Standard Five-Year Certification:

(A) Is at least 18 years of age;

(B) Has successfully completed a special school bus drivers' course approved by the State Department of Education;

(C) Holds a valid Commercial Drivers license (CDL) appropriate for the type of vehicle driven with the proper endorsements required by Service Oklahoma;

(D) Has not been convicted of a felony, or pled guilty or nolo contendere to a felony during the last ten years; and

(E) Has passed a driving record check, and no certificate shall be issued to any person who, within the preceding three (3) years:

(i) Has had a license suspended or revoked, canceled or withdrawn pursuant to the Implied Consent Laws at 47 O.S. § 751 et seq.;

(ii) Has a conviction for a violation of 47 O.S. § 11-902 which includes driving, operating or being in actual physical control of a vehicle while under the influence of alcohol or any intoxicating drug;

(iii) Has been convicted or plead guilty to a violation of 47 O.S. § 761, operating a motor vehicle while impaired by consumption of alcohol;

(iv) Has been convicted of any municipal violation of driving under the influence of alcohol or drugs or operating a motor vehicle while impaired or being in actual physical control of a motor vehicle while impaired; or

(v) Has had four (4) or more traffic violations (excluding parking violations).

(2) The chief administrative officer of the local school district or designee of the chief administrative officer shall certify to the State Department of Education that the applicant for an Emergency One-Year School Bus Driver Certificate (Not Renewable):

(A) Is at least 18 years of age;

(B) Holds a valid Commercial Driver's License with the proper endorsements required by Service Oklahoma; and

(C) Has passed a driving record check and meets the requirements set forth in (1)(D)-(E) of this subsection.

(3) Requirements for Renewal of the Standard Five-Year Certificate include:

(A) Every five (5) years, each driver shall have successfully completed four (4) hours per year of inservice training approved by the State Department of Education;

(B) The chief administrative officer of the local school district or designee of the chief administrative officer shall certify to the State Department of Education that the applicant meets all requirements for standard certification; [47 O.S. § 15-109]

(C) Each applicant has a health certificate on file signed by a licensed physician, or a nurse or physician assistant who is licensed to practice in any state within the U.S. and who is working under the supervision of a medical doctor (MD) or doctor of osteopathy (DO), and meets all vision requirements;

(D) Each applicant has not been convicted or pled guilty to a felony in the last ten (10) years;

(E) The applicant's driving record has been checked and meets all other State Board of Education requirements for certification; and

(F) Notwithstanding the provisions of this paragraph, in order to renew any school bus driver certificate which has been expired for more than one year, a driver must successfully complete a renewal course approved by the State Department of Education. Such a course must, at a minimum, include topics on:

(i) Railroad crossings;

(ii) Emergency evacuation procedures;

(iii) Mirror placement;

(iv) Pick-up and drop-off procedures;

(v) Sound driving practices; and

(vi) Accident procedures.

(4) During the period that the application for issuance of a new or renewed school bus driver certificate is pending, applicants must immediately notify the State Department of Education Transportation Section of any arrest, citation, or conviction of any disqualifying offense set forth in (1)(E) of this subsection; any moving violation; or any involvement in a traffic accident.

(c) Certification of drivers with a monocular vision condition.

(1) Individuals who wish to obtain an Oklahoma School Bus Driver's Certificate and meet all other requirements of this Section, but cannot meet the vision requirements in (a)(3) of this Section in both eyes due to the presence of a monocular vision condition, may obtain an exemption from the vision requirements of (a)(3) of this Section by providing evidence

showing that Applicant is exempt from the requirements of 49 C.F.R. § 391.41, has fully adapted to the monocular vision condition, and is capable of safely operating a school bus for the purpose of transporting school children. Such evidence must consist of documentation for each one of the following:

(A) Documentation establishing that Applicant's vision condition has been present and unchanged for three years or more prior to the application for an exemption from the vision requirements of (a)(3) of this Section;

(B) Documentation establishing that Applicant has experience in safely operating a Commercial Motor Vehicle with the monocular vision condition within the three (3) year period immediately preceding the date of the application for an exemption from the vision requirements of (a)(3) of this Section; and

(C) One of the following:

(i) An authority letter issued by the Applicant's CDL licensing jurisdiction qualifying the individual as exempt from the vision requirements of 49 C.F.R. § 391.41; or

(ii) A letter or waiver issued by the Federal Motor Carrier Safety Administration (FMCSA) documenting that the applicant has received a waiver from the vision requirements of 49 C.F.R. § 391.41.

(2) Documentation of the evidence required by (1)(A) of this subsection shall consist of documentation for each one of the following:

(A) Applicant must have been examined by a licensed ophthalmologist or optometrist within sixty (60) days prior to obtaining the Commercial Driver License and within one year of applying for the State Department of Education monocular vision exemption. Applicant must provide the State Department of Education a copy of official documentation of the vision examination from the Applicant's CDL licensing jurisdiction.

(B) In addition, if not included on the official documentation of the vision exam, Applicant must submit additional documentation, in which a licensed ophthalmologist or optometrist identifies and describes:

(i) The nature of the vision deficiency, including how long the individual has had the deficiency;

(ii) The date of the examination;

(iii) Whether the applicant's vision is stable;

(iv) The visual acuity of each eye, corrected and uncorrected;

(v) The field of vision of each eye, including central and peripheral fields, testing to at least 120 in the horizontal. (Formal perimetry is required. The doctor must submit the formal perimetry test for each eye and interpret the results in degrees of field of vision.);

(vi) Whether the applicant has the ability to recognize the colors of traffic control signals and devices showing red, green, and amber; and

(vii) The ophthalmologist/optometrist's medical opinion as to whether the individual has sufficient vision to perform

the driving tasks required to operate a school bus.

(3) Documentation of the evidence required by (1)(B) of this subsection shall consist of each of the following:

(A) Applicant must provide documentation of experience in operating a commercial motor vehicle (as defined by 47 O.S. §§ 1-107.1, 1-107.2, or 1-107.3) while the Applicant has a monocular vision condition for the three (3) year period immediately preceding the date of this application which includes the following information:

(i) For any applicant employed as a driver of a commercial motor vehicle, the DOT # or ICC# of Applicant's employer(s); for any applicant with driving experience as an independent motor carrier, a list of names, addresses, and phone numbers of customers for whom Applicant performed transportation services through the operation of a commercial motor vehicle on public highways;

(ii) A list of all dates (month/date/year) during the three (3) year period for which Applicant performed services driving and/or operating a commercial motor vehicle, and the number of hours driven per week; and

(iii) A list of all types of commercial motor vehicles operated by Applicant and gross vehicle weight rating ("GVWR") of each vehicle operated by Applicant;

(B) Acceptable forms of required documentation of the Applicant's driving experience described in (3) of this paragraph may include either:

(i) A signed, notarized statement from the individual's present or past employer(s) on company letterhead; or

(ii) An affidavit by the Applicant.

(C) Applicant shall provide the State Department of Education with a Motor Vehicle Report demonstrating that applicant's driving record during the three (3) year period prior to the date the application is filed:

(i) Contains no suspensions or revocations of Applicant's driver's license for the operation of any motor vehicle (including Applicant's personal vehicle);

(ii) Contains no record of involvement in an accident involving negligence attributable to the monocular vision condition;

(iii) Contains no record of a serious traffic offense attributable to the monocular vision condition (e.g., erratic unsafe lane changes, following too closely, etc.)

(4) Individuals who receive the vision exemption to drive a bus for an accredited school in Oklahoma must submit to their employer a copy of the documentation required by (1)(C) of this subsection.

(d) Certification of drivers with insulin-dependent diabetes mellitus.

(1) Any person with diabetes mellitus requiring insulin by injection shall not be eligible for a school bus certificate unless the individual meets all other requirements of (a) and (b) of this Section, and the individual possesses and maintains either:

- (A) An authority letter issued by Applicant's CDL licensing jurisdiction qualifying the individual as exempt from the physical requirements of 49 C.F.R. § 391.41; or
- (B) A letter or waiver issued by the Federal Motor Carrier Safety Administration (FMCSA) documenting that the applicant has received a waiver from the physical requirements of 49 C.F.R. § 391.41.

(2) Upon hire, exempted individuals will be required to agree to and comply with the following conditions:

- (A) Blood glucose levels shall be self-monitored one (1) hour prior to driving and at least once every four (4) hours while driving a school bus or on duty by using a portable glucose monitoring device with a computerized memory, and take corrective action if necessary;
- (B) The individual shall maintain blood glucose logs, three months from the current date (or the date that insulin use began, whichever is shorter).

- (i) If the employing district has cause to require a medical evaluation as authorized by (5) of this subsection, logs maintained pursuant to this subsection must be provided to the board certified medical doctor (MD) or doctor of osteopathy (DO) treating the individual.

- (ii) Blood glucose logs must be created by an electronic blood glucose meter that stores every reading, records date and time of reading, and from which data can be downloaded and printed.

- (C) The individual shall carry a source of rapidly absorbable glucose at all times while operating a school bus; and

- (D) The individual shall meet the annual physical examination requirements for drivers with metabolic diseases set forth by Service Oklahoma in OAC 260:135-5-50.

- (E) The individual shall notify the Department of Public Safety and the State Department of Education of any changes in physical or mental ailments or conditions which may cause loss of control or partial control or may otherwise render the individual incapable of properly controlling a school bus.

(3) Superintendents or their designees who hire individuals who hold a diabetes exemption certification must keep on file in a separate medical record:

- (A) A current copy of the diabetes exemption certificate of the individual;

- (B) The contact information of the board certified medical doctor (MD) or doctor of osteopathy (DO) who is treating the individual;

- (C) Record of the annual medical certification issued by the board certified medical doctor (MD) or doctor of osteopathy (DO) pursuant to (1)(B) of this subsection; and

- (D) Copies of any medical certifications obtained pursuant to (5) of this subsection.

(4) An individual holding a diabetes exemption certificate shall immediately notify the superintendent (or the superintendent's designee) of the school district in which the individual is employed if the individual's

blood glucose level is outside of a range of 100 mg/dl to 400 mg/dl one (1) hour prior to driving. Upon receipt of such notice, the superintendent or the superintendent's designee shall not allow the individual holding the diabetes exemption certificate to drive. If the individual's blood glucose level is below 100 mg/dl or above 400 mg/dl, then the driver cannot operate a school bus or transport school children as an employee of any school district until the blood glucose measure is within the target range.

(5) In the event an individual holding a diabetes exemption is involved in an incident directly caused by the individual's diabetic condition, the individual cannot operate a school bus or transport school children as an employee of any school district until the individual has been certified in writing as medically able to safely resume work related duties by the certified medical doctor (MD) or doctor of osteopathy (DO) by whom they are being treated.

[Source: Added at 30 Ok Reg 2170, eff 7-24-13; Added at 31 Ok Reg 1210, eff 9-12-14; Amended at 32 Ok Reg 923, eff 8-27-15; Amended at 34 Ok Reg 1094, eff 9-11-17; Amended at 37 Ok Reg 1212, eff 9-11-20; Amended at 40 Ok Reg 1985, eff 9-11-23]

CHAPTER 35. STANDARDS FOR ACCREDITATION OF ELEMENTARY, MIDDLE LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS

[Authority: Laws 114-95 and 1989, 1st Ex.Sess., c. 2; 70 O.S., §§ 1-109, 1-111, 3-104, 3-104.4, 3-104(10), 3-104.7, 5-148, 5-149, 11-103.6(h), 18-108, 24-100.5, 24-100(a), 24-114, 35e, 628.13, 1210.162, 1210.284, 1210.508F, 1210.541, and 1210.658; Laws 1994, c. 290; HB 1601 (2008)]

[Source: Codified 7-13-92]

SUBCHAPTER 1. GENERAL PROVISIONS

210:35-1-1. Purpose

This Chapter contains the standards adopted by the State Board of Education for the accreditation of schools in accord with the requirements of H. B. 1017 (1990).

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-1-2. Definitions

The following words and terms, when used in this Chapter, shall have the following meaning, unless the context clearly indicates otherwise:

"**Superintendent**" means, with the exception of requirements for certification, an elementary school superintendent, headmaster, or superintendent.

[Reference: 210:35-3-46(b)]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-1-3. Timelines for meeting accreditation standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-1-4. Standards eligible for deregulation

(a) Public schools shall be eligible to apply for deregulation of any State Department of Education accreditation standard or regulation, request a waiver from a statutory requirement, and/or apply for participation in the School District Empowerment Plan in accordance with the procedures set forth in 210:35-3-228

and 210:35-3-229. Public schools shall not be granted exemptions or waivers from any accreditation standard, regulation, or statute that is related to the following categories of statutes and regulations:

- (1) Federal, state, and local statutes and regulations relating to health, safety, civil rights and insurance;
- (2) State statutes and regulations pertaining to testing required by the Oklahoma School Testing Program Act and reporting of test results and accountability data to the State Department of Education;
- (3) Statutes and regulations pertaining to financial reporting and compliance, audits, audit procedures, and audit requirements;
- (4) Federal and state statutes and regulations relating to education of children with disabilities;
- (5) State regulations pertaining to the public school year calendar at 70 O.S. § 1-109;
- (6) State regulations pertaining to student suspension requirements at 70 O.S. § 24-101.3;
- (7) Statutes and regulations pertaining to the Oklahoma Open Meeting Act at 25 O.S. §§ 301 et seq. and the Oklahoma Open Records Act at 51 O.S. §§ 24A.1 et seq.;
- (8) Federal and state statutes and regulations pertaining to the rights of children to attend school free of charge as set forth in 70 O.S. § 1-114;
- (9) State statutes and regulations pertaining to the minimum salary schedule for teachers as set forth in 70 O.S. § 18-114.12;
- (10) Statutes and regulations pertaining to participation of school district employees in the Teachers' Retirement System of Oklahoma as set forth in 70 O.S. §§ 17-101 et seq.;
- (11) Statutes and regulations pertaining to health insurance plans for school district employees required by 70 O.S. § 5-117.5 and cafeteria plans required by 70 O.S. § 26-104;
- (12) Statutes and regulations pertaining to criminal history record checks for public school employees;
- (13) Statutes and regulations pertaining to evaluations of teachers and school personnel as set forth in 70 O.S. §§ 6-101.10 and 6-101.11;
- (14) Statutes and regulations pertaining to the dismissal and due process procedures for administrators as set forth in 70 O.S. §§ 6-101.13 through 6-101.15;
- (15) Statutes and regulations pertaining to the dismissal and due process procedures for teachers as set forth in 70 O.S. §§ 6-101.21 through 6-101.26;
- (16) Statutes and regulations pertaining to the payroll deduction requirements as set forth in 70 O.S. § 5-139;
- (17) Statutes and regulations pertaining to the dismissal and due process procedures for education support employees as set forth in 70 O.S. §§ 6-101.40 through 6-101.47;
- (18) Statutes and regulations pertaining to certification of teachers, counselors, librarians, school nurses, superintendents, principals, supervisors, school bus drivers, or any other instructional, supervisory, or administrative employee unless otherwise exempt from certification or licensure requirements;
- (19) Statutes pertaining to negotiations between school districts and school employees set forth in 70 O.S. §§ 509.1 through 509.11;

- (20) Statutes and regulations pertaining to the required courses that must be offered in order to meet the curriculum requirements set forth in 70 O.S. § 103.6;
 - (21) Statutes and regulations pertaining to demonstration of mastery of state academic content standards set forth at 70 O.S. § 1210.523;
 - (22) Statutes and regulations pertaining to the instruction and continuing education requirements for school board members set forth in 70 O.S. §§ 5-110, 5-110.1, and 5-110.2; and
 - (24) Any other federal statutes or regulations applicable to the state public school system from which the state has not received a waiver.
- (b) No later than July 1 of every year, the State Department of Education shall publish an updated list on its website of all Oklahoma statutes, regulations, and accreditation standards that are ineligible for deregulation in accordance with (a) of this Section.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Amended at 31 Ok Reg 1214, eff 9-12-14]

SUBCHAPTER 3. STANDARDS FOR ELEMENTARY, MIDDLE LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS

PART 1. STANDARD I: PHILOSOPHY (AND/OR MISSION) AND GOALS

210:35-3-1. Statement of the standard

Oklahoma schools have the responsibility of meeting the educational needs of all students, providing equitable educational opportunities, and fostering lifelong learning as they prepare to participate in a democratic society. In order to establish priorities, aid in decision making, and provide an effective basis for a comprehensive and continuous evaluation, each school site shall develop and maintain a written statement of the philosophy and goals to be served by educational programs that are based on the belief that all students can learn. The school's philosophy and goals must reflect consensus among the school site community, the local board, and the school staff. The educational programs shall address the academic, personal/social, and career/vocational development of students as they prepare for the future.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-2. Applicability of the standard

Provisions of this standard (Standard I) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-3. Timelines for implementing the standard [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-4. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-5. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-6. Written statement of philosophy and goals

There shall be a written statement of philosophy and goals, which is the governing document for the school and its program, with provisions made for review and appropriate modification.

- (1) The statement shall be developed with appropriate participation by the school staff, parents, students, and community representatives.
- (2) The statement shall reflect the individual character of the school. It shall be in harmony with:
 - (A) The state's philosophy.
 - (B) The district's philosophy.
 - (C) The characteristics of its youth and adults.
 - (D) The principles and spirit of American democracy.
- (3) The statement shall reflect an understanding of the abilities and learning requirements and provide an assurance that students have equitable opportunities to develop competencies in the basic skills and higher order thinking skills.
- (4) The statement shall contain priorities for the school's various responsibilities. Implementation of such priorities shall be evident in the educational program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-7. Information to be utilized to determine achievement of goals

Information from a variety of sources shall be utilized to determine the extent to which the school's goals are being achieved.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-8. Objectives to be consistent with goals

The objectives identified for the elements of the educational program shall be consistent with the major goals of the school.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-9. Parents/guardians and community to be informed of philosophy and goals

Each year parents/guardians and the community shall be informed of the philosophy and goals of the school.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

PART 3. STANDARD II: SCHOOL-COMMUNITY RELATIONSHIPS

210:35-3-21. Statement of the standard

The school establishes relationships with its parents and community that result in a feeling of mutual trust. These relationships are based on open, two-way communication. Parents and the community are involved in developing and monitoring the school's expected outcomes. The school displays a willingness to respond to the parents and the community; and the community supports the school and its program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-22. Applicability of the standard

Provisions of this standard (Standard II) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-23. Timelines for implementing the standard [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-24. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-25. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-26. School to provide opportunities for school community expression

The school shall provide opportunities for both individual parents and for groups of parents and other members of the school community to express their desires, identify their concerns, ask questions, and make suggestions concerning the school and its program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-27. School to communicate to school community

The school shall make systematic efforts to explain its mission, policies, procedures, needs, program, and status to the school community. Further, there shall be a planned communications program using a variety of media such as television, radio, newspaper, school publications, and other means to inform the school community about its schools.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-28. School to involve parents [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-29. School to promote use of buildings and property [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-30. Ristrict encouraged to explore parental outreach and educational opportunities programs [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION

210:35-3-41. Statement of the standard

The school is organized to ensure the achievement of its goals. The working relationships among the local board, superintendent, principal, and staff are such as

to facilitate the successful functioning of all phases of the school's program. The principal of the school has the autonomy and authority to provide the leadership needed to accomplish the goals of the school. The school is provided with sufficient professional and service personnel to ensure effective operation of all phases of the school's program. The school is organized in a manner that encourages new and innovative ideas designed to improve the program and to help the school adapt to changing conditions.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-42. Applicability of the standard

Provisions of this standard (Standard III) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-43. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-44. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-45. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-46. Administrative and supervisory services

- (a) The school site shall be part of a system employing a full-time superintendent. If a vacancy occurs in the superintendency during the course of the school year, a certified replacement must be employed within forty-five (45) school days.
- (b) It shall further be the responsibility of the local board, upon the recommendation of the superintendent, to employ an administrative head to be known as a principal for each of the schools within the district. Private schools shall employ a full-time principal/headmaster. Full time is defined as employed full time and therefore allows administrators to teach.
- (c) Instructional leadership shall be the chief function of the school's principal. The principal shall be responsible for the improvement of instruction and be given the authority and resources needed to accomplish this goal. The principal shall help clarify the goals of the school, help obtain resources for it, coordinate its various activities, and promote its continuous evaluation to determine improvements needed.
- (d) Lines of administrative and supervisory authority between the central office staff and the principal shall be defined clearly and shall give the principal responsibility for initiating appropriate changes to meet the needs of the students.
- (e) The principal shall be involved in the selection, assessment, evaluation, retention, and promotion of all personnel assigned to the school.
- (f) While working with faculty, staff, or students in the school, central office and other supplementary personnel shall coordinate their activities through the principal.
- (g) The principal shall have the responsibility and the authority for the administration of the non-instructional programs in the school.

- (h) The local board shall adopt a school calendar and school day consistent with statutory requirements in Oklahoma.
- (i) If a school district on a traditional 180 day academic calendar rather than a 1,080 hour academic calendar determines that it is necessary to deviate from the required 6 hour school day because of severe weather conditions or fire, the administrator should report this, in writing, to the State Department of Education Office of Accreditation within seventy-two (72) hours. Any loss of school time shall require the superintendent to report the amount of time lost and the procedures to be used to make up the lost time. If a school district on a 1,080 hour academic calendar adopted pursuant to 70 O.S. § 1-109 determines that it is necessary to cancel or shorten a school day due to severe weather or other such unavoidable conditions, the district may adapt the length of subsequent school days as necessary to ensure class is in session for at least the 1,080 hours required for the school year. Any such adaptations to a school district's academic calendar that are made during the school year must be reported to the State Department of Education Office of Accreditation within seventy-two (72) hours, but pre-approval for the calendar adjustment is not required provided class time for the school year will not be reduced below 1,080 hours.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 13 Ok Reg 1355, eff 5-13-96; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 18 Ok Reg 2307, eff 4-23-01 (emergency); Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 1000, eff 5-13-02; Amended at 36 Ok Reg 838, eff 7-25-19]

210:35-3-47. School reports and records

Well-delineated policies and procedures for records and reports shall be developed and kept current. School districts may store all documents and information in student records either electronically or in paper format.

- (1) Records and reports needed for effective planning, operation, evaluation, and reporting shall be kept relative to the following components of the educational program:

- (A) Administrative operations
- (B) Curriculum
- (C) Guidance
- (D) Health services
- (E) Instructional supplies
- (F) Media services
- (G) School Plant
- (H) Staff
- (I) Student activities
- (J) Student personnel

- (2) The permanent record of the student, including social security number as permitted by law, shall be current and filed in the superintendent's or principal's office. Standardized test results, student's school activities, attendance and citizenship dates shall be included as a part of the permanent records. Proper safeguards shall be taken with these records to protect the confidentiality of individuals and the human rights of all students. Health and immunization records should be kept separately.

- (3) One person in each school shall be responsible for all personally identifiable information to assure that no unauthorized person will be able to obtain the information without written parental permission.

(4) Students shall be officially enrolled upon receipt of their immunization records as required by law and transcripts or grade cards. Information pertaining to grades, graduation tests, college admission test, rank in class of graduating seniors, and other pertinent information required under 70 O.S. § 24-114 shall be recorded on the transcript. A student's transcript shall be maintained by the school district for not less than eighty (80) years following the graduation, transfer, or withdrawal of the student from the district. Because of the likelihood of changes to electronic data storage systems and practices during the timeframe that transcripts must be maintained, districts that store student records electronically are encouraged to make any necessary format conversions of student transcript records each time the district makes a significant change to its electronic data storage system, so that transcripts will be retrievable if the original storage format becomes obsolete.

(5) Principals shall furnish transcripts and immunization records of students within three business days when requested to do so by school officials.

(6) School administrators shall be familiar with and assure compliance with state attendance laws.

(7) Attendance records shall be completed and made available for auditing at the close of the school year. The principal or a competent person under his or her supervision shall record the attendance daily.

(A) Pupils absent from school in which they are regularly enrolled may be considered as being in attendance if the reason for such absence is to participate in scheduled school activities under the direction and supervision of a regular member of the faculty.

(B) Closing classroom work early for seniors for commencement or other activities is prohibited by the State Board of Education. Any school district which does not require students to attend school for the full term shall be in violation of the State Board of Education policy and shall be cited for the violation on the final accreditation report as presented for approval by the State Board of Education for the upcoming school year.

(C) Classroom activities and instruction shall continue until the end of the school term. Students given excused absences during examination periods, for sickness or any other reason, shall not be counted as being in attendance.

(8) Attendance records and teachers' grade books shall be filed with the district superintendent or his/her designee at the close of the school year.

(9) Permanent records of staff and students shall be retained in the school.

(10) Except for transcript records as defined in 70 O.S. § 24-114, school districts shall dispose of information in a student record at a time established by district policy that is between five (5) and seven (7) years after the student has graduated, transferred, or withdrawn from the district. Prior to the destruction of student records under this provision, school districts shall provide notification to the student or, if the student is under eighteen (18), to the student's parent or guardian, that the student's non-transcript records are scheduled to be destroyed. Notifications may be sent to the student or parent/guardian's last known mailing address and/or email address. Such notification must include an option for the student/parent to request the physical records, if in hard copy format, or a copy of the records if they are stored electronically. Students/parents shall be allowed at least

thirty (30) days following notification to request the records before the records may be destroyed by the school district. If a district's policy includes the option for students/parents to request the student records scheduled for destruction by postal mail, the district may require the student/parent to pay the necessary postage, provided that no fee shall be charged if the student/parent retrieves the records in person. A school district shall be deemed to have fulfilled the requirement to notify a student/parent prior to the destruction of student records if notification is directed to the last known contact information available to the district.

(11) Any person who has completed at least thirty (30) hours of college credit at an accredited college or university in Oklahoma may be awarded a high school diploma by the State Department of Education, upon written request and verification of supporting documentation.

(A) A person wishing to apply for a diploma under these provisions must submit a written request to the State Department of Education. This request must be submitted with an official copy of the diploma applicant's transcript from an Oklahoma college or university showing at least thirty (30) credit hours earned.

(B) An official copy of the applicant's transcript may be submitted in either hard copy or electronic form. Acceptance of an official transcript in electronic form may require direct submission to the State Department of Education by the diploma applicant's college or university.

(C) Any person who has previously been an Oklahoma student and has earned at least thirty (30) hours of college credit at an accredited college or university may apply for a diploma under this section, regardless of whether the credits were earned at an institution located in Oklahoma. A former Oklahoma student applying for a diploma after earning credits from an accredited college or university outside Oklahoma must submit an official transcript showing credits earned, as well as documentation showing that the applicant was previously an Oklahoma student.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 32 Ok Reg 929, eff 8-27-15; Amended at 34 Ok Reg 1098, eff 9-11-17]

210:35-3-48. Local board responsibilities/staff relationships

(a) The local board shall have the responsibility for the operation of the school, and for performance of their powers and duties as specified in statute. [Reference: 70:5-117; SL Section 65 Powers and Duties]

(1) The local board shall be responsible for developing and adopting effective policies for the operation of the school(s), which must include those policies required by statute. The staff, students, and community shall be involved in the development of the policies which relate to them. The local board's policies shall be prepared in printed form and shall be made available to staff, students, and community.

(2) The governing local board shall be responsible for the selection and evaluation of its chief executive officer who shall be the superintendent or other designated head of the school system.

(3) The local board and its individual members shall refrain from involvement in or interference with the administrative functions of the

school.

(4) Individual board members shall not engage in transactions for the school or the district without prior and specific authorization of the entire board.

(5) Local board meetings shall be announced sufficiently in advance to give proper notice to board members, staff, and community.

(6) Prior to each local board meeting, the superintendent, in cooperation with the board, shall prepare an agenda for the meeting which is in compliance with the Oklahoma Open Meeting Act. Copies of the agenda shall be available to the public.

(7) Local board meetings shall be open to the public, except for executive sessions which shall be limited to topics prescribed by statute.

(8) The local board shall transact official business with professional staff members and other school employees only through the superintendent. The board shall adopt procedures which permit hearing viewpoints of the staff, students, and community during board meetings.

(A) All school equipment, books, and supplies purchased with federal funds shall be labeled or designated when delivered to the school. This labeling shall include the title of the Act and the year purchased.

(B) Lack of harmony in the teaching staff, board, or community, when such conditions affect the quality and effectiveness of instruction and climate of the school, shall be considered sufficient cause for not accrediting a school. Political and special interest groups or individuals shall not interfere in the operation of the schools.

(C) The local board of education shall adopt policies and procedures pertaining to admission, placement, promotion, retention, and graduation requirements for students which shall be disseminated to students and parents/guardians.

(D) For any instances in which the school charges tuition, as provided by law, the school shall have a policy, approved by the local board, regarding procedures to be used in the refunding of tuition if the student withdraws from the school.

(b) The Elementary superintendent will be responsible in an Elementary school district.

(1) The chief executive officer of an independent school district or Elementary superintendent of an Elementary school district shall be expected to attend all meetings of the board of education. The superintendent may be excused from a board meeting during the time his or her employment or salary is under consideration.

(2) The superintendent shall be responsible for developing and administering rules and procedures in accord with local board policies for proper operation of the schools. The staff, students, and community shall be involved, when appropriate, in the development of the rules and procedures which relate to them. The superintendent shall keep the local board informed of the status of all aspects of the school's operation.

(3) The superintendent shall be responsible for the selection, assignment, and evaluation of school employees, the management of the buildings and equipment, and the administration and supervision of the educational and communications program. The chief executive officer shall prepare, or have

prepared, and submit annually for the board's consideration a budget of anticipated income and expenditures.

(c) The working relationships among the principal and the staff shall be such as to facilitate the effective administration and operation of the educational program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2251, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

PART 7. STANDARD IV: CURRICULUM, INSTRUCTION, ASSESSMENT, AND CLIMATE

210:35-3-61. Statement of the standard

The curriculum translates the school's statement of philosophy (and/or mission) and goals into learning objectives and activities. The core curriculum shall be designed to teach competencies for which students shall be tested. The curriculum shall be designed to prepare all students for employment and/or post secondary education. The school shall use varied measures to determine the extent to which individual students are achieving the goals and levels of competencies. The instructional program is designed to impart the knowledge and skills essential to function successfully in a democratic society. Instruction is based on the selection and implementation of activities which enable each student to achieve the goals and objectives of the curriculum. Curricular activities are learning activities within the instructional process that occur in an accredited course during the school day to assist students in achieving proficiency in the Oklahoma Academic Standards. The co-curricular activities are an integral part of instructional programs that are consistent with the Oklahoma Academic Standards and the stated goals and objectives of the various disciplines. To accomplish these stated goals and objectives, selected activities may be offered off campus as an extension of classroom instruction. Extracurricular activities enhance the educational process but are not essential to the achievement of proficiency in the Oklahoma Academic Standards.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3577, eff 7-30-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 35 Ok Reg 1150, eff 9-14-18]

210:35-3-62. Applicability of the standard

Provisions of this standard (Standard IV) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-63. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-64. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-65. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-66. Curriculum

- (a) Quality curriculum shall be accessible for all students.
- (b) The curriculum shall reflect the school's statement of philosophy (and/or mission) and goals.
- (c) The written curriculum shall include the Oklahoma Academic Standards.
- (d) The school shall provide an organizational structure and curriculum which allows each student to progress in accordance with individual growth and development.
- (e) The curriculum shall reflect principles of human growth and development and the specific learning theories accepted by the school.
- (f) The curriculum shall reflect the needs, the goals, and the values of the community.
- (g) The curriculum shall utilize the resources of the community.
- (h) The curriculum shall be developed, evaluated, and revised by the professional staff, with the appropriate involvement by the community and the students.
- (i) The curriculum shall be broad in scope and shall provide a wide range in student rate, readiness, and potential for learning through a balanced program of skills and knowledge.
 - (1) Information Skills shall be integrated into the curriculum to facilitate the development of proficiency in locating, selecting, organizing and communicating information.
 - (2) The curriculum shall emphasize the interrelationships among areas of learning.
 - (3) Procedures shall be established and implemented which foster vertical and horizontal program articulation (scope and sequence) with the school and within affiliated schools.
 - (4) The Oklahoma Academic Standards shall be in writing and shall be available to parents/guardians and teachers. Student skills shall be reviewed periodically and shall be utilized in assessing student performance on the Oklahoma Academic Standards.
 - (5) The instructional staff members shall participate in the selection of appropriate content, methods, teaching materials, and learning activities used to achieve the Oklahoma Academic Standards and the goals of the local school district and/or school site.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4287, eff 7-27-93 (emergency); Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 35 Ok Reg 1150, eff 9-14-18]

210:35-3-67. Instruction

- (a) Special instruction, services, materials, and testing programs shall be available for those students having exceptional needs.
- (b) The overall educational program shall incorporate high expectations and successful experiences for all students.
- (c) Students and parents/guardians shall be informed about the Oklahoma Academic Standards for the core curriculum areas.
- (d) The placement of students in instructional skill groups within classes shall be reviewed frequently and adjustments shall be made in accordance with student needs and Oklahoma Academic Standards performance.
- (e) All instructional/learning materials shall be selected with consideration for the appropriate treatment of racial, ethnic, and cultural groups and the avoidance of stereotyping.

- (f) Appropriate instructional materials and equipment for core curriculum areas shall be provided in the amount and types needed to ensure that all students demonstrate competency in the Oklahoma Academic Standards.
- (g) Students and parents/guardians shall be informed in writing about their rights and responsibilities pertaining to the school curriculum.
- (h) The school shall protect the legal rights of students and parents/guardians as those rights relate to the curriculum.
- (i) Instructional methods shall provide for cooperative group learning in addition to competitive and individualized learning formats.
- (j) Learning activities and assessment procedures shall be congruent with the Oklahoma Academic Standards.
- (k) Learning activities shall be supported by supplementary or alternative instructional services as required by individual student needs.
- (l) Teacher/student interaction shall be utilized in planning of instructional options for learning activities.
- (m) All activities to teach Oklahoma Academic Standards shall provide for the different learning styles of students by including a diversity of appropriate learning opportunities.
- (n) Learning activities shall provide for the use of a variety of instructional materials and equipment.
- (o) Teachers shall use classroom practices which make the most productive use of class time.
- (p) The school's administrators shall enforce procedures and regulations which protect student learning time.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4287, eff 7-27-93 (emergency); Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 35 Ok Reg 1150, eff 9-14-18]

210:35-3-68. Assessment

- (a) The principal, teachers, and parents/guardians shall be responsible for assessing the effectiveness of the curriculum and for planning improvement of the curriculum.
- (b) Students shall receive regular and frequent assessment of their progress toward proficiency in the Oklahoma Academic Standards.
- (c) The school shall evaluate the major aspects of its curriculum through use of performance indicators and criteria for monitoring student progress. [70 O.S. § 1210.505]
- (d) Evaluation data derived from a variety of measures shall include information on:
 - (1) Student achievement.
 - (2) School climate.
 - (3) Expectations of parents/guardians.
- (e) Student achievement data shall include, when appropriate:
 - (1) Norm-referenced tests.
 - (2) Criterion-referenced tests.
 - (3) Teacher-made tests.
 - (4) Career assessments.
 - (5) College admission and placement tests.
- (f) A variety of assessments shall be used to evaluate the performance of each student in order to improve instruction.

- (g) The school shall provide diagnostic and prescriptive services for special class placement of exceptional students.
- (h) The result of the school's student assessment program shall be used to modify curriculum and instructional methodology.
- (i) The school shall make appropriate use of follow-up information concerning its former students to assist in the assessment and improvement of the curriculum.
- (j) Through written reports and individual conferences, parents/guardians shall be informed frequently and regularly about student progress.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4287, eff 7-27-93 (emergency); Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 35 Ok Reg 1150, eff 9-14-18]

210:35-3-69. Climate

- (a) The school climate shall be conducive to learning.
- (b) The school staff shall assess its climate, share the results of the assessment with the staff, and have a plan for maintaining an atmosphere that is responsive to the needs of the students.
- (c) There shall be activities within the school that provide for and/or facilitate the positive self-esteem of students and staff members.
- (d) The school shall provide appropriate opportunities for involving students, parents, staff members, and community representatives in decision-making.
[Reference: 70:5-117.4; SL Section 68.1 Adoption of Four-Year Improvement Plan by Board of Education]
- (e) The school shall assist parents in developing those skills and attitudes necessary for helping their children succeed in school.
- (f) The school shall provide a handbook for students, parents, and teachers which includes information on such matters as homework policies, behavior codes, grading policies, and other kinds of information important to students, parents, guardians, and staff members. The behavior code shall be developed with the appropriate involvement of students, staff, and parents.
- (g) The school shall provide organizations, activities, and leadership groups that offer opportunities for recognition of student accomplishments.
- (h) Parents shall receive regular and frequent communication from the school. Other members of the community shall be kept informed about school activities.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

PART 9. STANDARD V: THE SCHOOL STAFF

210:35-3-81. Statement of the standard

The schools of Oklahoma shall be staffed by administrators and teachers who are well-qualified for their respective positions. Administrators and staff work in a collegial, cooperative school environment. The staff participate in decision-making affecting the school program and teach under conditions favorable to effective performance. Administrators and teachers participate in staff development to enhance professional and instructional skills and to meet locally identified school improvement needs.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-82. Applicability of the standard

Provisions of this standard (Standard V) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-83. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-84. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-85. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-86. Qualifications; personnel records

- (a) All professional personnel, with the exception of some instructors in Career Technology programs, shall hold a baccalaureate degree from an accredited institution, provide evidence of adequate professional education preparation, meet the certification standards of Oklahoma, and be assigned to teach in areas for which they are certified.
- (b) The superintendent who is the administrative head of the school system shall hold a valid Oklahoma superintendent's certificate. The Technology Center superintendent who is the administrative head of the school system shall also hold the technology center superintendent endorsement issued by the State Board of Education. In addition, the technology center superintendent shall have a Standard Area School Administrator Credential which is issued by the Oklahoma Department of Career and Technology Education.
- (c) A deputy or assistant superintendent shall hold the same certification/credentials as the superintendent.
- (d) Administrative assistants shall have education training or experience appropriate to their responsibilities.
- (e) Any administrative assistant whose responsibilities include the supervision of certificated personnel and/or educational program shall hold a valid administrative certificate appropriate to the grade level(s) that he/she supervises.
- (f) Other professional staff shall hold the appropriate certification for their job assignment.
- (g) Official up-to-date transcripts showing the work of all school teachers and nurses in all districts shall be kept on file during the year in the office of the superintendent with copies at school sites. All districts shall also keep on file during the year, in the office of the site principal and the superintendent. Districts may accept official transcripts from educational institutions in either hard copy or electronic form. Acceptance of an official transcript in electronic form may require direct submission to the State Department of Education by the educational institution.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 520, eff 12-18-96 (emergency); Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 14 Ok Reg 2617, eff 6-27-97; Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at

19 Ok Reg 982, eff 5-13-02; Amended at 32 Ok Reg 931, eff 8-27-15]

210:35-3-87. Professional development programs [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 13 Ok Reg 95, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1355, eff 5-13-96; Revoked at 24 Ok Reg 1487, eff 6-11-07]

210:35-3-88. Support staffing [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 11. STANDARD VI: STUDENT SERVICES

210:35-3-101. Statement of the standard

Balanced and comprehensive student personnel services shall be provided for all students, including those students unable to gain maximum benefit from usual school experiences without specialized educational programs. Each school shall exhibit regard for the physical, mental, and emotional health of all its students, as well as provide for the necessary facilities, clerical help, and materials for effective implementation services. Adequate and appropriate space affording privacy shall be provided.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-102. Applicability of the standard [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-103. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-104. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-105. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-106. Guidance and counseling services

(a) The counseling staff, parents, administrators, and others shall provide guidance and counseling program direction through involvement in assessment and identification of student needs.

(b) The school shall develop a written description of an outcomes-based (competency) guidance and counseling program with special provisions for at-risk students. The program shall address assessed needs of all students, including those who are identified as at-risk, and shall establish program goals, objectives, and an evaluation.

(c) Each school shall provide an organized program of guidance and counseling services.

(1) Counseling services shall be provided to students, in group or individual settings, that facilitate understanding of self and environment.

- (2) The counseling services shall provide a planned sequential program of group guidance activities that enhance student self-esteem and promote the development of student competence in the academic, personal/social, and career/vocational areas.
 - (3) The provider of counseling services shall consult with staff members, parents, and community resources and make appropriate referrals to other specialized persons, clinics, or agencies in the community.
 - (4) Counseling and guidance services shall be coordinated and shall work cooperatively with other school staff, parents, community resources, and other educational entities.
- (d) Each counselor shall follow a planned calendar of activities based on established program goals and provide direct and indirect services to students, teachers, and/or parents.
- (e) Beginning with the 2023-2024 school year, prior to annual enrollment of a new or returning student, the parent or legal guardian of a student may disclose to the student's resident district, as determined by Section 1-113 of Title 70 of the Oklahoma Statutes, if the student has received inpatient or emergency outpatient mental health services from a mental health facility in the previous twenty-four (24) months. For the purposes of this section, "mental health facility" shall have the same meaning as Section 5-502 of Title 43A of the Oklahoma Statutes.
- (1) If a disclosure provided occurs, designated school personnel, which may include members of the individualized education program (IEP) team, shall meet with the parent or legal guardian of the student and representatives of the mental health facility prior to enrollment to determine whether the student is in need of any accommodations including but not limited to an IEP in accordance with the Individuals with Disabilities Education Act (IDEA) or a Section 504 Plan as defined by the Rehabilitation Act of 1973. The meeting required by this section may take place in person, via teleconference, or via videoconference.
 - (2) The disclosure and subsequent handling of personal health information and related student education records pursuant to this section shall comply with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 40 Ok Reg 1989, eff 9-11-23]

210:35-3-107. Health services

- (a) The school shall have a written description of the health services program. The program will function as an integral part of the total education program and provide a program of services for all students. Services of a nurse shall be available. Staff and patrons shall be made aware of program provisions.
- (b) The school shall develop specific procedures to be followed in cases of accidents, emergencies, and disasters.
- (c) The provider of health services shall communicate to appropriate staff members and parents health information that is pertinent to the learning process or for the safety of students while ensuring privacy for students and teachers through collection, use, and retention of personal information.
- (d) The school's staff shall work closely with other specialized persons, clinics, or agencies in the community and, when appropriate, shall make student referrals.
- (e) The school shall develop specific procedures for reporting child abuse and child neglect.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-108. Special services [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-109. Vision Screening

All public school districts will report to the State Department of Education the number of Kindergarten, first and third grade students who submitted certification of a completed vision screening, and also the number of students who received a comprehensive eye examination from an optometrist or ophthalmologist. This report will be submitted annually by June 1st.

[Source: Added at 24 Ok Reg 1177, eff 4-1-07 (emergency); Added at 25 Ok Reg 861, eff 5-12-08]

210:35-3-110. Healthy and Fit School Advisory Committee

This section contains rules related to the Health and Fit Kids Act of 2004, as provided in 70 O.S. § 24-100(a).

(1) Representatives of the State Department of Education shall monitor each district annually to ensure that a Healthy and Fit School Advisory Committee has been established at each public school, and that such committee has met and made recommendations to the school principal regarding the following:

- (A) Health education
- (B) Physical education and physical activity
- (C) Nutrition and health services

(2) The Healthy and Fit School Advisory Committee, composed of teachers, administrators, parents of students, health care professionals, and business community representatives, may operate as a separate entity or be combined with the school's Safe School Committee, established pursuant to 70 O.S. § 24-100.5.

(3) It should be determined that each school principal has given consideration to recommendations of the Healthy and Fit School Advisory Committee.

(4) The monitoring official is authorized to report a school as deficient on the accreditation report for noncompliance with the provisions of 70 O.S. § 24-100.5.

[Source: Added at 24 Ok Reg 2734, eff 6-5-07 (emergency); Added at 25 Ok Reg 862, eff 5-12-08]

PART 13. STANDARD VII: THE MEDIA PROGRAM

210:35-3-121. Statement of the standard

(a) **Mission of school library media program.** The mission of the media program is to assist students and teachers in becoming effective users of ideas and information. Emphasis is placed on the development of skills necessary for independent lifelong learning. To that end, schools shall provide an effective library media program through the employment of qualified staff and the acquisition of library media materials sufficient to meet the instructional needs of the staff and students. One centralized library media center can serve two or more organizational units if the units are housed at one site. The library media program is to be based on the combined enrollment and standards for the highest grade unit served.

(b) Prohibition on Pornographic material and Sexualized content in library media program. The State Board of Education recognizes its duty and responsibility to protect minor students from accessing Pornographic materials and Sexualized content and will implement this duty by exercising the State Board of Education's authority to adopt policies and make rules for public schools. Okla. Const. art. XIII, § 5; 70 O.S. § 3-104(A)(1).

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 40 Ok Reg 1990, eff 9-11-23]

210:35-3-121.1. Definitions

The following words and terms, when used in this Part (13), shall have the following meaning, unless the context clearly indicates otherwise:

"Library" means a school library, media program, a classroom library, or any other collection of books or other materials, print or digital, that are maintained by a School district or its employees for use by students and that do not qualify as textbooks within the jurisdiction of the State Textbook Committee under 70 O.S. §§ 16-101-16-124.

"Parent" means the natural or adoptive parent of legal guardian of a minor child.

"Pornographic" means:

(A) depictions or descriptions of sexual conduct which are patently offensive as found by the average person applying contemporary community standards, considering the youngest age of students with access to the material,

(B) materials that, taken as a whole, have as the dominant theme an appeal to prurient interest in sex as found by the average person applying contemporary community standards, and

(C) a reasonable person would find the material or performance taken as a whole, lacks serious literary, artistic, educational, political, or scientific purposes or value, considering the youngest age of students with access to the material.

"School district" or **"School"** means any public school district and public charter school district that serves students in prekindergarten through twelfth grades in this state.

"School library" means the official library maintained by a school for use by students.

"Sexualized content" means material that is not strictly Pornographic but otherwise contains excessive sexual material in light of the educational value of the material and in light of the youngest age of students with access to said material.

[Source: Added at 40 Ok Reg 1990, eff 9-11-23]

210:35-3-122. Applicability of the standard

Provisions of this standard (Standard VII) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-123. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-124. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-125. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-126. Collection requirements and penalty for noncompliance

(a) Requirements.

- (1) There shall be a written policy, approved by the local board, concerning the criteria to be used in the evaluation and selection of materials for the media program. The written policies should contain criteria for selection, responsibility for selection, and guidelines for reconsideration.
- (2) The media program shall consist of a balanced collection of print materials, nonprint materials, multimedia resources, and equipment and supplies adequate in quality and quantity to meet the needs of students and staff in all areas of the school's program.
- (3) A library of professional materials containing print and multimedia resources shall be available to the staff. The professional library is an organized collection to support the instructional process and continued professional growth.
- (4) All media materials and equipment shall be maintained adequately with provisions made for regular replacement of outdated materials and equipment.
- (5) The school shall provide a variety and diversity of instructional/learning materials sufficient to accommodate the scope of the program and the individual differences among students.
- (6) Instructional/learning materials and equipment shall be available in a sufficient quantity to provide for the number of students involved in learning activities and for the number of teachers in the school.
- (7) Records of acquisition, classification, cataloging, circulation, and financing shall be accurate and current. A computerized library catalog or an alphabetically arranged card catalog, using a recognized system, and a shelf list of holdings shall be maintained.
- (8) All instructional/learning materials in the school related to the media program shall be listed in a central catalog.
- (9) The school shall provide equipment, materials, space, and professional guidance for the staff and students in designing and producing instructional/learning materials.
- (10) Within 60 days of the effective date of this rule, and annually every October 1, each School district shall transmit to the State Department of Education a complete listing of all books and other materials available in any School library in that district. An attestation from the Superintendent that a public online School library catalog or catalogs contain a complete and accurate list, along with the website for accessing the relevant School library catalog or catalogs, shall fulfill this requirement.
- (11) No Library shall have available to minor students any Pornographic materials or Sexualized content.
- (12) Every School district shall have a written policy for reviewing the educational suitability and age-appropriate nature of any material in a Library in the district and for receiving and responding to complaints regarding materials in Libraries in the district.

(13) Nothing in this section shall be construed to prohibit students from reading, owning, possessing, or discussing any book they obtained without the assistance or encouragement of a School district, its employees, or its Libraries; provided, nothing in this Part shall be construed to authorize bringing Pornographic material or Sexualized content on the grounds of any public School district.

(b) Noncompliance.

(1) Procedure.

(A) If a Parent or guardian alleges a violation of OAC 210:35-3-126(a), the Parent or guardian shall provide a written complaint to the State Department of Education that summarizes the alleged violation, including the time, date, and location of the violation and the identity of any person involved. The complaint must also include a copy of any complaint to the School district and any response.

(B) Within fourteen days of receiving a complaint, the Department shall notify the School district of the allegation and provide an opportunity for response.

(C) The Department shall then conduct an investigation to determine whether a violation has occurred. The Department's Legal Services staff shall notify the Parent or guardian and the School district of the results of the investigation.

(D) If the Department concludes that a violation has occurred or may have occurred, the School district shall have fourteen days to request a hearing before the Board. The Board shall review the Complaint and the record using a preponderance of the evidence standard, may take additional evidence at its discretion, and shall publish an order with its findings of fact and conclusions of law.

(2) Penalties.

(A) If the State Board of Education makes a finding of willful noncompliance with any requirement of this section, the State Board of Education shall alter the accreditation status of the School district at issue to either Accredited With Warning or Accredited With Probation as classified in OAC 210:35-3-201. The Board shall adjust the status to Accredited With Probation if the School district is already Accredited With Warning.

(B) If the State Board of Education makes a finding of negligent or reckless noncompliance with this rule, the State Board of Education shall require the School district at issue to comply with this rule within a reasonable timeframe ordered by the State Board of Education.

(C) Failure to comply with an order of the State Board of Education pursuant to paragraph (b)(2)(B) of this section shall constitute willful noncompliance within the meaning of paragraph (b)(2)(A) of this section.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 40 Ok Reg 1990, eff 9-11-23]

210:35-3-127. Staff responsibilities

(a) The professional staff of the school, under the leadership of the media specialist, shall assume responsibility for the cooperative selection of materials and equipment

for the media program. Instructional/learning materials and equipment shall be selected by means of comparative analysis, based on criteria approved by the instructional staff prior to the selection.

(b) Responsibility for the development and the operation of the media program shall be placed under the direction of professional staff with adequate technical and clerical help.

(c) The media center, materials/equipment, and personnel shall be available to students and staff throughout the school day and throughout the school year. The media facility and staff should be used specifically to assist students and teachers in becoming effective users of ideas and information and to meet the instructional needs of the staff and students. The library media specialist (librarian) shall not be used as a substitute teacher or to replace a teacher in the classroom.

(d) Inservice education programs shall be provided for the staff in order to ensure effective use of the media center(s).

(e) Instruction in the use of media materials and the center's other resources shall be provided to all students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-128. Evaluation

Subject to the requirements and prohibitions of this Part (13), the media program shall reflect the philosophy of the school. The effectiveness of the program shall be judged on the basis of how it facilitates the instructional program, while ensuring minor students are not exposed to Pornographic material or Sexualized content. There shall be an ongoing evaluation of the effectiveness of the organization, services, and resources of the media program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 40 Ok Reg 1990, eff 9-11-23]

PART 15. STANDARD VIII: STUDENT ACTIVITIES PROGRAM

210:35-3-141. Statement of the standard

The school shall maintain a diversified and balanced program of co-curricular and extracurricular student activities designed to contribute to the educational development of students. Efforts shall be made to foster an appropriate intellectual, cultural, and social climate; promote growth in student leadership and social interaction skills; and encourage special student interests.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-142. Applicability of the standard

Provisions of the standard (Standard VIII) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-143. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-144. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-145. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-146. Specific provisions of the standard

The standard sets forth the following provisions.

- (1) The student activities program shall be an integral part of the comprehensive educational experiences of the students.
- (2) The scope of the student activities program shall be determined by the needs, interests, and abilities of the students.
- (3) The student activities program shall be structured to utilize the abilities, interests, training, and experience of the school staff. A licensed/certificated staff member shall be in charge of each student activity.
- (4) Procedures shall be established to provide for student and staff involvement in the formation, organization, chartering, regulating, and funding of each activity in the program.
- (5) Students shall be assisted in selection of suitable options for participation in the student activities program.
- (6) The school shall provide resources needed to support the student activities program.
- (7) The school program shall provide exploratory experiences that contribute to the identification and improvement of the student's physical, social, mental, and creative talents and skills.
- (8) The educational program shall be protected from student activities of questionable educational value. The principal shall determine participation based on the contribution made by the activity to the educational goals of the school and on the local board policy. Time involved for students and teachers in preparation for and participation in contests and activities shall not be excessively disruptive of the day's schedule.
- (9) School sponsored activities held when school is not in session shall follow the same standards as those held during the regular school year.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

PART 17. STANDARD IX: FINANCIAL SUPPORT

210:35-3-161. Statement of the standard

Funds from all available sources shall provide financial support in sufficient amount to maintain excellence in staff, facilities, and material needed to meet the needs of the students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-162. Applicability of the standard

Provisions of the standard (Standard IX) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-163. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-164. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-165. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-166. Estimated needs and probable income; district budget plan; financial management and accounting; audits

(a) The identified resources shall be translated into an annual approved district budget plan. The principal shall be responsible for planning and administering the school site budget as approved by the local board of education. The principal shall involve the staff in the preliminary development of the budget, in establishing expenditure allocations, and setting priorities within the budget.

(b) The schools shall continuously evaluate the achievement of goals, review expenditure of funds relative to achieving goals, and redirect funds, if necessary, to focus upon changing and emerging needs. The administrator shall refer those items which were not included in the annual budget to the budget file for beginning studies on the next annual budget.

(c) In reviewing the school's proposed budget plan, the local board shall take into account the school's statement of philosophy and goals and the needs of the students and community served. The annual school budget shall be reported to the various school publics. The administrator shall refer those items which were not included in the annual budget to the budget file for beginning studies on the next annual budget.

(d) The school shall adhere to the financial management and accounting procedures listed in the SCHOOL FINANCE TECHNICAL ASSISTANCE DOCUMENT, 1997.

(e) Accreditation shall not be maintained when it is evident that a school is not providing financial support to meet the needs of the students. Prior to mandatory annexation of a school site or a school district, the school district shall receive a warning from the State Board of Education. A State Department of Education team will be assigned to make an on-site review of the school or district and report the findings with recommendations to the State Board of Education.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 354, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

PART 19. STANDARD X: SCHOOL FACILITIES

210:35-3-181. Statement of the standard

The school facilities support the educational program, contribute to the learning experiences of students, and promote safety and health of the occupants. They are vital to the implementation of a well-defined statement of educational philosophy and goals.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-182. Applicability of the standard

Provisions of the standard (Standard X) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-183. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-184. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-3-185. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-186. Site and buildings: size and space; accessibility; maintenance; health and safety

(a) General requirements for school facilities. All school facilities shall meet the following requirements:

- (1) The site and building(s) shall be properly sized and equipped for the number of occupants and grades served in accordance with the requirements of 70 O.S. § 5-131.
- (2) Adequate space shall be provided for classrooms, specialized instructional areas, support facilities and other areas as needed, these areas being grouped and arranged in such manner to provide optimum instructional function and class control.

(b) Accessibility requirements for school facilities. The site and building(s) shall be readily accessible, and shall meet all requirements of state and federal law, including those relating to providing access for students with disabilities.

(c) Capital improvement plans. Each school district shall develop and adopt a four-year capital improvement plan for all public schools in the district that meets the requirements of 70 O.S. 18-153 and 210:30-1. School facilities shall be able to accommodate changes in curriculum and/or equipment within a program.

(d) Maintenance of school facilities and equipment. Programs for preventive and corrective maintenance shall be developed and implemented to ensure that the site and building(s) will be clean, in good repair, and maintained with consideration for function and aesthetic values. Equipment, furnishings, and supplies in proper quantity and quality shall be maintained; and a system shall be developed and implemented for inventory, issue, usage, storage, repair, and replacement.

(e) Health and safety. The site and building(s) shall ensure that the health and safety of all school students, school personnel, and school visitors are properly safeguarded.

- (1) **Building code compliance.** Where required, the facility shall have utility systems, plumbing systems, electrical systems, mechanical systems, emergency systems, building interiors and building envelope designed, built, and maintained to all federal, state, and local standards, codes and/or other legal requirements.
- (2) **Loading and unloading zones.** The site shall be as free as possible from hazards, provide a safe area for (un)loading of vehicles, with adequate lighting, signage and drainage.
- (3) **Hazardous materials.** Appropriate programs pertaining to hazardous materials, hazardous waste, asbestos, underground storage tanks, lead contamination, and other applicable life, health, and/or safety matters shall

be developed and implemented in accordance with federal, state, and local statutes, regulations, and codes.

(4) **Emergency warning and prevention systems.** Proper precautions shall be taken to prevent injuries. All equipment and facility safety features shall be in place and properly maintained, including, but not limited to safety goggles in accordance with the requirements of 70 O.S. §24-117 and respirators in accordance with the requirements of 70 O.S. §24-118.

(f) **School safety inspections.** The school's administration shall ensure that qualified personnel conduct a safety/emergency/disaster procedure review at least annually and safety inspections of site, building(s), and equipment regularly.

(g) **School safety drills.** Each public school district shall adopt policies and procedures for each type of safety drill required by this subsection. All safety drills shall conform to the written plans and procedures adopted by the district for protecting against natural and man-made disasters and emergencies as required by Title 63 O.S. § 681 and 70 O.S. §§ 5-148 and 5-149.

(1) **Compliance documentation.** Each public school district shall document compliance with the requirements of this subsection by each school site in writing as follows:

(A) The records for each fire drill shall be preserved for at least three (3) years and shall be made available to the State Fire Marshal or the designated agent of the State Fire Marshal upon request. In addition, one copy of the fire drill compliance report shall remain at each school site and one copy shall be filed with the school district's administrative office;

(B) In addition to the fire drill documentation required by (1)(A) of this subsection, each public school district shall document all other required safety drills in writing by school site. One copy of the safety drill compliance report shall remain at each school site and one copy shall be filed with the school district's administrative office. Each school district shall also submit documentation in writing for each school site to the Oklahoma Office of Homeland Security Oklahoma School Security Institute in accordance with the Institute's established forms, policies and/or procedures; and

(C) Each school district shall make all of its safety compliance reports required by this subsection available to the Regional Accreditation Officer during the accreditation process.

(2) **Safety drill types and requirements.** Each school district shall ensure that every public school within the district shall conduct no fewer than ten (10) safety drills per school year at each school site. All students and teachers at the public schools shall participate. Safety drills conducted in accordance with this subsection shall meet all of the following requirements:

(A) **Fire drills.** Each public school shall conduct a minimum of two (2) fire drills per school year. Each fire drill shall be conducted within the first fifteen (15) days of the beginning of each semester. The fire drills shall include the sounding of a distinctive audible signal designated as the fire alarm signal.

(B) **Tornado drills.** Each public school shall conduct a minimum of two (2) tornado drills per school year, in which all students and school employees participate. At least one (1) tornado drill shall be conducted in the month of September and at least one (1) tornado

drill shall be conducted during the month of March.

(C) **Security drills.** Each public school shall conduct a minimum of four (4) security drills per school year, with two (2) security drills conducted per semester. One security drill shall be conducted within the first fifteen (15) days of each semester. No security drill shall be conducted at the same time of day as a previous security drill conducted in the same school year. Security drills shall be conducted for the purpose of securing school buildings to prevent or mitigate injuries or deaths that may result from a threat around or in the school.

(D) **Additional safety drills.** The principal of each public school shall, at the direction of the district superintendent, utilize the remaining two (2) required safety drills for one or more of the following purposes:

- (i) To conduct additional drills of any of the types provided in this subsection;
- (ii) To conduct one or more drill(s) developed by the district that is consistent with the risks assessed for the school facility; or
- (iii) To conduct one or more drills in accordance with recommendations submitted by the Safe School Committee as authorized by the provisions of 70 O.S. § 24-100.5 or any assisting fire or law enforcement department.

(h) **Restrooms and Changing Areas.**

(1) **Definitions.** For purposes of this subsection (h):

- (A) **"Individual"** means any student, teacher, staff member, or other person on the premises of a School.
- (B) **"Multiple occupancy restroom" or "changing area"** means an area in a public school or public charter school building designed or designated to be used by more than one individual at a time, where individuals may be in various stages of undress in the presence of other individuals. The term may include but is not limited to a school restroom, locker room, changing room, or shower room.
- (C) **"School"** means any public school and public charter school that serves students in prekindergarten through twelfth grades in this state.
- (D) **"Sex"** means the physical condition of being male or female based on genetics and physiology, as identified on the individual's original birth certificate;

(2) **Designation of Multiple Occupancy Restroom or Changing Areas.**

Each School shall require every multiple occupancy restroom or changing area to be designated as follows:

- (A) For the exclusive use of the male Sex; or
- (B) For the exclusive use of the female Sex.

(3) **Reasonable Accommodation.** Each School shall provide access to a single-occupancy restroom or changing room to an Individual who does not wish to utilize the multiple occupancy restroom or changing area designated for their Sex.

(4) **District Policies.** Each school district board of education and public charter school governing board shall adopt a policy to provide disciplinary

action for Individuals who refuse to:

- (A) Use the multiple occupancy restroom or changing area designated for their Sex;
- (B) Designate multiple occupancy restrooms or changing areas for the exclusive use of one Sex; or
- (C) Provide access to a single-occupancy restroom or changing room to an Individual who does not wish to utilize the multiple occupancy restroom or changing area designated for their Sex, provided that such Individual is authorized to be on the School premises.

(5) Monitoring and Complaints.

- (A) Schools will be evaluated by the Regional Accreditation Officer during the accreditation process to ensure compliance with the provisions of 70 O.S. § 1-125 and this Rule. Failure to comply with 70 O.S. § 1-125 and this Rule may result in adverse accreditation action.
- (B) Students, parents, teachers, school staff, and members of the public may file a complaint with the State Board of Education alleging a violation of 70 O.S. § 1-125 and/or this Rule. A copy of such complaint shall be submitted to the general counsel for the State Department of Education.

(6) Response by School.

- (A) Within fifteen (15) days of observing or obtaining information suggesting that a School may be in violation of 70 O.S. § 1-125 and/or this Rule or receiving a complaint pursuant to subsection (h)(4)(C), the State Department of Education shall notify, in writing, the board of education or governing board of the School involved. Simultaneously, the State Department of Education shall provide a copy of the written notification to the State Board of Education.
- (B) Upon receipt of the notification, the board of education or governing board of the School shall have fifteen (15) days to request an opportunity to appear before the State Board of Education and/or submit a written response. Any such request will be granted if timely submitted. If the board of education or governing board of the School fails to request an opportunity to appear, the State Board of Education shall proceed without further notice or delay, to conclude the matter.

(7) Noncompliance.

- (A) Upon a finding of noncompliance with the provisions of subsections B and C of 70 O.S. § 1-125 by the State Board of Education, the noncompliant school district or public charter school shall receive a five percent (5%) decrease in state funding for the school district or public charter school for the fiscal year following the year of noncompliance. State funding shall mean State Aid funding as contemplated in 70 O.S. § 18-101 et seq.
- (B) If the State Board of Education makes a finding of non-compliance, the five percent reduction shall be withheld from the school district or public charter school's periodic distributions over the course of the fiscal year following the year of noncompliance.
- (C) Prior to making a finding of noncompliance, the State Board of Education may, if mitigating factors are present, provide a

probationary period for a school district or public charter school to come into compliance with subsections B and C of 70 O.S. § 1-125.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 354, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 23 Ok Reg 47, eff 7-26-05 (emergency); Amended at 23 Ok Reg 1693, eff 6-11-06; Amended at 25 Ok Reg 85, eff 9-4-07 (emergency); Amended at 25 Ok Reg 863, eff 5-12-08; Amended at 31 Ok Reg 1218, eff 9-12-14; Amended at 34 Ok Reg 1100, eff 9-11-17; Amended at 40 Ok Reg 141, eff 9-14-22 (emergency); Amended at 40 Ok Reg 1992, eff 9-11-23]

210:35-3-187. School buses and other transportation vehicles [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-188. Child Abuse and Neglect Hotline signs in schools

(a) **Requirement to post a visible sign.** Each public school in Oklahoma shall post a sign or signs, in English and Spanish, showing the toll-free telephone number of the Child Abuse and Neglect Hotline operated by the Department of Human Services (DHS). Sample signs in English and Spanish are available on the State Department of Education website.

(b) **Content.** For school districts that choose to design their own hotline awareness signs, the following guidelines apply to content:

- (1) The English and Spanish text must communicate the same information;
- (2) The words "child abuse or neglect" and the telephone number of the DHS hotline must be prominent in the design; and
- (3) The content should convey that anyone who suspects child abuse or neglect should contact the hotline (for example, "You can stop child abuse. If you think that a child is the victim of abuse, neglect, or exploitation, tell someone.").

(c) **Location.** The sign(s) shall be posted in a clearly visible location in a public area of the school that is readily accessible to students. If separate signs are used for the Spanish and English versions, both must be displayed in the same location. The bottom edge of the sign(s) should be a minimum of forty inches (40") and a maximum of seventy inches (70") from the floor, unless the architecture of the public location chosen for display requires a higher placement height. Examples of appropriate public areas to post the sign(s) include, but are not limited to: near the school's main entry doors, outside the school's main office, or inside the cafeteria or another room frequented by all students. A school may post additional copies of the sign(s) in less public areas, such as inside restrooms or classrooms, provided at least one English and Spanish version are posted in a clearly visible public area.

(d) **Size and font.** If separate signs are used for English and Spanish text versions, the minimum size of each sign shall be eight and one-half by eleven inches (8 ½" x 11"). If both English and Spanish text appear on the same sign, the minimum size shall be eight and one-half by fourteen inches (8 ½" x 14"). Based on the visibility guidelines of the Americans with Disabilities Act, the font used shall not be italic, script, or highly decorative, and the words "child abuse" and the telephone number of the DHS hotline should appear in a font size at least one inch (1") high on the printed sign(s). For signs placed higher than seventy inches (70") above the floor, all text must be at least one inch (1") high. The colors of the sign background and the text should contrast for easy visibility, for example dark colors should be used for text if the background is a light color, and white or a very light color should be used for text if the background is a dark color. School districts that design their own signs are encouraged to consider color blindness and other potential visibility issues when choosing a design.

[Source: Added at 34 Ok Reg 1102, eff 9-11-17]

PART 21. STANDARD XI: ACCREDITATION STATUS

210:35-3-201. Statement of the standard

(a) Each public school site, including charter school sites, must submit an Application for Accreditation to the Accreditation Standards Section of the State Department of Education by the due date specified on the Application. School sites are accredited for one year. An accredited school site shall meet all applicable regulations and statutory requirements at the beginning of and throughout the school year.

(b) Accreditation status of school sites shall be classified according to the following categories:

- (1) Accredited With No Deficiencies--All standards are being met.
- (2) Accredited With Deficiencies--A school site fails to meet one or more of the standards but the deficiency does not seriously detract from the quality of the school's educational program.
- (3) Accredited With Warning--A school site fails to meet one or more of the standards and the deficiency seriously detracts from the quality of the school's educational program.
- (4) Accredited With Probation--A school site:
 - (A) consistently fails to remove or make substantial progress towards removing all deficiencies noted the previous year; and/or,
 - (B) consistently violates regulations; and/or,
 - (C) deliberately and unnecessarily violates one or more of the regulations.
- (5) Nonaccredited--The school site is no longer recognized by the State Board of Education.

(c) If a school site is placed on warning or probation, the school board and administration will meet with one or more representatives from the Accreditation Section to review their accreditation status. After the review from the representative(s), a determination will be made concerning warning, probation or nonaccredited status. The Accreditation Section will then present a recommendation to the State Board of Education.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 360, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 26 Ok Reg 99, eff 10-7-08 (emergency); Amended at 26 Ok Reg 1472, eff 6-11-09; Amended at 30 Ok Reg 1054, eff 6-27-13; Amended at 31 Ok Reg 1220, eff 9-12-14; Amended at 34 Ok Reg 1103, eff 9-11-17]

210:35-3-202. Applicability of the standard

Provisions of the standard (Standard XI) pertain to all school sites

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-203. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 23. STANDARD XII: DEREGULATION, WAIVERS, AND THE SCHOOL DISTRICT EMPOWERMENT PROGRAM--RULES AND PROCEDURES

210:35-3-221. The purpose of deregulation

The purpose of deregulation is to stimulate local innovation and creativity in all Oklahoma schools by waiving certain State Board of Education regulations which govern school operations and programs—no state or federal statutes or federal regulations can be waived or exempted under these Deregulation Rules and Procedures.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-222. Applicability of the standard

Provisions of the standard (Standard XII) pertain to all school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-223. Timelines for implementing the standards [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-3-224. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-225. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-226. The "why" of deregulation

Oklahoma School Deregulation is about better local schools, local school improvement and local student results. It is based on a strongly held belief that rules, standards and regulations cannot in and of themselves foster improvement in education. The appropriate place for developing innovations and meeting student needs is at the local district and individual school site levels—thus, a fundamental focus of Oklahoma School Deregulation is to ensure that local schools have the necessary freedom and flexibility to innovate as they continue to strive toward school improvement and student results.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-227. Who is eligible to apply for deregulated status?

All school districts in Oklahoma are eligible to apply for deregulated status.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-3-228. Required application criteria to be considered for requests for deregulations, waivers of statutory requirements, and participation in the School District Empowerment Program

(a) **Applications.** The State Department of Education shall develop an application for use by school districts in seeking approval from the State Board of Education of requests for:

- (1) Waivers from a statutory requirement;
- (2) Deregulation from a State Department of Education regulation; or
- (3) Participation in the School District Empowerment Program, by obtaining a waiver from all statutory requirements and State Board of Education rules from which charter schools are exempt under the

Oklahoma Charter Schools Act.

(b) Criteria for applications for deregulation, waivers, or participation in the School District Empowerment Program. The application submitted shall meet all of the following requirements:

(1) **Alternate strategies.** The application shall clearly state the alternate strategy(ies) which the school district proposes to utilize and the needed resources to meet clearly stated objectives as a result of the proposed deregulation, waiver, or participation in the School District Empowerment Program. The specific objectives to be focused on as a result of deregulated status shall be clearly delineated.

(2) **Student performance.** The application shall clearly specify and describe the expected student performance levels to be demonstrated and evaluated as a result of the proposed deregulation, waiver, or participation in the School District Empowerment Program.

(3) **Standard(s) to be deregulated or statutes to be waived.** The application shall clearly identify/state the regulation(s) from which the school district is proposing to be deregulated or the statute(s) for which the school district seeks a waiver.

(4) **Financial impact.** The application shall clearly delineate the projected financial impact the proposed deregulation, waiver, or participation in the School District Empowerment Program would create.

(5) **Timeline(s).** The application shall clearly delineate the proposed timeline(s) which, if approved, will apply to the deregulation, waiver, or participation in the School District Empowerment Program. The proposed timeline for implementation shall include:

(A) The date(s) the school district proposes to implement the deregulation, waiver, or participation in the School District Empowerment Program; and

(B) The date(s) proposed to terminate the deregulation, waiver, or participation in the School District Empowerment Program, which shall be no longer than:

(i) Waivers and deregulations: Three (3) years from the date of implementation of a waiver or deregulation;

(ii) School District Empowerment Program: Three (3) years from the date of implementation of the district's empowerment plan.

(6) **Local board approval.** The application shall contain the original signature of the school district superintendent and the president of the local board of education certifying that the local board of education has approved the application for deregulation, waiver, or participation in the School District Empowerment Program in accordance with the provisions in the bylaws, policies, and/or procedures of the school board governing transaction of business.

(c) Applications for School District Empowerment Program. In addition to the requirements set forth in (b) of this Section, all applications by the school district for participation in the School District Empowerment Program shall submit a comprehensive plan which identifies the goals sought to be achieved through deregulation and the anticipated educational and fiscal benefits, impacts, and outcomes for all schools in the district resulting from participation in the School District Empowerment Program. Applications for participation in the School District Empowerment Program shall be submitted and reviewed in accordance

with the procedures set forth in 210:35-3-229.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 31 Ok Reg 1221, eff 9-12-14; Amended at 33 Ok Reg 724, eff 8-25-16]

210:35-3-229. Applications for participation in the School District Empowerment Program

(a) **Application submission.** All applications for participation in the School District Empowerment Program shall be submitted by delivering one (1) copy to the Secretary of the State Board of Education and one (1) copy to the State Department of Education Office of Accreditation Standards Division. Within five (5) business days of the date of receipt of the application, the Secretary of the State Board of Education shall mail a written acknowledgement of receipt of the application to the school district contact name and address stated by the school district in the application.

(b) **Application review.** A School District Empowerment Program team, consisting of State Department of Education employees, shall be appointed by the State Superintendent of Public Instruction to review all applications submitted in accordance with this Section. Within thirty (30) calendar days of the date of receipt of the application, the deregulation team shall review the application and issue a recommendation to the State Board of Education for approval or denial.

Applications which fail to meet the requirements set forth in this Section and in 210:35-3-228 will be recommended for denial. The team shall determine:

- (1) If the application has addressed all requirements set forth in this Section and 210:35-3-228;
- (2) If the statutes or regulations for which a waiver or deregulation is requested are eligible for consideration of waiver or deregulation by the State Board of Education;
- (3) If additional data needs to be considered, such as the school district's or site's norm-referenced performance indicators, or such evaluation indicators as compensatory reading, language arts and mathematics;
- (4) If any accreditation deficiencies are to be considered and their applicability to the application.

(c) **Notice of application recommendation.** Within three (3) business days of completion of application review by the deregulation team, the team shall provide written notice of its recommendation to the applicant and the State Board of Education that meets all of the following requirements:

- (1) The notice shall contain the team's recommendation and shall explain the specific factual and legal grounds for the team's recommendation for approval or disapproval of the application;
- (2) The notice shall contain any variances to the application which it will be forwarding to the State Board of Education (e.g., amendments to the application submitted by the school district subsequent to filing or required amendments upon which recommendations from the team are conditioned);
- (3) The notice shall contain the date, time and location of the meeting of the State Board of Education at which the application is to be considered for approval or disapproval by the Board; and
- (4) The notice shall contain language which notifies the school district that it may, but is not required to designate a representative to appear on its behalf at the board meeting to either support or contest the team's recommendation to the State Board of Education.

(d) **Application decisions.** The State Board of Education shall approve or disapprove all applications within ninety (90) days of the date of receipt of the application by the Secretary of the State Board of Education. The Secretary of the State Board of Education shall send the school district written notice of the application decision within five (5) business days of the date of the meeting at which the Board considered the application. The written notice shall meet all of the following requirements:

- (1) The notice shall contain the specific factual and legal grounds for the Board's approval or disapproval of the application;
- (2) The notice shall state the effective date of any approved request set pursuant to (f) of this Section;
- (3) The notice shall advise the school district that it may submit a request for reconsideration of the application decision in accordance with the provisions of (e) of this Section; and
- (4) In the event of denial of an application for participation in the School District Empowerment Program, the notice shall advise the school district the school district may submit an amended request for participation in the School District Empowerment Program at any time after the denial of the application in accordance with the provisions of 70 O.S. § 3-129.11.

(e) **Appeal of denials of applications.** A school district may request reconsideration of a denial of an application by delivering a written request for reconsideration to the Secretary of the State Board of Education within ten (10) business days of the date of receipt of the written notice of the Board's decision provided to the district in accordance with (d) of this Section. Within five (5) business days of receipt of the request of reconsideration, the Secretary shall schedule the district's request for reconsideration on the agenda for a board meeting to be held within forty-five (45) calendar days of the date of receipt of the request for reconsideration, and provide written notice of the date, time, and location of the meeting to the district via certified mail.

(f) **Effective date of approval.** Upon approval by the State Board of Education of an application for participation in the School District Empowerment Program, the Board may declare the approval of the application to take immediate effect, or to take effect on a date designated by the State Superintendent of Public Instruction.

(g) **Annual reports.** No later than December 15 of each year following the first full year of participation in the School District Empowerment Program approved by the State Board of Education, every school district participating in the School District Empowerment Program shall submit a report to the State Board of Education. The report shall include all information necessary for the State Board of Education to assess the academic achievement and fiscal status of the school district, and shall include the school district's assessment of the impacts and outcomes of the school's participation in the Program for the previous school year and the progress made by the school district during the previous school year in meeting the goals and objectives for participation set forth in the district's plan.

(h) **Renewal of a plan of participation in the School District Empowerment Program.** Prior to the beginning of the third year, a school district may apply for renewal of an approved plan of participation in the School District Empowerment Program by submitting an application for renewal of the plan. The application for renewal shall be submitted in accordance with the requirements for submission of an application as set forth in (a) of this Section. In addition to the application criteria set forth in 210:35-3-228, the deregulation team shall consider the annual reports provided by the school district as required by (g) of this Section.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 31 Ok Reg 1221, eff 9-12-14]

SUBCHAPTER 5. ADDITIONAL STANDARDS FOR ELEMENTARY SCHOOLS

PART 1. [RESERVED]

PART 3. [RESERVED]

PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION

210:35-5-21. Administrative and supervisory services [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 519, eff 12-23-96 (emergency); Revoked at 14 Ok Reg 2617, eff 6-27-97]

210:35-5-22. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 519, eff 12-23-96 (emergency); Revoked at 14 Ok Reg 2617, eff 6-27-97]

PART 7. STANDARD IV: CURRICULUM, INSTRUCTION, ASSESSMENT, AND CLIMATE

210:35-5-31. Program of Studies

- (a) School districts are required to provide physical education programs to all students. These programs may include athletics.
- (b) Public elementary schools must provide instruction in physical education for all students in full-day kindergarten through Grade 5 for an average of sixty (60) minutes per week.
- (c) Physical education instruction must be aligned with the Oklahoma Academic Standards.
- (d) Time spent in recess cannot count toward the average of sixty (60) minutes per week required for physical education.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4185, eff 7-6-93 (emergency); Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98; Added at 25 Ok Reg 11, eff 8-3-07 (emergency); Added at 25 Ok Reg 864, eff 5-12-08; Amended at 35 Ok Reg 1150, eff 9-14-18]

210:35-5-32. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-33. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 9. STANDARD V: THE SCHOOL STAFF

210:35-5-41. Early childhood staffing and class size

The number of children in an early childhood education class shall not exceed 20. The child:adult ratio shall not exceed 10:1. Any enrollment that exceeds 10 shall require the employment of a teacher assistant.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-42. Elementary school class size

(a) **Kindergarten.** For the purpose of computing and paying state-appropriated funds, children in kindergarten shall not be assigned to a teacher or class that includes more than 20 students. If the creation of an additional class would cause the class to have fewer than 10 students, class size limitations shall not apply if a teacher's assistant is employed to serve full-time with each class which exceeds the class size limitation.

(b) **Grades one, two, and three.** For the purpose of computing and paying state-appropriated funds, children in grades 1, 2, and 3 shall not be assigned to a teacher or class that includes more than 20 students. If the creation of an additional class would cause the class to have fewer than 10 students, class size limitations shall not apply if a teacher's assistant is employed to serve full-time with each class which exceeds the class size limitation.

(c) **Grades four, five, and six.**

(1) For the purpose of computing and paying state-appropriated funds, children in grades 4, 5, and 6 shall not be assigned to a teacher of a class that includes more than 20 students. If the creation of an additional class would cause the class to have fewer than 16 students, the class size penalty shall not apply.

(2) For the purpose of computing and paying state-appropriated funds, if a school district groups its grades as grades 1 through 5, grades 6 through 8, and grades 9 through 12, then as to such district the class size provisions of

(c) (1) of this section shall apply to grades 4 and 5 rather than grades 4 through 6 and the class size provisions of (d) (1) of this section shall apply to grades 6 through 8 rather than grades 7 through 9. [Reference: 70:18-113.1 (E)]

(d) **Grades seven and eight.** No teacher who is counted in class size computation for grades 7 and 8 shall be responsible for the instruction of more than 140 students on any given 6 hour school day. [70:18-113.3 (C)]

(e) **Physical Education, Chorus, Band, Orchestra, other similar Music classes.** Classes in Physical Education, Chorus, Band, Orchestra, and other similar music classes shall not be subject to the class size limitations. [Reference: 70:18-113.1 (C)]

(f) **Minimum scheduled time for planning and/or preparation and consultation.** A minimum of 200 minutes of scheduled time shall be provided each week for each classroom teacher for individual planning and/or preparation and consultation.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-5-43. Administrative staffing

In order to permit the principal to have sufficient time to engage in improvement of instruction in the school, adequate administrative staffing is required.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-44. Counselor staffing

The school shall provide for guidance services. Such services may be provided by a guidance counselor or other personnel specially trained in the area of guidance.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-45. Qualifications

(a) **Teachers.** All elementary teachers shall meet the regular elementary certification standards of the state of Oklahoma for their specific assignments.

(1) Teachers of early childhood or kindergarten classes shall hold a valid Early Childhood Education License/Certificate.

(2) Teachers of first through third grade shall hold either a valid Early Childhood Education (PK-3) or a valid Elementary License/Certificate (1-8).

(3) Elementary Licenses/Certificates are valid for grades seven and eight in the elementary schools with the exception of seventh and eighth grade mathematics. Teachers of seventh or eighth grade mathematics who are certified after September 1, 1999, shall be required to have intermediate mathematics certification or advanced/secondary mathematics certification. Teachers of seventh or eighth grade mathematics who are certified prior to September 1, 1999, shall be required to have intermediate mathematics or advanced/secondary mathematics certification prior to September 1, 2003. Secondary and elementary-secondary certified teachers in grades 7 and 8 in an accredited elementary school shall hold a credential in each subject area to be taught.

(b) **Specialists.** Specialists such as library media specialists (librarians), reading specialists, guidance counselors, school psychologists, and speech-language pathologists shall meet the certification requirements of the state of Oklahoma.

(1) School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate for the grade levels to which they are assigned.

(2) All athletic coaches, being assigned coaching duties, shall have completed a course in the care and prevention of athletic injuries.

(3) All coaches and athletic directors shall be employed by the school district and shall hold a valid teaching certificate. Their names shall appear on the class schedule.

(c) **Principal or assistant principal.** The principal or assistant principal shall hold a valid Oklahoma Elementary Principal's Certificate. A teaching principal or assistant teaching principal shall have an Elementary Principal's Certificate; shall teach at the school site and organizational level where the administrative assignment occurs; and shall devote a portion of the day to administration and supervision.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 361, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 24 Ok Reg 1487, eff 6-11-07]

210:35-5-46. Standards eligible for deregulation [REVOKED]

[Source: Added at 9 Ok Reg 2371, eff 7-13-92; Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-5-47. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 11. [RESERVED]
PART 13. STANDARD VII: THE MEDIA PROGRAM

210:35-5-71. Staffing

The school shall provide staffing for the media program through one of the following arrangements:

(1) OPTION A.

ENROLLMENT QUALIFIED SPECIALIST REQUIRED

Fewer than 300	At least a half-time certified library media specialist (librarian)
300 to 499	At least one full-time certified library media specialist (librarian) or a half-time certified library media specialist (librarian) and a full-time library assistant.
500-999	At least one full-time certified library media specialist (librarian) and a half-time library assistant

(2) OPTION B.

ENROLLMENT QUALIFIED SPECIALIST REQUIRED

Fewer than 300	At least one-fifth time certified library media specialist (librarian) and a full-time library assistant.
300 to 499	At least a half-time certified library media specialist (librarian) and a full-time library assistant.
500 +	At least one full-time certified library media specialist (librarian) and a half-time library assistant.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-72. Seating

The center shall be attractive, easily accessible, well-lighted, and appropriately equipped. In addition, there shall be sufficient work space for the technical processing and repair of materials, for conducting business routines, and for storing supplies and equipment. Control and listing of all materials shall be in the central instructional materials center.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-73. Collection

- (a) The library media center(s) shall provide areas for reading, listening, viewing, preparation, and individual learning for staff and students as well as storage for materials and equipment. Even though facilities may not allow consolidation into one location of all the areas listed above, their availability should be supervised from the central instructional materials center(s) of the school.
- (b) The collection shall be current and appropriate for instructional needs. The minimum book collection shall be 3000 volumes, exclusive of textbooks, or 10 volumes for each student, whichever figure is larger. Newly organized schools will be given a reasonable amount of time to meet the minimum volume requirement.

(c) Schools providing early childhood education programs shall make available to parents a collection of books and materials on early childhood education and child care.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-5-74. Expenditures

(a) **Minimum annual expenditures.** In establishing a balanced print and nonprint collection, the minimum annual media program expenditure shall be as follows:

- (1) **Fewer than five hundred (500) enrolled students:** Nine dollars (\$9.00) per enrolled student.
- (2) **Five hundred (500) to nine hundred ninety-nine (999) enrolled students:** Four thousand five hundred dollars (\$4500.00) for the first five hundred (500) enrolled students plus five dollars (\$5.00) per student for each additional enrolled student above five hundred (500) students up to nine hundred ninety-nine (999) students.
- (3) **One thousand (1000) to one thousand nine hundred ninety-nine (1999) enrolled students:** Seven thousand dollars (\$7000.00) for the first one thousand (1000) enrolled students plus four dollars (\$4.00) per student for each additional enrolled student above one thousand (1000) students up to one thousand nine hundred ninety-nine (1999) students.
- (4) **Two thousand (2000) or more enrolled students:** Eleven thousand dollars (\$11,000.00) for the first two thousand (2000) enrolled students plus three dollars (\$3.00) per student for each additional enrolled student above two thousand (2000) students.

(b) **Permissible media expenditures.** All materials in the school (decentralized materials) that have been processed and are cataloged by the media center may be included. Examples of materials that constitute permissible media expenditures include, but are not limited to:

- (1) Hardback, paperback, and/or electronic books;
- (2) Periodicals in print and/or digital formats;
- (3) Pamphlets, manuscripts, and reports, in print and/or digital formats;
- (4) Prints, posters, photographic slides, filmstrips, or photographs, in print and/or digital formats;
- (5) Microforms (e.g., microfilm and/or microfiche);
- (6) Multimedia packages or kits;
- (7) Scientific specimens, microscopic slides;
- (8) Realia;
- (9) Models;
- (10) Audio recordings (e.g., vinyl records, reel-to-reel tape recordings, cassettes, CDs, MP3);
- (11) Video recordings (e.g., film, video tape, DVD and Blu-ray discs,) and,;
- (11) Computer software and applications.

(c) **Impermissible expenditures.** Textbooks, equipment, and salaries may not be included. For purposes of this Section, "equipment" shall have the meaning set forth at 210:25-7-1.

(d) **Federal funds not included.** The contributions of federally funded programs shall not be included in meeting this standard.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 31 Ok Reg 1224, eff 9-12-14]

210:35-5-75. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

SUBCHAPTER 7. ADDITIONAL STANDARDS FOR MIDDLE LEVEL SCHOOLS

PART 1. [RESERVED]

PART 3. [RESERVED]

PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION

210:35-7-21. Administrative and supervisory services

(a) A middle level school shall include one or more grades in the fifth through ninth sequence. Any change in the organizational structure must have prior approval of the Accreditation Section of the State Department of Education.

(b) If a middle level school is housed in the same building with the elementary grades or senior high school, a definite floor, wing, or section of the building shall be designated as the middle level school.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 17 Ok Reg 2910, eff 7-13-00]

210:35-7-22. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

PART 7. STANDARD IV: CURRICULUM, INSTRUCTION, ASSESSMENT, AND CLIMATE

210:35-7-31. Program of studies [REVOKED]

[Source: Added at 8 Ok Reg 2371, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-7-32. Standards eligible for deregulation [REVOKED]

[Source: Added at 9 Ok Reg 2371, eff 7-13-92; Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Revoked at 11 Ok Reg 1279, eff 2-14-94 (emergency); Revoked at 11 Ok Reg 2599, eff 6-13-94]

PART 9. STANDARD V: THE SCHOOL STAFF

210:35-7-41. Staffing: pupil/professional staff ratio

(a) For the purpose of computing and paying state-appropriated funds, if a school district groups its grades as grades 1 through 5, grades 6 through 8, and grades 9 through 12, then as to such district the class size provisions for grades 7 through 9 in 70 O.S. §18-113.3 shall apply to grade 6.

(b) No teacher who is counted in class size computation for grades 6, 7, 8, and 9 shall be responsible for the instruction of more than one hundred forty (140) students on any full length school day.

(c) Classes in Physical Education, Chorus, Band, Orchestra, and other similar music classes shall not be subject to the class size limitations.

(d) To enhance the safety of students enrolled in industrial arts/technology education classes, other than drafting, consideration should be given to the facilities and only the number of students equal to the work stations shall be enrolled. No more than twenty-five (25) students shall be assigned to any class.

(e) A minimum of two hundred (200) minutes of scheduled time shall be provided each week for each classroom teacher for individual planning and/or preparation and consultation, unless otherwise voluntarily agreed in writing between the teacher and the school district, with a stipend being provided to any teacher who forgoes planning time.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 33 Ok Reg 726, eff 8-25-16]

210:35-7-42. Administrative staffing

In order to permit the principal to have sufficient time to engage in the improvement of instruction in the school, adequate administrative staffing is required. If a full-time principal administers more than one site, the combined enrollment at the sites should not exceed 450 students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-7-43. Counselor staffing

All students will receive counseling and guidance services from certified school counselors. The guidance program shall provide one counselor for a maximum of 450 students, with no school district having less than one half-time counselor with one exception: districts with fewer than 225 students may prorate the number of hours per week a certified school counselor is required by dividing the number of students enrolled by 450 and multiplying the quotient by 30.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 23 Ok Reg 661, eff 1-25-06 (emergency); Amended at 23 Ok Reg 1695, eff 6-11-06]

210:35-7-44. Staff qualifications

(a) Each teacher assigned to teach in an accredited middle level school must hold an Elementary Certificate, or Elementary-Secondary, or Secondary Certificate with a credential in the area, Library Media Specialist (Librarian) or Speech-Language Pathology License/Certificate. Teachers of seventh or eighth grade mathematics who are certified after September 1, 1999, shall be required to have intermediate mathematics certification or advanced/secondary mathematics certification. Teachers of seventh or eighth grade mathematics who are certified prior to September 1, 1999, shall be required to have intermediate mathematics or advanced/secondary mathematics certification prior to September 1, 2003. Teachers holding an Elementary Certificate shall be eligible to teach only grades 7 and 8 in an accredited junior high school. Teachers teaching in the ninth grade must hold a secondary credential in the specific subject taught.

(b) School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate for the grade levels to which they are assigned.

(c) The library media specialist (librarian) shall hold a valid Oklahoma Library Media Specialist (Librarian) Certificate.

(d) The middle school principal or assistant principal shall hold a valid Oklahoma Elementary or Secondary Principal's Certificate. The junior high principal or assistant principal shall hold a valid Oklahoma Secondary Principal's Certificate. A teaching principal or assistant teaching principal shall have a Principal's Certificate appropriate to the grade level of the school; shall teach at the school site and organizational level where the administrative assignment occurs; and shall devote a portion of the day to administration and supervision.

(e) All athletic coaches, being assigned coaching duties , shall have completed a course in the care and prevention of athletic injuries.

(f) All coaches and athletic directors shall be employed by the school district and shall hold a valid teaching certificate. Their names shall appear on the class schedule.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 363, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 24 Ok Reg 1487, eff 6-11-07; Amended at 25 Ok Reg 727, eff 1-28-08 (emergency); Added at 25 Ok Reg 1618, eff 6-12-08]

210:35-7-45. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-7-46. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 11. [RESERVED]

PART 13. STANDARD VII: THE MEDIA PROGRAM

210:35-7-61. Staffing

The school shall provide staffing for the media program through one of the following arrangements:

Fewer than 300	At least a half-time certified library media specialist (librarian).
300 to 499	At least one full-time certified library media specialist (librarian) or a half-time library media specialist (librarian) and a full-time library assistant.
500-999	At least one full-time certified library media specialist (librarian) and a half-time library assistant.
1000 to 1499	At least one full-time certified library media specialist (librarian) and one full-time library assistant.
1500 plus	At least two full-time certified library media specialists (librarian)

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-7-62. Seating

(a) The center shall be attractive, easily accessible, well-lighted, and appropriately equipped. In addition, there shall be sufficient work space for the technical processing and repair of materials, for conducting business routines, and for storing supplies and equipment. Control and listing of all materials shall be in the central instructional materials center.

(b) The library media center(s) shall provide areas for reading, listening, viewing, preparation, and individual learning for staff and students as well as storage for materials and equipment. Even though facilities may not allow consolidation into one location of all the areas listed above, their availability should be supervised from the central instructional materials center(s) of the school.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-7-63. Collection

- (a) The collection shall be current and appropriate for instructional needs. The minimum book collection shall be 3000 volumes, exclusive of textbooks, or 10 volumes per student, whichever figure is larger. Newly organized schools will be given a reasonable amount of time to meet the minimum volume requirement.
- (b) The program shall consist of a balanced collection of print materials, nonprint materials, and instructional/learning equipment and supplies adequate in quality and quantity to meet the needs of the students in all areas of the school's program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-7-64. Expenditures

- (a) **Minimum annual expenditures.** In establishing a balanced print and nonprint collection, the minimum annual media program expenditure shall be as follows:

- (1) **Fewer than five hundred (500) enrolled students:** Nine dollars (\$9.00) per enrolled student.
- (2) **Five hundred (500) to nine hundred ninety-nine (999) enrolled students:** Four thousand five hundred dollars (\$4500.00) for the first five hundred (500) enrolled students plus five dollars (\$5.00) per student for each additional enrolled student above five hundred (500) students up to nine hundred ninety-nine (999) students.
- (3) **One thousand (1000) to one thousand nine hundred ninety-nine (1999) enrolled students:** Seven thousand dollars (\$7000.00) for the first one thousand (1000) enrolled students plus four dollars (\$4.00) per student for each additional enrolled student above one thousand (1000) students up to one thousand nine hundred ninety-nine (1999) students.
- (4) **Two thousand (2000) or more enrolled students:** Eleven thousand dollars (\$11,000.00) for the first two thousand (2000) enrolled students plus three dollars (\$3.00) per student for each additional enrolled student above two thousand (2000) students.

- (b) **Permissible media expenditures.** All materials in the school (decentralized materials) that have been processed and are cataloged by the media center may be included. Examples of materials that constitute permissible media expenditures include, but are not limited to:

- (1) Hardback, paperback, and/or electronic books;
- (2) Periodicals in print and/or digital formats;
- (3) Pamphlets, manuscripts, and reports, in print and/or digital formats;
- (4) Prints, posters, photographic slides, filmstrips, or photographs, in print and/or digital formats;
- (5) Microforms (e.g., microfilm and/or microfiche);
- (6) Multimedia packages or kits;
- (7) Scientific specimens, microscopic slides;
- (8) Realia;
- (9) Models;
- (10) Audio recordings (e.g., vinyl records, reel-to-reel tape recordings, cassettes, CDs, MP3);
- (11) Video recordings (e.g., film, video tape, DVD and Blu-ray discs,) and;
- (12) Computer software and applications.

- (c) **Impermissible expenditures.** Textbooks, equipment, and salaries may not be included. For purposes of this Section, "equipment" shall have the meaning set

forth at 210:25-7-1.

(d) **Federal funds not included.** The contributions of federally funded programs shall not be included in meeting this standard.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 31 Ok Reg 1224, eff 9-12-14]

210:35-7-65. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

SUBCHAPTER 9. ADDITIONAL STANDARDS FOR SECONDARY SCHOOLS

PART 1. [RESERVED]

PART 3. [RESERVED]

PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION

210:35-9-21. Administrative and supervisory services

A high school may be a 2, 3, or 4 year school that includes at least 2 consecutive grades between 9 and 12 in its organization.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-9-22. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

PART 7. STANDARD IV: CURRICULUM, INSTRUCTION, ASSESSMENT, AND CLIMATE

210:35-9-31. Program of studies and graduation requirements

(a) **General provisions.** Every student at every high school shall have the opportunity to acquire all the competencies to matriculate at a comprehensive graduate institution of the Oklahoma State System of Higher Education without the necessity of enrolling at the university in secondary-level courses. Each student will have the opportunity to attain proficiency in the Oklahoma Academic Standards.

(b) **Definitions.** The following definitions shall apply to this section:

- (1) **"Contextual methodology"** means academic content and skills taught by utilizing real-world problems and projects in a way that helps students understand the application of that knowledge.
- (2) **"Courses approved for college admission requirements"** means courses which are approved by the Oklahoma State Regents for Higher Education for admission to an institution within the Oklahoma State System of Higher Education.
- (3) **"Qualified agricultural courses"** means courses that have been determined by the State Board of Education to offer the sets of competencies set forth in the Oklahoma Academic Standards for one or more science content areas and which correspond to academic science courses and are taught by teacher who is certified and considered "highly qualified" to teach in the science course taught. Qualified agricultural

education courses shall include, but are not limited to, Horticulture, Plant and Soil Science, Natural Resources and Environmental Science, and Animal Science.

(4) "**Rigor**" means a level of difficulty that is appropriate for the grade level and that meets state and/or national standards;

(5) "**Sets of competencies**" means instruction in those skills and competencies that are specified skills and competencies adopted by the State Board of Education without regard to specified instructional time;

(6) "**Unit**" means a Carnegie Unit which is given for the successful completion of a course that meets the equivalent of 120 clock hours within the school year.

(c) **Total minimum graduation requirements.** In order to graduate with a standard diploma from a public high school accredited by the State Board of Education, students shall complete twenty-three (23) units or sets of competencies in grades nine (9) through twelve (12), which shall include either:

(1) Seventeen (17) units or sets of competencies of the college preparatory/work ready curriculum requirements set forth in (d) of this Section, plus six (6) elective units or sets of competencies; or

(2) Fifteen (15) units or sets of competencies of the core curriculum requirements set forth in (e) of this Section, plus eight (8) elective units or sets of competencies.

(d) **College preparatory/work ready curriculum requirements.** In order to graduate with a standard diploma from a public high school accredited by the State Board of Education, students shall complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

(1) Four (4) units or sets of competencies of English to include:

(A) Grammar;

(B) Composition;

(C) Literature; or

(D) Any English course approved for college admission requirements;

(2) Three (3) units or sets of competencies of mathematics, limited to:

(A) Algebra I;

(B) Algebra II;

(C) Geometry;

(D) Trigonometry;

(E) Math Analysis;

(F) Calculus;

(G) Advanced Placement Statistics; or

(H) Any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

(3) Three (3) units or sets of competencies of laboratory science, limited to:

(A) Biology;

(B) Chemistry;

(C) Physics; or

(D) Any laboratory science course with content and/or rigor equal to or above Biology and approved for college admission requirements;

(4) Three (3) units or sets of competencies of history and citizenship skills, including:

- (A) One (1) unit of American History;
- (B) One-half (1/2) unit of Oklahoma History;
- (C) One-half (1/2) unit of United State Government; and
- (D) One (1) unit of a course that has been approved for college admission requirements in one of the following subjects:
 - (i) History;
 - (ii) Government;
 - (iii) Geography;
 - (iv) Economics;
 - (v) Civics; or
 - (vi) Non-Western culture;
- (5) Two (2) units or sets of competencies in one (1) of the following:
 - (A) Two (2) units of the same foreign, Native American, or non-English language; or
 - (B) Two (2) units of computer technology approved for college admission requirements, whether taught at a high school or a technology center school, including:
 - (i) Computer programming;
 - (ii) Computer hardware;
 - (iii) Business computer applications (excluding keyboarding or typing courses) such as:
 - (I) Word processing;
 - (II) Databases;
 - (III) Spreadsheets;
 - (IV) Graphics;
- (6) One (1) additional unit or set of competencies selected from:
 - (A) The categories of units or sets of competencies set forth in (1) through (5) of this subsection; or
 - (B) Career and technology courses approved for college admission requirements;
- (7) One (1) unit or set of competencies of
 - (A) Fine arts such as music, art, or drama; or
 - (B) Speech.

(e) Core curriculum requirements in lieu of college/work ready curriculum requirements. Upon written approval of the parent or legal guardian of a student, a student may enroll in the core curriculum requirements in lieu of the college/work ready curriculum requirements set forth in (d) of this Section. The fifteen (15) units of credit required for high school graduation with a standard diploma in accordance with the provisions of this subsection are:

- (1) Language Arts: Four (4) units or sets of competencies, to consist of:
 - (A) One (1) unit or set of competencies of grammar and composition; and
 - (B) Three (3) units or sets of competencies which may include, but are not limited to, the following courses:
 - (i) American Literature;
 - (ii) English Literature;
 - (iii) World Literature; or
 - (iv) Advanced English Courses or
 - (v) Any other English courses with content and/or rigor equal to or above grammar and composition;
- (2) Mathematics: Three (3) units or sets of competencies, to consist of:

(A) One (1) unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology; and

(B) Two (2) units or sets of competencies which may include, but are not limited to, the following courses:

- (i) Algebra II;
- (ii) Geometry or Geometry taught in a contextual methodology;
- (iii) Trigonometry;
- (iv) Math Analysis or Precalculus;
- (v) Calculus;
- (vi) Statistics and/or Probability;
- (vii) Computer Science, if taught by a teacher who is certified to teach mathematics;
- (viii) Other contextual mathematics courses which enhance technology preparation taught at a comprehensive high school;
- (ix) Other contextual mathematics courses which enhance technology preparation taught at a technology center school by a teacher certified in the secondary subject area, when taken in the eleventh (11th) or twelfth (12th) grade, and approved by the State Board of Education and the independent district board of education; or
- (x) Any other mathematics courses with content and/or rigor equal to or above Algebra I.

(3) Science: Three (3) units or sets of competencies, to consist of;

(A) One (1) unit or set of competencies of Biology I or Biology I taught in a contextual methodology; and

(B) Two (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:

- (i) Chemistry I;
- (ii) Physics;
- (iii) Biology II;
- (iv) Chemistry II;
- (v) Physical Science;
- (vi) Earth Science;
- (vii) Botany;
- (viii) Zoology;
- (ix) Physiology;
- (x) Astronomy;
- (xi) Applied Biology/Chemistry;
- (xii) Applied Physics;
- (xiii) Principles of Technology;,,
- (xiv) Qualified agricultural education courses; or
- (xv) Other contextual science courses which enhance technology preparation taught at a comprehensive high school;
- (xvi) Other contextual science courses which enhance technology preparation taught at a technology center school when taken in the eleventh (11th) or twelfth (12th) grade, taught by a certified teacher, and approved by the State

Board of Education and the independent district board of education;

(xvii) Other science courses with content and/or rigor equal to or above Biology I.

(4) Social Studies: Three (3) units or sets of competencies, to consist of:

(A) One (1) unit or set of competencies of United States History;

(B) One-half (1/2) to one (1) unit or set of competencies of United States Government;

(C) One-half (1/2) unit or set of competencies of Oklahoma History; and

(D) One-half (1/2) to one (1) unit or set of competencies which may include, but are not limited to, the following courses:

(i) World History;

(ii) Geography;

(iii) Economics;

(iv) Anthropology; or

(v) Other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History; and

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

(f) **Other curriculum requirements.** In addition to the curriculum requirements set forth in (c) through (e) of this subsection, each secondary school shall ensure that the following curriculum requirements are met:

(1) **Personal Financial Literacy Passport.** Beginning with the seventh grade, students shall fulfill the requirements for a Personal Financial Literacy Passport in order to graduate with a standard diploma from a public high school accredited by the State Board of Education.

(A) The requirements for a Personal Financial Literacy Passport shall be the satisfactory completion and demonstration of satisfactory knowledge in all fourteen (14) areas of instruction during grades seven (7) through twelve (12). The fourteen (14) areas of instruction are:

(i) Understanding interest, credit card debt, and online commerce;

(ii) Rights and responsibilities of renting or buying a home;

(iii) Savings and investing;

(iv) Planning for retirement;

(v) Bankruptcy;

(vi) Banking and financial services;

(vii) Balancing a checkbook;

(viii) Understanding loans and borrowing money, including predatory lending and payday loans;

(ix) Understanding insurance;

(x) Identity fraud and theft;

(xi) Charitable giving;

(xii) Understanding the financial impact and consequences of gambling;

(xiii) Earning an income; and

(xiv) Understanding state and federal taxes.

(B) Instruction in these fourteen areas must align and meet the Personal Financial Literacy academic standards as adopted by the Oklahoma State Board of Education.

(C) School districts shall have the option of determining when each of the fourteen (14) areas of instruction listed above shall be presented to students in grades seven (7) through twelve (12).

Options include:

- (i) Integration into one or more existing courses of study;
- (ii) A separate Personal Financial Literacy course; and/or
- (iii) Use of State Department of Education Personal Financial Literacy online modules of learning.

(D) The Oklahoma State Department of Education online modules of learning and the assessments shall be available to all students as determined by the local school district.

(E) In order to facilitate the monitoring of student progress towards achieving the Personal Financial Literacy Passport, districts shall maintain a Personal Financial Literacy Passport cumulative record. The Personal Financial Literacy Passport cumulative record shall be a uniform document used by all school districts within the state. The State Department of Education shall provide an electronic version of the Personal Financial Literacy Passport cumulative record to the districts. Completion of the fourteen (14) areas of instruction of Personal Financial Literacy shall be documented on the student's high school transcript. The Personal Financial Literacy Passport cumulative record shall accompany the student when transferring to a new district.

(F) Elementary districts, PK-8, may enter into a vertical articulated curriculum agreement with an independent district, PK-12, for facilitating and sharing of the personal financial literacy curriculum and instruction.

(G) Teachers providing instruction in personal financial literacy shall be certified in accordance with the provisions of the Passport to Financial Literacy Act at 70 O.S. § 11-103.6h.

(H) School districts shall assess the knowledge of all students who transfer into an Oklahoma school district from out of state after the seventh grade.

- (i) If the school district determines that the transferred student has successfully completed instruction in any or all of the areas of personal financial literacy instruction at the previous school in which the student was enrolled, or if the student demonstrates satisfactory knowledge of any or all of the areas of personal financial literacy instruction through an assessment approved by the State Department of Education, the school district may exempt the student from completing instruction in that area of personal financial literacy instruction.

- (ii) Students who transfer into an Oklahoma school district from out of state after the junior year of high school may be granted an exception from the requirements of the personal financial literacy passport in accordance with the provisions of 70 O.S. 11-103.6.

(2) **Recommended curriculum.** School districts shall strongly encourage students to complete two units or sets of competencies of foreign languages and two units or sets of competencies of physical and health education.

(3) **Credit toward graduation requirements.** Credits for meeting curriculum requirements toward graduation shall be determined in accordance with all of the following provisions:

(A) No student shall receive credit for high school graduation more than once for completion of the same unit or set of competencies to satisfy the core curriculum requirements.

(B) Credit for all units or sets of competencies required in (d) and (e) of this Section shall be given when such units or sets of competencies are taken prior to ninth (9th) grade if:

(i) The teachers are certified or authorized to teach the subjects for high school credit; and

(ii) The required rigor of the course is maintained.

(C) Notwithstanding the provisions of (3)(B) of this subsection, the three units or sets of competencies in mathematics required in (d) or (e) of this Section shall be completed in the ninth (9th) through twelfth (12th) grades. If a student completes any required courses or sets of competencies in mathematics prior to ninth grade, the student may take any other mathematics courses or sets of competencies to fulfill the requirement to complete three (3) units or sets of competencies in grades nine (9) through twelve (12) after the student has satisfied the requirements of subsection (d) or (e) of this Section.

(g) **Additional accreditation requirements.** In addition to the curriculum requirements set forth in (c) through (f) of this Section, all public school districts shall ensure that its schools' secondary programs are designed to meet all of the following requirements:

(1) As a condition of receiving accreditation from the State Board of Education, all school districts shall require all students in grades nine (9) through twelve (12) to enroll in a minimum of six periods, or the equivalent in block scheduling or other scheduling structure that allows for instruction in sets of competencies, of rigorous academic and/or rigorous vocational courses each day, which may include arts, vocal and instrumental music, speech classes, and physical education classes. However, students re-enrolled in high school solely for the purpose of completing curricular requirements as authorized by 70 O.S. § 11-103.6(Q) shall be exempt from this requirement.

(2) Each high school's academic program shall be designed to prepare all students for employment and/or postsecondary education. The secondary academic program shall be designed to provide the teaching and learning of the skills and knowledge in the Oklahoma Academic Standards. All high schools accredited by the State Department of Education shall offer the college preparatory/work ready curriculum required for the students to earn a standard diploma during grades nine (9) through twelve (12). To meet graduation requirements, local options may include courses taken by advanced placement, concurrent enrollment, correspondence courses, supplemental online courses, or courses bearing different titles.

(3) The secondary academic programs may also provide the traditional units of credit to be offered in grades nine (9) through twelve (12) with

each secondary school offering and teaching at least thirty-eight (38) units or their equivalent each school year. Four (4) of these units may be offered on a two-year alternating plan with thirty-four (34) units or their equivalent to be taught in the current school year. In schools with other than a four-year organization, these units shall be offered and taught in conjunction with the affiliated schools containing those grade levels. Career and technology center courses in which secondary students are enrolled may count toward the thirty-eight (38) required units of credit or their equivalent.

(4) District boards of education can make exceptions to state high school graduation curriculum requirements for students who move to this state from another state after their junior year of high school.

(A) After a student from another state enrolls in an accredited Oklahoma high school the school board can make an exception to the high school graduation curriculum requirements of 70 O.S. §11-103.6. Individual exceptions can only be made when there are differing graduation requirements between the two states and completing Oklahoma graduation requirements will extend the student's date of graduation beyond the graduation date for the student's class.

(B) The district must report all exceptions made to state graduation requirements for these senior students to the State Department of Education each school year. All exceptions made at each district high school will be forwarded to the State Department of Education on or before July 1 of each year. Districts may report the information on the Annual Statistical Report. This reporting provision does not include students who have individualized education programs pursuant to the Individuals with Disabilities Education Act (IDEA) and who satisfy graduation requirements through the individualized education program.

(C) In order to avoid denying a student who transfers into an Oklahoma school district from another state after the junior year of high school a standard diploma due to differing assessment requirements, school districts should evaluate such a student's assessment records to determine whether the student was on track to meet assessment requirements in the state where they previously attended school. If it is determined that the student was on track to meet assessment requirements in the state where they previously attended school, the school district shall have the option of waiving Oklahoma School Testing Program (OSTP) requirements for the student.

(5) District boards of education shall waive the Oklahoma History graduation requirement for children of military families who transition with the military from another state and who have satisfactorily completed a similar state history class in another state. "Children of military families", as defined in 70 O.S. § 510.1, means "a school-aged child(ren), enrolled in Kindergarten through Twelfth grade, in the household of an active duty member".

(6) In order for a course offered by a supplemental educational organization to be counted for purposes of student academic credit and towards graduation requirements, the local board of education must verify that the

course meets all requirements in 70 O.S. § 11-103.6.) Upon verification, the local school board of education's request for course approval shall be submitted to the State Board of Education for final approval.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4185, eff 7-6-93 (emergency); Amended at 11 Ok Reg 1279, eff 2-14-94 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 13 Ok Reg 2467, eff 6-27-96; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 16 Ok Reg 2073, eff 5-3-99 (emergency); Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 21 Ok Reg 236, eff 8-21-03 (emergency); Amended at 21 Ok Reg 1282, eff 5-27-04; Amended at 23 Ok Reg 73, eff 8-24-05 (emergency); Amended at 23 Ok Reg 1695, eff 6-11-06; Amended at 23 Ok Reg 3161, eff 7-13-06 through 7-14-07 (emergency)¹; Amended at 25 Ok Reg 253, eff 10-22-07 (emergency); Added at 25 Ok Reg 1619, eff 6-12-08; Amended at 26 Ok Reg 9, eff 8-8-08 (emergency); Amended at 26 Ok Reg 1023, eff 5-11-09; Amended at 31 Ok Reg 1227, eff 9-12-14; Amended at 33 Ok Reg 66, eff 9-14-15 (emergency); Amended at 33 Ok Reg 727, eff 8-25-16; Amended at 34 Ok Reg 1103, eff 9-11-17; Amended at 35 Ok Reg 1155, eff 9-14-18]

EDITOR'S NOTE: ¹This emergency action expired without being superseded by a permanent action. Upon expiration of an emergency amendatory action, the last effective permanent text is reinstated. Therefore, on 7-15-07 (after the 7-14-07 expiration of the emergency action), the text of 210:35-9-31 reverted back to the permanent text that became effective 6-11-06, as was last published in the 2006 Edition of the OAC, and remained as such until amended by emergency action on 10-22-07.

210:35-9-32. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 11 Ok Reg 1279, eff 2-14-94 (emergency); Revoked at 11 Ok Reg 2599, eff 6-13-94]

PART 9. STANDARD V: THE SCHOOL STAFF

210:35-9-41. Staffing: pupil/professional staff ratio

(a) No teacher who is counted in class size computation for grades 9, 10, 11, and 12 shall be responsible for the instruction of more than one hundred forty (140) students on any full length school day.

(b) Classes in Physical Education, Chorus, Band, Orchestra, and other similar music classes shall not be subject to the class size limitations.

(c) To enhance the safety of students enrolled in industrial arts/technology education classes, other than drafting, consideration should be given to the facilities and only the number of students equal to the work stations shall be enrolled. No more than twenty-five (25) students shall be assigned to any class.

(d) A minimum of two hundred twenty-five (225) minutes of scheduled time shall be provided each week for each classroom teacher for individual planning and/or preparation and consultation during the instructional day, unless otherwise voluntarily agreed in writing between the teacher and the school district, with a stipend being provided to any teacher who forgoes planning time.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 33 Ok Reg 726, eff 8-25-16]

210:35-9-42. Administrative staffing

In order to permit the principal to have sufficient time to engage in improvement of instruction in the school, adequate administrative staffing is required. If a full-time principal administers more than one site, the combined enrollment at the sites should not exceed 450 students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-9-43. Counselor staffing

All students will receive counseling and guidance services from certified school counselors. The guidance program shall provide one counselor for a maximum of 450 students, with no school district having less than one half-time counselor with one exception: districts with fewer than 225 students may prorate the number of hours per week a certified school counselor is required by dividing the number of students enrolled by 450 and multiplying the quotient by 30.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 23 Ok Reg 661, eff 1-25-06 (emergency); Amended at 23 Ok Reg 1695, eff 6-11-06]

210:35-9-44. Staff qualifications

- (a) Teachers at the secondary level shall hold valid Oklahoma teaching licenses/certificates and endorsements appropriate to the specific subjects taught.
- (b) Teachers who instruct Remedial Reading a major portion of the day shall hold a valid Reading Specialist Certificate. Other Remedial Reading teachers shall hold a minimum of 6 semester hours in one or more of the following areas of specialization and a language arts credential: Diagnosis and Correction of Reading Disabilities, Foundations or Survey of Reading, Clinical or Practicum in Reading, or comparable courses approved by the State Department of Education, Accreditation Section. Beginning and/or reassigned teachers as of 1975-76 shall comply with this requirement.
- (c) Any teacher who instructs Aeronautics shall have a private pilot license or a basic ground instruction certificate issued by the F.A.A. or a minimum of 8 semester hours in physics with a college course in Aeronautics.
- (d) Any teacher who instructs Careers shall hold a Secondary or Elementary-Secondary License/Certificate.
- (e) Any teacher who instructs Computer Education shall hold a valid certificate. The employing district will make the assignment based on expertise as determined by the local school board.
- (f) Instructors for Military Science (Jr. ROTC) shall hold a certificate of special provision granted by the State Board of Education.
- (g) Any teacher who instructs Photography shall hold a valid Secondary Certificate with a college course in photography.
- (h) All athletic coaches, being assigned coaching duties, shall have completed a course in the care and prevention of athletic injuries.
- (i) All coaches and athletic directors shall be employed by the school district and shall hold valid teaching certificates. Their names shall appear on the class schedule and Application for Accreditation.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 18, eff 8-1-97 (emergency); Amended at 15 Ok Reg 364, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 25 Ok Reg 727, eff 1-28-08 (emergency); Added at 25 Ok Reg 1618, eff 6-12-08]

210:35-9-45. Special professional service personnel

- (a) Counselor. School counselors shall hold a valid Oklahoma School Counselor Certificate appropriate to the grade levels to which they are assigned.
- (b) Library media specialist (Librarian). Library media specialists (librarian) shall hold valid Oklahoma Library Media Specialist (Librarian) Certificates.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-9-46. Qualifications of administrative personnel

The principal or assistant principal shall hold a valid Oklahoma Secondary Principal's Certificate. A teaching principal or assistant principal (one who teaches at least 50% of the school day) shall hold a Secondary Principal's Certificate; shall teach at the school site and organizational level where the administrative assignment occurs; and shall devote a portion of the day to administration and supervision.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 364, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

210:35-9-47. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 31 Ok Reg 1214, eff 9-12-14]

210:35-9-48. Standards ineligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 10 Ok Reg 4591, eff 9-2-93 (emergency); Amended at 11 Ok Reg 2599, eff 6-13-94; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

PART 11. [RESERVED]

PART 13. STANDARD VII: THE MEDIA PROGRAM

210:35-9-71. Staffing

The school shall provide staffing for the library media program through one of the following arrangements:

Fewer than 300	At least a half-time certified library media specialist (librarian).
300 to 499	At least one full-time certified library media specialist (librarian) or a half-time library media specialist (librarian) and a full-time library assistant.
500-999	At least one full-time certified library media specialist (librarian) and a half-time library assistant.
1000 to 1499	At least one full-time certified library media specialist (librarian) and one full-time library assistant.
1500 plus	At least two full-time certified library media specialists (librarian)

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-9-72. Seating

The center shall be attractive, easily accessible, well-lighted, and appropriately equipped. In addition, there shall be sufficient work space for the technical processing and repair of materials, for conducting business routines, and for storing supplies and equipment. Control and listing of all materials shall be in the central instructional materials center.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-9-73. Collection

(a) The library media center(s) shall provide areas for reading, listening, viewing, preparation, and individual learning for staff and students as well as storage for

materials and equipment. Even though facilities may not allow consolidation into one location of all the areas listed above, their availability should be supervised from the central instructional materials center(s) of the school.

(b) The collection shall be current and appropriate for instructional needs. The minimum book collection shall be 3000 volumes, exclusive of textbooks, or 10 volumes for each student, whichever figure is larger. Newly organized schools will be given a reasonable amount of time to meet the minimum volume requirement.

(c) The program shall consist of a balanced collection of print materials, nonprint materials, and instructional/learning equipment and supplies adequate in quality and quantity to meet the needs of the students in all areas of the school's program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-9-74. Expenditures

(a) **Minimum annual expenditures.** In establishing a balanced print and nonprint collection, the minimum annual media program expenditure shall be as follows:

(1) **Fewer than five hundred (500) enrolled students:** Nine dollars (\$9.00) per enrolled student.

(2) **Five hundred (500) to nine hundred ninety-nine (999) enrolled students:** Four thousand five hundred dollars (\$4500.00) for the first five hundred (500) enrolled students plus five dollars (\$5.00) per student for each additional enrolled student above five hundred (500) students up to nine hundred ninety-nine (999) students.

(3) **One thousand (1000) to one thousand nine hundred ninety-nine (1999) enrolled students:** Seven thousand dollars (\$7000.00) for the first one thousand (1000) enrolled students plus four dollars (\$4.00) per student for each additional enrolled student above one thousand (1000) students up to one thousand nine hundred ninety-nine (1999) students.

(4) **Two thousand (2000) or more enrolled students:** Eleven thousand dollars (\$11,000.00) for the first two thousand (2000) enrolled students plus three dollars (\$3.00) per student for each additional enrolled student above two thousand (2000) students.

(b) **Permissible media expenditures.** All materials in the school (decentralized materials) that have been processed and are cataloged by the media center may be included. Examples of materials that constitute permissible media expenditures include, but are not limited to:

- (1) Hardback, paperback, and/or electronic books;
- (2) Periodicals in print and/or digital formats;
- (3) Pamphlets, manuscripts, and reports, in print and/or digital formats;
- (4) Prints, posters, photographic slides, filmstrips, or photographs, in print and/or digital formats;
- (5) Microforms (e.g., microfilm and/or microfiche);
- (6) Multimedia packages or kits;
- (7) Scientific specimens, microscopic slides;
- (8) Realia;
- (9) Models;
- (10) Audio recordings (e.g., vinyl records, reel-to-reel tape recordings, cassettes, CDs, MP3);
- (11) Video recordings (e.g., film, video tape, DVD and Blu-ray discs,) and;
- (12) Computer software and applications.

(c) **Impermissible expenditures.** Textbooks, equipment, and salaries may not be included. For purposes of this Section, "equipment" shall have the meaning set

forth at 210:25-7-1.

(d) **Federal funds not included.** The contributions of federally funded programs shall not be included in meeting this standard.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 31 Ok Reg 1224, eff 9-12-14]

210:35-9-75. Standards eligible for deregulation [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 31 Ok Reg 1214, eff 9-12-14]

SUBCHAPTER 11. ADDITIONAL STANDARDS FOR CAREER AND TECHNOLOGY EDUCATION PROGRAMS IN COMPREHENSIVE SECONDARY SCHOOLS AND CAREER AND TECHNOLOGY SCHOOLS

PART 1. [RESERVED]

PART 3. [RESERVED]

PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION

210:35-11-21. Administrative and supervisory services

Students may enroll in career technology courses at the comprehensive high school or in the technology centers or both. The technology center curriculum is an extension of the high school for students currently enrolled in a high school. The Technology Center is a separate entity in that it also serves adult students.

(1) All high school students shall be enrolled through a cooperative effort of sending comprehensive high schools and the Technology Center except in cases where the student's parent or guardian has provided an affidavit and sufficient evidence that he/she is participating in a home-schooled education plan in accordance with 70 O.S., Section 10-105.

(2) Student discipline and control shall be a cooperative effort between the comprehensive high school and the Technology Center. Each institution shall enforce rules and regulations in accordance with their board approved policies. Both institutions shall recognize the student's right to due process.

(3) The comprehensive high school shall notify the Technology Center when students wish to withdraw from the Technology Center.

(4) Attendance records and records of course work completed by a student in a Technology Center in Oklahoma shall be certified by the Technology Center to the sending school in which the student is regularly enrolled and shall be entered on the student's transcript according to the appropriate course title. These units of course work shall be counted toward meeting local and state requirements for graduation.

(5) The standard school year shall consist of not less than 180 days.

Courses offered in the Technology Center on the secondary level shall meet at least 175 days per school year and be accredited for 3 units.

Comprehensive schools may elect to give the student 4 units of credit each year if the class meets for a length of time equal to that where 4 units of credit are offered in the comprehensive school. Request for credit to be offered other than specified in the approved program of studies for career technology education must be made to and approved by the appropriate division of the Oklahoma Department of Career and Technology Education and the Accreditation Section of the State Department of Education.

- (6) Secondary career technology classes offered for credit outside the time frame of the regular school day shall meet the following criteria:
- (A) The curriculum must be an accredited program and be taught by a certified instructor.
 - (B) Classes must meet a minimum of 60 hours for one-half unit or 120 hours for 1 unit of credit.
- (7) Secondary career technology programs in the Technology Center shall be offered only to eleventh and twelfth grade students. Special permission may be granted for sophomores to enroll under the following provisions:
- (A) Sophomores may be enrolled at the discretion of the high school principal and Technology Center administration. Factors to be considered for sophomore enrollment include over-age students, potential dropouts, and students with special needs. The high school principal shall present to the State Department of Education, Accreditation Section, a list of any sophomores included under the provision.
 - (B) Students who are on an Individualized Education Plan (IEP) may participate in the Technology Center program for up to 4 years.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 7. STANDARD IV: CURRICULUM AND INSTRUCTION

210:35-11-31. Program of studies

- (a) Each career technology education program shall have an occupational advisory committee which provides input for instructional content and direction. The advisory committee shall be diversified with the majority of membership representative of occupations for which the program provides training.
- (b) Career technology instructors in all career technology programs shall use instructional materials developed by the Oklahoma Department of Career and Technology Education or other materials which are consistent with the desired outcomes as specified by the appropriate state program administrator.
- (c) Each career technology instructor shall be responsible for providing appropriate activities which will contribute to the development of each career technology student according to the student's occupational objective and for conducting and reporting student follow-up upon exit from or completion of the program.
- (d) Each career technology instructor shall provide integration of academic and essential workplace skills as they reinforce the career technology competencies of the program.
- (e) The math/science waiver shall be used only for extenuating circumstances for students classified as at-risk, potential drop-outs, and/or with special needs through the 2001-2002 school year.
- (1) A comprehensive high school may waive a unit of credit in mathematics and a unit of credit in science providing a student completes 6 career technology units of credit.
 - (2) A unit of credit in either mathematics or science may be waived providing a student completes at least 3 career technology units of credit.
 - (3) The career technology units of credit may be earned at either a Technology Center or a comprehensive high school.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00;

PART 9. STANDARD V: SCHOOL STAFF

210:35-11-41. Staff qualifications

- (a) Directors of career technology programs in comprehensive schools shall hold valid Oklahoma administrator certificates appropriate for their assigned teaching/administrative responsibilities and shall meet qualifications as defined in the approved Rules for Career and Technology Education.
- (b) Teachers of career and technology education courses shall hold a teaching license/certificate in the field or subject taught.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-11-42. Professional development

Instructors shall participate in ongoing inservice activities which continually update their technical/academic expertise as well as instructional methodology. New career technology instructors shall participate in preservice professional development activities as required by the appropriate divisions of the Oklahoma Department of Career and Technology Education. All secondary and full-time adult career technology instructors and staff shall participate in professional inservice as required by the appropriate division, including summer CareerTech conference and mid-year activities.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 13 Ok Reg 95, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1355, eff 5-13-96; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 11. STANDARD VI: STUDENT SERVICES

210:35-11-51. Guidance and counseling services

- (a) If a career technology education program at the Technology Center is considered to be an appropriate part of the student's IEP, a representative of the Technology Center shall be on the IEP team. The instructor of the career technology program shall have access to a copy of the IEP before the student with a disability enters the career technology program.
- (b) The sending school shall work with the Technology Center to assure that an annual assessment is conducted to determine occupational needs, interests, and abilities of potential Technology Center students.
- (c) The sending school guidance program shall complement and coordinate with those services available in the Technology Center for counseling, assessment, staff consulting, educational and occupational planning, and follow-up activities.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 13. [RESERVED]

PART 15. STANDARD VIII: CAREER AND TECHNOLOGY STUDENT ORGANIZATIONS

210:35-11-71. Student activities programs

- (a) Each secondary career technology education program shall have an active and appropriate career technology student organization (CTSO) as an integral part of the career technology program. Appropriate CTSOs are defined as follows: DECA/Delta Epsilon Chi (Marketing Education); FBLA/PBL (Business Education), Future Business Leaders of America/Phi Beta Lambda; FFA (Agricultural Education); FCCLA (Family and Consumer Sciences Education), Family, Career, Community Leaders of America; HOSA (Health Occupations Education), Health Occupations Students of America; TSA (Technology Education), Technology Students Association; and VICA (Trade and Industrial Education), Skills USA/Vocational Industrial Clubs of America.
- (b) Each student who participates in a CTSO shall be involved in the CTSO which is designed for the occupational program in which the student is enrolled.
- (1) The maximum number of absences for activities, whether sponsored by the sending school, technology center, or outside agency/organization, which removes the student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national levels of school-sponsored competitive events. State and national competitive events are those for which a student must earn the right to compete.
 - (2) Students who participate in CTSO activities at the Technology Center shall meet the eligibility rules of the sending schools in which they are also enrolled. It is recommended that the eligibility rules meet or exceed the rules of the Oklahoma Secondary Schools Activities Association.
- (c) The leadership development activities associated with the CTSO shall be directed and supervised by the appropriate career technology instructor with support and guidance from the administration.
- (d) The school shall provide resources needed to support the career technology student organization activities.
- (e) The Technology Center shall cooperate with the sending school to support participation of students in co-curricular and extracurricular activities of the home school.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

SUBCHAPTER 13. STANDARDS FOR ACCREDITATION OF CAREER AND TECHNOLOGY SCHOOLS

PART 1. STANDARD I: PHILOSOPHY (AND/OR MISSION) AND GOALS

210:35-13-1. Statement of the standard

The technology center has educational programs that address the academic, personal/social, and career development of students as they prepare for life and work in a democratic society. The philosophy and goals reflect the constantly changing technology of our culture which mandates that the educative process provide training, retraining, and supplemental education throughout life.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-2. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-13-3. Written statement of philosophy and goals

The statement of philosophy and goals shall be written and shall become the governing document of the school and its programs.

- (1) The statement of philosophy and goals shall be developed cooperatively by the faculty and the administration. Students, parents, and members of the business and industrial community shall be involved in its development. The statement shall be approved by the governing board of the school. The ultimate responsibility for writing the statement lies with the professional staff of the Technology Center.
- (2) The statement of philosophy and goals shall reflect the individual character of the school, needs of the student population, and expectations and requirements of the businesses and industries for which the students are being trained. The statement shall be consistent and coherent with the philosophy and goals of the Oklahoma Department of Career and Technology Education.
- (3) The statement of philosophy, goals, and objectives shall be clearly expressed with the objectives stated in measurable terms.
- (4) The philosophy, goals, and objectives of the school shall be communicated to the staff, students, parents/guardians, and patrons of the school.
- (5) Provision shall be made for periodic review and appropriate modification of the philosophy, goals, and objectives in light of changing conditions, circumstances, and priorities.
- (6) The statement of philosophy, goals, and objectives shall be identified for each instructional program and support services. The program objectives shall be consistent and coherent with the philosophy and goals of the Technology Center.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-4. Information to be utilized to determine achievement of goals

Information from a variety of sources, including advisory committees and student follow-up studies, shall be required to determine the extent to which the institution's philosophy, goals, and objectives are being achieved.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

PART 3. STANDARD II: SCHOOL-COMMUNITY RELATIONSHIPS

210:35-13-11. Statement of the standard

The Technology Center establishes relationships with its constituents that result in a feeling of mutual trust and cooperation. These relationships are based on open two-way communications. These constituents, including business and industry representatives, are involved in developing and monitoring students' expected outcomes. The Technology Center displays a willingness to respond to the needs of the students and the communities being served.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-12. Standards which are in law [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-13-13. Technology Center to provide opportunities for constituents' expression

The Technology Center shall provide opportunities for its constituents to express their desires, identify their concerns, ask questions, and make suggestions concerning the school and its programs.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-14. Technology Center to communicate to school and community; promote involvement of staff in community activities; encourage parental involvement

(a) The Technology Center shall make systematic efforts to explain its aspirations, policies, procedures, needs, programs, and status to the school and community. Further, there shall be a planned public communications program using a variety of media such as television, radio, newspaper, school publications, and other means to inform the constituents about the Technology Center.

(b) The Technology Center shall encourage and facilitate staff involvement in civic activities and community organizations.

(c) The Technology Center shall involve parents/guardians and encourage them to visit on-site. The Technology Center Board of Education shall develop initiatives to promote the school as being a congenial place for parents/guardians to visit.

[Reference: 70:10-105.2]

[Source: Added at 8 Ok Reg 2371, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-15. Technology Center to promote effective use of resources

(a) The Technology Center shall effectively use community, business, and industry resources in the instructional programs.

(b) The school promotes the use of its buildings and property both before and after regular school hours. [Reference: 70:5-130]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 5. STANDARD III: ORGANIZATION, ADMINISTRATION, AND PROGRAM OPERATIONS

210:35-13-21. Statement of the standard

The Technology Center has qualified administrative and supervisory personnel adequate for the effective operation of the program. The administrator of the school has the necessary autonomy and authority to provide the leadership for the improvement of instruction. The school is organized to ensure the achievement of its stated mission, goals, and objectives.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-22. Standards which are in law [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-13-23. Type of organization

(a) Technology Center districts shall be established through criteria and procedures established by the State Board of Career and Technology Education and shall be operated in accordance with the rules and regulations of the State Board of Career and Technology Education and the State Board of Education. [Reference: 70:14-103 and 104]

(b) The Technology Center curriculum shall serve as an extension of the high school for students currently enrolled in a high school. The Technology Center is a separate entity in that it also provides training for adult students and serves the needs of business and industry training.

(1) All high school students shall be enrolled through a cooperative effort of the sending comprehensive high school and the Technology Center except in cases where the student's parent or guardian has provided an affidavit and sufficient evidence that he/she is participating in a home-schooled education plan. [70 O. S., Section 10-105]

(2) The comprehensive high school shall notify the Technology Center when students wish to withdraw from a Technology Center. The Technology Center shall also work with the comprehensive high school any time it is recommended that a student withdraw from participation in a Technology Center program.

(3) Student discipline and control shall be a cooperative effort between the comprehensive high school and the Technology Center. Each institution shall enforce rules and regulations in accordance with their board-approved policies. Both institutions shall recognize the student's right to due process.

(4) Secondary career technology programs in the Technology Center shall be offered only to 11th or 12th grade students. Special permission may be granted for exceptions to enroll under the following provisions:

(A) Sophomores may be enrolled at the discretion of the high school principal and the Technology Center administration. Factors to be considered for sophomore enrollment include over-age students, potential drop-outs, and students with special needs. The high school principal shall present to the Accreditation Section of the State Department of Education a list of any sophomores included under this provision.

(B) Students who are on an Individualized Education Plan may participate in the Technology Center program for up to four years. The maturity level of the student should be considered by the IEP team prior to enrolling a 9th grade student at the Technology Center.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-24. Administrative and supervisory personnel

(a) The Technology Center superintendent shall be the chief administrative officer of the Technology Center. He/she shall be responsible for the organization, curriculum development, evaluation, and improvement of the Technology Center. The Technology Center superintendent shall maintain close contact with the

employment services, advisory committees, potential employers, and all agencies and institutions relative to employment needs and job opportunities in order that training may be closely coordinated with current needs and anticipated opportunities in the employment market. He/she shall evaluate programs continuously and bring about changes and improvements which ensure that students obtain the occupational skills and knowledge for which instruction is being provided. The Technology Center superintendent shall be responsible for maintaining a system of complete and accurate records and shall make financial, statistical, and descriptive reports as may be required by the State Board of Career and Technology Education and the State Board of Education.

(b) In Technology Center districts with multiple school sites, a site director shall be responsible for instructional leadership and shall be involved in the selection, retention, promotion, assignment and evaluation of all personnel under his/her direction.

(1) Site directors shall be responsible to the Technology Center superintendent in the performance of their duties.

(2) All personnel designated by a local board to conduct certified personnel evaluations shall be required to participate in training conducted by the State Department of Education prior to evaluating staff. 70 O.S. § 6-101.10.

(3) All personnel designated by a local board to conduct certified personnel evaluation shall hold administrative certification from both the State Department of Education and the Oklahoma Department of Career and Technology Education.

(c) All other Technology Center administrative and supervisory personnel shall assist the Technology Center superintendent/site director with the organization, curriculum, development, evaluation, and improvement of the Technology Center. Personnel responsibilities will vary depending upon the local structure of the school and district.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-25. School records and reports

Well-delineated policies and procedures for records and reports shall be developed and kept current. Records and reports needed for effective planning, operations, evaluation, and reporting of results shall be maintained.

(1) Attendance records and records of course work completed by a student in a Technology Center in Oklahoma shall be certified by the Technology Center to the sending school in which the student is regularly enrolled. Records of course work earned which are submitted to the sending schools shall reflect approved course titles.

(2) All appropriate reports required by the Oklahoma Department of Career and Technology Education and the State Department of Education shall be filed on a timely basis. Other types of reports may be added to this list.

(3) The cumulative records of the students, including social security numbers as permitted by law, shall be current and filed in the administrative office. Proper safeguards shall be taken with these records to protect the confidentiality of individuals and the human rights of all students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-26. School day and year

(a) A school shall organize its schedule of classes in a pattern most appropriate to achieving the mission, goals, and objectives of the program. A high school student who is enrolled at the Technology Center and the comprehensive high school may count travel time during the regular 6-hour day as a school activity.

(1) The standard school year shall consist of not less than 180 days.

Courses offered in Technology Centers on the secondary level shall meet at least 175 days per school year and be accredited for 3 units. Comprehensive schools may elect to give the student 4 units of credit each year if the Technology Center class meets for a length of time equal to that where 4 units of credit are offered in the comprehensive school. Requests for courses to be offered for less than 3 units of credit on a pilot basis must be made to and approved by the Technology Center division of the Oklahoma Department of Career and Technology Education and the Accreditation Section at the State Department of Education.

(2) Secondary career technology classes offered for credit outside the time frame of the regular school day shall meet the following criteria:

(A) The curriculum must be an accredited program and taught by a certified instructor.

(B) Classes must meet a minimum of 60 hours for one-half unit or 120 hours for one unit of credit.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-27. Summer school

A Technology Center desiring accreditation by the State Board of Education to offer career technology summer programs shall make application on forms furnished for this purpose. The application shall be completely and properly filled out and filed with the Accreditation Section, State Department of Education. Career Technology courses approved for accreditation may include career orientation classes. The grade limitations which exclude students other than 11th and 12th grade students do not apply to summer Technology Center programs.

(1) No student shall spend more than 6 hours per day in school, exclusive of lunch breaks, during a summer school term.

(2) The minimum time allotted for each half unit course shall be 60 clock hours, exclusive of breaks. The minimum time allotted for each unit course shall be 120 clock hours, exclusive of breaks.

(3) All teachers shall have valid/appropriate teaching certificates/licenses. The certificate/ license must be in the subject area being taught.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-28. Governing board/staff relationships

(a) The governing board shall be responsible for development and adoption of effective policies which include statutory requirements that provide direction for the operation of the school. The staff, students, and community shall be involved in the development of the policies which relate to them. The governing board's policies shall be prepared in printed form and shall be made available to staff, students, and community. The Technology Center must operate in compliance with appropriate state and federal regulations such as Title VI, Title IX, Sections 503 and

504 of Rehabilitation Act of 1973.

- (1) The governing board shall be responsible for the selection and evaluation of its chief executive officer who shall be the superintendent or other designated head of the school system.
 - (2) The working relationships between the governing board and the superintendent shall be such as to facilitate effective administration and operation of the school and the entire district.
 - (3) The governing board shall not enter into any written contract with a teacher of secondary students who does not hold an appropriate/valid Oklahoma license or certificate.
 - (4) No teacher shall be dismissed during the term of a contract or refused reemployment except at an official meeting of the board of education. The reemployment or dismissal of teachers shall be in accordance with the school laws of Oklahoma.
 - (5) Lack of harmony in the teaching staff, school board or community, when such conditions affect the quality and effectiveness of instruction and spirit of the school, shall be considered sufficient cause for not accrediting a school. Political or special interest groups or individuals shall not interfere with the operation of the school.
- (b) The governing board shall transact official business with employees only through the Technology Center superintendent. Individual board members shall not engage in official transactions for the school or the entire district unless operating under the prior and specific authorization of the entire board.
- (c) The Technology Center superintendent, in cooperation with board members and the Technology Center superintendent's staff, shall prepare the agenda of items to be discussed at each board meeting and shall be in compliance with the Oklahoma Open Meeting Act.
- (d) The Technology Center superintendent appointed and employed by the governing board as the executive officer of said board shall be expected to attend all meetings of the board of education. He/she may be excused from a board meeting during the time his/her employment or salary is under consideration.
- (e) The employment policies of the district shall be such as to attract and retain the services of well qualified and competent employees.
- (1) The performance of all certified personnel shall be subject to regular evaluation.
 - (2) Teachers of a district shall have a written contract filed with the board of education of a school district.
- (f) Loyalty oaths, official up-to-date transcripts showing the work of all teachers and administrators and certificates shall be kept on file during the year in the office of the Technology Center superintendent with copies at school sites.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 7. STANDARD IV: INSTRUCTIONAL PROGRAM

210:35-13-41. Statement of the standard

The instructional program of the Technology Center is designed to develop knowledge and skills as well as to assist students in their efforts to improve their understandings of the work place. The instructional program shall provide cultural, social, economic, lifelong learning, and other elements which will enable students

to function successfully and independently in a democratic society.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-42. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-13-43. Instructional quality

(a) The curriculum shall reflect the school's statement of philosophy, mission, and goals in which student success is the highest priority. The goals and objectives of each program shall be consistent with the school's statement of philosophy, mission, and goals.

(b) The school climate shall be conducive to learning, making the teaching/learning environment supportive of effective instruction. The overall educational program shall incorporate high expectations and successful experiences for all students.

(c) Quality career technology programs shall be accessible for all students with the interest and ability to benefit from occupational training. Provisions shall be made for students of varying aptitudes, levels of intellectual development, and interests to reach expected objectives. Career technology programs shall be accessible in accordance with state and federal guidelines.

(1) Students shall be provided access to career technology education programs and facilities without regard to race, color, national origin, sex, age or disability.

(2) Program enrollments shall comply with the established guidelines of the appropriate occupational division of the Oklahoma Department of Career and Technology Education. Exceptions must have written approval by the appropriate state program administrator prior to the second week of class. Consideration shall be given to the availability of work stations and clinical experiences. Program enrollments are described in the RULES FOR CAREER AND TECHNOLOGY EDUCATION.

(d) Each career technology education program shall have an occupational advisory committee which provides input for instructional content and direction. The advisory committee shall be diversified with the majority of membership representative of occupations for which the program is training.

(e) Resources of industry, business, and the community shall be utilized to provide appropriate program enrichment.

(f) Career technology and related instruction shall provide the following components:

(1) well defined instructional objectives stated in measurable terms,

(2) performance criteria for specific skills,

(3) systematic planning by professional staff,

(4) the selection and use of varied types of instructional materials and learning experiences,

(5) the specific adaptation of organizational and instructional procedures to meet the needs of students,

(6) the use of varied evaluation instruments and procedures which are congruent with instructional objectives, and

(7) quality instructional delivery.

(g) Career technology instructors in all career technology programs shall use instructional materials developed by the Oklahoma Department of Career and Technology Education or other materials which are consistent with the desired

outcomes as specified by the appropriate program administrator. Instructional materials for most occupational areas are developed by the Curriculum and Instructional Materials Center of the Oklahoma Department of Career and Technology Education. When using/selecting these and other materials, it is important that they reflect input from program advisory committees as it relates to current industry practices and technology.

(h) An adequate amount and variety of instructional materials and equipment for each area of the school's program shall be provided in the amount and types needed to accomplish the stated instructional objectives.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-44. Instructional delivery/process

(a) The school's program shall be designed specifically to meet the individual career technology and educational needs of its students. It shall encompass essential career technology areas and provide necessary laboratory, enrichment, and academic support experiences, plus work experience, where appropriate. Each career technology instructor shall be responsible for providing appropriate activities which will contribute to the development of each career technology student according to the student's occupational objective, and for conducting and reporting student follow-up upon exit from or completion of the program.

(b) Each career technology instructor shall provide integration of academic and essential workplace skills as they reinforce the career technology competencies of the program.

(c) Provisions shall be made for students to develop proficiency in reading and communication, scientific, and computational skills.

(d) Provisions shall be made for continuity in course work that will permit students to achieve occupational competency.

(e) Procedures shall be established and implemented which foster vertical and horizontal program articulation within the school and with affiliated schools. Program articulation may be with institutions of higher education, sending schools, or with other Technology Centers.

(f) Parents/guardians shall be informed regularly about student progress.

(g) Instructors shall use effective teaching techniques which make the most productive use of classroom time. Evidence should be provided that instructors meet the minimum criteria for effective teaching.

(h) The Technology Center shall provide a handbook which includes policies, behavior codes, grading policies, and other kinds of information important to students, parents/guardians, and staff members. The behavior code shall address absenteeism, vandalism, and disruptive behavior, and shall be developed with the appropriate involvement of each.

(i) There shall be specific procedures for reporting child abuse and child neglect.

(j) There shall be activities within the school that provide for and/or facilitate the positive self-esteem of students and staff members.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-45. Instructional programs

(a) Students shall be provided the opportunity to acquire occupational competency needed for employment and shall receive high school credit for the course work

where competency is attained.

- (1) The unit(s) value for a career technology course(s) shall be determined by applying the following time factors.
 - (A) One period daily in class - 1 unit
 - (B) Two periods daily in class - 2 units
 - (C) Three periods daily in class - 3 units
 - (D) Four periods daily in class - 4 units
- (2) A student not completing both semesters of any course taught as a 2 semester course shall be granted 1/2 the credit for successful completion.
- (b) Programs using the cooperative method of instruction shall follow guidelines described in the Rules for Career and Technology Education.
- (c) High School credit shall be given for programs listed in current OCAS coding. Technology Center courses in which secondary students are enrolled may count toward the 38 required units of credit which must be offered by a high school. Some courses such as Aviation Maintenance Technology may require additional course work prior to the student being certified or employed. Requests for approval of courses not listed must be submitted in writing to the Oklahoma Department of Education Accreditation Section prior to offering the course. Written approval to offer these courses must be kept on file in the administrative offices. In accordance with standard 210:35-9-31, Program of Studies, (e), secondary Career Technology courses may be designed to offer sets of competencies integrated within the curriculum to provide the teaching and learning of the skills and knowledge in the Priority Academic Students Skills. Appropriate academic credit may be awarded for student mastery of these sets of competencies.
- (d) The math/science waiver shall be used only for extenuating circumstances for students classified as at-risk, potential drop-outs, and/or with special needs.
 - (1) A comprehensive high school may waive a unit of credit in mathematics and a unit of credit in science providing a student completes 6 career technology units of credit.
 - (2) A unit of credit in either mathematics or science may be waived providing a student completes at least 3 career technology units of credit.
 - (3) The career technology unit of credit may be earned at either an Technology Center or a comprehensive high school.
- (e) The career practicum shall be a planned program of work-site learning experiences that are relevant to the student's career major, coordinated with the academic/school-based curriculum and includes work site mentoring. Units of credit for the career practicum may be granted according to the guidelines described in the Rules for Career and Technology Education.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-46. Instructional assessment/improvement

- (a) The school shall have a written improvement plan through which the results of instructional assessments are utilized to initiate program improvements and curricular alignment.
- (b) Students shall receive regular and frequent assessment of their instructional progress.
- (c) The results of the student assessment program shall be used to modify curriculum and instructional methodology.

- (d) Instructors shall be involved in assessing the effectiveness of the program by reviewing objectives periodically to assess learner outcomes.
- (e) Career Technology education programs shall be based on periodic assessment of work force needs and the evaluation of curriculum in terms of those needs.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 9. STANDARD V: THE SCHOOL STAFF

210:35-13-51. Statement of the standard

The Technology Center is staffed by administrators and instructors who are well qualified in professional and technical skill areas and who are actively encouraged by the school system to improve their competencies. The staff participates in decision-making affecting the school program and teaches under conditions favorable to effective performance. The staff is encouraged to participate in appropriate professional organizations and activities.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-52. Standards which are in law [REVOKED]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-13-53. Instructors

- (a) All instructors of secondary students in Technology Center shall meet the appropriate requirements for certification as specified by the State Board of Education.
- (b) Each Career Technology instructor shall be responsible for providing appropriate activities which will contribute to the development of each student's occupational/ career objective.
- (c) Class size shall be adapted to meet the requirements of the specific program in accordance with the Rules for Career and Technology Education.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-54. Special professional personnel

- (a) Personnel providing guidance in Technology Center shall be qualified to assist students in reaching their occupational goals.
 - (1) If the Technology Center employs a school counselor, the counselor shall be qualified for counselor certification as determined by the State Board of Education.
 - (2) Other Technology Center guidance program staff shall have credentials/training appropriate to assigned responsibilities.
- (b) Resource center personnel shall have appropriate educational preparation which meets the needs of students.
- (c) Members of the non-instructional professional staff shall have appropriate education and training.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-55. Administrative and supervisory personnel

(a) All administrative and supervisory personnel shall meet the requirements for certification as specified by the State Board of Career and Technology Education and the State Board of Education. A description of the requirements for the Area School Administrator Credential is provided in the Rules for Career and Technology Education.

(1) **Superintendent.** The Technology Center superintendent who is the administrative head of the school system shall hold a valid Oklahoma superintendent's certificate. In addition, the Career Technology superintendent shall have a Technology Center Administrator Credential which is issued by the Oklahoma Department of Career and Technology Education.

(2) **Deputy or assistant superintendent.** A deputy or assistant superintendent shall hold the same certification/credential as the superintendent.

(3) **Principal or director.** The Technology Center principal or director shall hold a valid Oklahoma secondary principal's certificate. In addition, the Technology Center principal or director shall have a Technology Center Administrator Credential which is issued by the Oklahoma Department of Career and Technology Education.

(4) **Assistant principal or assistant director.** An assistant principal or assistant director shall hold the same certification/credential as the principal or director.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-56. Support staff and other non-teaching personnel

(a) Support staff shall have adequate skills and preparation to perform the assigned duties of their positions.

(b) Paraprofessionals and teacher assistants shall meet Oklahoma qualifications for their respective positions. They shall be used only in those situations permitted by state regulations. 70 O.S. §6-127

(c) The custodial and maintenance services shall be adequate to maintain facilities that are safe, clean and attractive. Where applicable, custodians and maintenance workers shall meet the legal standards of the state pertaining to their training and employment.

(d) Adequate clerical staff shall be provided to assist professional staff.

(e) Drivers of school vehicles shall meet the qualifications under the current school laws of Oklahoma and regulations of the State Board of Education.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

210:35-13-57. Professional development programs

(a) Professional development programs and inservice training shall be developed through program objectives, needs assessment, faculty and staff involvement. Inservice training shall be planned to meet program objectives and identified needs. Participants shall evaluate the professional development program. Such evaluation shall include an evaluation of the program, including each inservice activity.

(b) Orientation and professional development inservice programs shall provide initial assistance for beginning staff and encourage continued professional growth.

(c) Instructors shall participate in ongoing inservice activities which continually update their technical/academic expertise as well as instructional methodology. New career technology instructors shall participate in preservice professional development activities as required by the appropriate divisions of the Oklahoma Department of Career and Technology Education. All secondary and full-time adult career technology instructors and staff shall participate in professional inservice as required by the appropriate division, including CareerTech Summer Conference and mid-year activities.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 13 Ok Reg 95, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1355, eff 5-13-96; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 11. STANDARD VI: STUDENT SERVICES

210:35-13-71. Statement of the standard

A balanced and comprehensive student services program is provided to positively impact the enrollment and successful completion of each individual students career technology program. The Technology Center provides the guidance personnel, facilities, and materials required to meet the specialized needs of its students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-72. [RESERVED]

[Source: Reserved at 9 Ok Reg 2371, eff 7-13-92]

210:35-13-73. Assessment

(a) The Technology Center shall work with the sending schools to assure that an annual assessment is conducted to determine occupational needs, interests, and abilities of potential students.

(b) The assessment of occupational needs, interests, and abilities of students shall be the primary basis for determining the appropriate career technology program placement.

(c) A periodic review shall be made of the student's progress to determine the guidance and counseling needs of individual students.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-74. Guidance services

(a) Each Technology Center shall provide an organized guidance program to address the educational, career/vocational, and personal/social needs of the students as determined by an annual guidance needs assessment.

(b) A written description of the guidance program shall be developed addressing the needs of all students and shall establish program goals, objectives, and evaluation of guidance curriculum, individual planning, responsive services, and system support. Guidance curriculum refers to classroom activities and group guidance. Individual planning means individual advisement, assessment, and career guidance and counseling. Responsive services refer to consultation, personal counseling,

crisis counseling, small groups, and referral. System support refers to research, professional development, advisory committee work, and program management.
(c) Each Technology Center shall be expected to provide adequate and appropriate space affording privacy, clerical help, and materials for the effective implementation of a guidance program.

(d) The Technology Center guidance program shall complement and coordinate with those services available in the sending schools for counseling, assessment, staff consulting, educational and occupational planning, and follow-up activities.

(e) The Technology Center shall provide adequate staff to deliver a balanced and comprehensive guidance program.

(f) If a career technology education program at the Technology Center is considered to be an appropriate part of the student's IEP, a representative of the Technology Center shall be on the IEP team. The instructor of the career technology program shall have access to a copy of the IEP before the identified student enters the career technology program. Refer to the State Department of Education publication-- Policies and Procedures Manual for Special Education in Oklahoma.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 13 Ok Reg 95, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1355, eff 5-13-96; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-75. Placement services

The Technology Center shall provide organized and systematic guidance and placement services for those students seeking further education and/or job placement.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 13. STANDARD VII: INSTRUCTIONAL MEDIA/RESOURCE SERVICE

210:35-13-81. Statement of the standard

A coordinated instructional media/resource program is organized to make accessible a wide range of instructional media for instructors and students. Basic skills and advanced career technology related instruction shall be provided to enhance development of occupational competencies. The program addresses receiving, storing, retrieving, and displaying information in various forms in a resource center or at other locations such as classrooms and laboratories. The program makes equipment and personnel available for a wide range of instructional media.

(1) There shall be a written policy, approved by governing board, concerning the criteria to be used in the evaluation and selection of materials for the media program. The written policies should contain criteria for selection, responsibility for selection, and guidelines for reconsideration.

(2) A sufficient collection of print and non-print resources and equipment shall be provided to support goals. Provisions shall be made for regular replacement of outdated materials and equipment.

(3) The Technology Center shall employ a professionally prepared resource coordinator to provide such services as instructing students, assisting teachers, and locating/utilizing media resources. Teacher assistants may be paraprofessionals.

- (4) Other instructional media/resource staff shall have education/training appropriate to assigned responsibilities. Instructional media/resource services may vary in Technology Centers. Academic remediation should be provided by staff certified to teach appropriate academic area/level. Tutoring services may be provided by paraprofessionals. Production staff should possess skills in media production and/or technical writing. Staff members providing instructor training shall have education and experience in teaching methodology, educational technology, and/or curriculum and instruction.
- (5) Records of acquisition, classification, cataloging, circulation, and financing shall be accurate, adequate, and current to determine the effectiveness of the media program.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 15. STANDARD VIII: STUDENT ORGANIZATIONS

210:35-13-91. Statement of the standard

The Technology Center provides a diversified and balanced program of appropriate Career Technology Student Organization (CTSO) activities which are an integral part of each career technology program's activities and instruction.

- (1) Each secondary career technology education program shall have an active and appropriate CTSO as an integral part of the career technology program. Appropriate CTSOs are defined as follows: DECA/Delta Epsilon Chi (Marketing Education); FBLA/PBL (Business Education), Future Business Leaders of America/Phi Beta Lambda; FFA (Agricultural Education); FCCLA (Family and Consumer Sciences Education), Family, Career and Community Leaders of America; HOSA (Health Occupations Education), Health Occupations Students of America; TSA (Technology Education), Technology Students Association; and Skills USA/VICA (Trade and industrial Education), Skills USA/Vocational Industrial Clubs of America.
- (2) Each student who participates in a CTSO shall be involved in the CTSO which is designed for the occupational program in which the student is enrolled.
- (A) The maximum number of absences for activities, whether sponsored by the sending school, Technology Center, or outside agency/organization, which removes the student from the classroom shall be ten for any one class period of each school year. Excluded from this number are state and national levels of school-sponsored contests. State and national competitive events are those for which a student must earn the right to compete.
- (B) Students who participate in CTSO activities at the Technology Center shall meet the eligibility rules of the sending schools in which they are also enrolled. It is recommended that the eligibility rules meet or exceed the rules of the Oklahoma Secondary School Activities Association.
- (3) The leadership development activities associated with the CTSO shall be directed and supervised by the appropriate career technology instructor with support and guidance from the Technology Center administration.

- (4) The school shall provide resources needed to support the career technology student organization activities.
- (5) School sponsored activities held when school is not in session shall follow the same standards as those held during the regular school year.
- (6) The Technology Center shall cooperate with the sending school to support participation of students in co-curricular and extracurricular activities of the home school.
- (7) The school and the career technology student organization chapter will be held accountable for the actions of the career technology student organization members and the advisor participating in any career technology student organization activity.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 17. STANDARD IX: FINANCIAL SUPPORT

210:35-13-101. Statement of the standard

The Technology Center provides financial support in sufficient amount to maintain excellence in staff, facilities, and materials to meet the needs of the students.

- (1) Sufficient funds shall be provided annually to ensure that the Oklahoma Accreditation Standards are met or exceeded. Reasonable financial effort is being made when consideration is given to such factors as local, state, federal, and other sources of income as well as the per student expenditure for instructional purposes.
- (2) The Technology Center shall adhere to the financial management and accounting procedures listed in the Rules for Career and Technology Education and State Board of Education SCHOOL FINANCIAL TECHNICAL ASSISTANCE DOCUMENT, 1997.
- (3) Adequate/appropriate supplies and equipment shall be provided by the Technology Center to support the educational program.
 - (A) The state program administrator shall be consulted before state funds are used for equipment acquisition.
 - (B) All state-reimbursed equipment must be labeled and located in the proper classroom or laboratory for use by the students.
- (4) The schools shall continuously evaluate the achievement of goals, review expenditure of funds relative to achieving goals, and redirect funds if necessary, to focus upon changing and emerging needs. The administrator shall refer those items which were not included in the annual budget to the budget file for beginning studies on the next annual budget.
- (5) In reviewing the school's budget plan, the governing board shall take into account the school's statement of philosophy and goals and the needs of the students and community served. The annual school budget shall be reported to the various school publics.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

PART 19. STANDARD X: TECHNOLOGY CENTER FACILITIES, EQUIPMENT AND SUPPLIES

210:35-13-111. Statement of the standard

The Technology Center facilities support the educational programs, contribute to the learning experiences of students, promote safety and health of the occupants, and are vital to the implementation of a well-defined statement of educational philosophy and goals.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-112. Standards which are in law

The following sections of this standard (Standard X) are in law and cannot be deregulated.

- (1) 210:35-13-113 (a), (b), (c), (d), (e), (f)
- (2) 210:35-13-115 (a), (b), (c), (d), (e), (f)

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-13-113. School facilities: size and space; accessibility; maintenance

(a) The Technology Center facilities, equipment, and supplies shall meet identified standards of design, use and maintenance. [Reference: Rules for Career and Technology Education; 70:5-131 Educational Courses--Buildings and Equipment; 70:18-152 Legislative Intent--School Facilities]

(b) The site and building(s) shall be properly sized and equipped for the number of occupants served. [Reference: 74:324.8 State/Municipality Adoption of Building Codes--BOCA, SBCCI or ICBO; 70:5-131.1 Sewage Disposal System; 25:153 School to Display Flag; 25:91.2 Display of Oklahoma Flag on School Premises Compulsory; 47:11-801 Speed Limit for School Buses--School Zones Outside Municipalities--Signs; 11:22-117 School Speed Limit Signs in Municipalities; and 74:324.11 Permits for Construction or Alterations of Buildings]

(c) The site and building(s) shall be readily accessible to individuals with disabilities. [Reference: 70:13-103 Authorized Provisions for Education of Exceptional Children]

(d) Adequate space shall be provided for classrooms, specialized instructional areas, and support facilities. These areas shall be grouped and arranged in such manner as to provide optimum instructional function and class control. [Reference: 70:18-152 Legislative Intent--School Facilities]

(e) School facilities shall be able to accommodate changes in curriculum instruction delivery and/or equipment within a program. [Reference: 70:18-152 Legislative Intent--School Facilities; 70:5-117.4 Adoption of Four-Year Improvement Plan by Board of Education]

(f) Plans for preventive and corrective maintenance shall be developed and implemented to ensure that the site and building(s) will be clean, in good repair and maintained with consideration for function and aesthetic values. [Reference: 70:18-152 Legislative Intent--School Facilities]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

210:35-13-114. School facilities: equipment and supplies

Equipment, furnishings, and supplies which are up-to-date technically shall be maintained in proper quantity and quality. A system shall be developed and implemented for inventory, issues, usage, storage, repair and replacement.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-13-115. School facilities: health and safety

- (a) The site shall be free from hazards, provide a safe area for (un)loading of vehicles, with adequate lighting, signage, and drainage. [Reference: 74:324.8 State/Municipality Adoption of Building Codes–BOCA, SBCCI or ICBO; 47:11-801 Speed Limit for School Buses–School Zones Outside Municipalities–Signs; 11:22-117 School Speed Limit Signs in Municipalities]
- (b) The site and building(s) shall ensure that the health and safety of those served are properly safeguarded. Where required, the facility shall have utility systems, plumbing systems, electrical systems, mechanical systems, emergency systems, building interiors and building envelope designed, built, and maintained to recognized standards, codes and/or other legal requirements. [Reference: 59:1002 Authorizes State Department of Health to Adopt Codes–BOCA Plumbing Code; 59:1681 Authorizes State Board of Health to Adopt Codes–Selections from NFPA; 59:1850.3 Authorizes State Board of Health to Adopt Codes–BOCA Plumbing Code; 61:151 through 157 Oklahoma Lighting Energy Conservation Act; 70:3-104 State Board of Education–Powers and Duties; 74:324.7 Fire Marshal; 74:324.8 State/Municipality Adoption of Building Codes–BOCA, SBCCI or ICBO; and 74:324.11 Permits for Construction of Alteration of Buildings]
- (c) Appropriate procedures for hazardous materials, hazardous waste, asbestos, underground storage tanks, lead contamination, and other applicable life, health and/or safety matters shall be developed and implemented. [Reference: 40:401-424 Oklahoma Hazard Communication Standard; Other citations–Occupational Safety and Health Standards; Asbestos Hazard Emergency Response Act; Lead Contamination and Control Act of 1988; Oklahoma Corporation Commission's General Rules and Regulations Governing Underground Storage Tanks; Resources Conservation and Recovery Act of 1976 (Hazardous and Solid Waste Amendments of 1984)]
- (d) Proper precautions shall be taken to prevent injuries. All equipment and facility safety features shall be in place and properly maintained. [Reference: 70:24-117 Safety Goggles–School Board to Provide for Certain Personnel; 70:24-118 Respirators–School Board to Provide for Certain Teachers and Students; 70:1210.82 Eye Protective Devices–Wearing Required in Certain Courses of Instruction; and 74-324.11 a Smoke Detectors]
- (e) A safety emergency/disaster procedure review shall be conducted at least annually. Safety inspection of site, building(s) and equipment shall be conducted on a regular basis. [Reference: 74:324.7 Fire Marshal; 63:176 Fire Drills]
- (f) Procedures and regulations designed to safeguard students while traveling to and from school shall be developed, implemented and communicated to students, parents/guardians, staff, and sending school administrators. [Reference: 70:9.104 Transportation Equipment–Definition; 47:11-801 Speed Limit for School Buses–School Zones Outside Municipalities–Signs; 11:22-117 School Speed Limit Signs in Municipalities; 70:24-121 Safety Belts for School Bus Drivers; 47:11-1104 School Buses and Other Vehicles–Obstruction to Driver's View and Driving Mechanism–Overcrowding; 47:12-228 School Buses–Lighting Equipment–Warning Devices; 70:9-118 School Bus Drivers–Course of Instruction Required]

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 15 Ok Reg 356, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98]

210:35-13-116. School facilities: protection of records

Permanent records of students and staff shall be protected from theft, fire or other damage.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92]

210:35-13-117. School facilities: site/specifications approval; long-range plans for replacing/updating site

(a) The location of a site for an area school district building and all plans and specifications for area school buildings, additions thereto and major modifications thereof, shall be approved by the State Board of Career and Technology Education. Plans and specifications for area school buildings and additions and major modifications of buildings shall be reviewed by the School Plant Services Section of the State Department of Education. These plans shall be reviewed by the State Department of Education prior to being submitted to the State Board of Career and Technology Education.

(b) A long-range plan for replacing and/or updating the site, building(s) and equipment shall be developed and implemented.

[Source: Added at 8 Ok Reg 2159, eff 5-17-91 (emergency); Added at 9 Ok Reg 2371, eff 7-13-92; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02]

SUBCHAPTER 15. EXPANDED OPPORTUNITIES IN SUMMER PROGRAMS

210:35-15-1. Purpose and scope

This Subchapter contains rules and regulations for expanded opportunities for students in summer programs which relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94]

210:35-15-2. Summer school programs

Rules and regulations for summer school programs are:

(1) **Application.** Schools, including Technology Centers, desiring accreditation by the State Board of Education shall make application on forms furnished for this purpose (summer high school). The application shall be completely and properly completed and filed with the Accreditation Section, State Department of Education, on or before the end of the first week of the summer session.

(2) **Time in session.**

A high school may define a unit of credit as meeting a minimum of 60 hours for 1/2 unit of credit or a minimum of 120 hours for 1 unit of credit.

(3) **Teacher load.**

(A) Teachers teaching in summer schools shall not teach more than two units during the summer term of school, unless special permission is granted by the State Department of Education.

(B) Teachers shall not teach more than two subjects during any one period.

(4) **Teacher certification.** All teachers shall have valid appropriate teacher certificates.

(5) **Summer school Career Orientation classes.** Summer school Career Orientation classes at the technology center may be accredited for grades 9-

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 24 Ok Reg 2877, eff 7-5-07 (emergency); Amended at 25 Ok Reg 865, eff 5-12-08]

SUBCHAPTER 17. CO-CURRICULAR AND EXTRACURRICULAR PROGRAMS

210:35-17-1. Purpose and scope

This Subchapter contains rules and regulations for the co-curricular and extracurricular programs which relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94]

210:35-17-2. Co-curricular and extracurricular programs

(a) Co-curricular and extracurricular programs shall provide opportunities for developing leadership ability and stimulate active participation of all students in appropriate school organization and community activities according to their aptitudes and interests.

(b) Co-curricular and extracurricular programs shall be planned through the cooperative efforts of the teachers and students and shall be organized and administered so as to contribute to the educational objectives of the school.

(1) Students shall not participate in a particular activity more than one period during the regular school day.

(2) A member of the teaching staff shall be in charge of each activity. The sponsors shall be directly responsible to the principal or some person appointed by the administration to direct the activities of the school.

(3) The State Board of Education encourages all elementary, middle, junior high, and secondary students to be in attendance in their regularly scheduled classes so that maximum learning can occur. Educational programs are built on the foundation of continuity of instruction and participation in the classroom setting. Consistent classroom attendance can assist students toward development of strong work habits, responsibility and self-discipline. Since the educational merit of the co-curricular and extracurricular programs is recognized, the goal of the State Board of Education is to facilitate a balanced education for each student. It is with these goals and philosophy that the State Board of Education establishes the following attendance/activities regulations:

(A) It is the intent of the State Board of Education that the superintendent or elementary superintendent and local board of education annually review the scheduling of co-curricular and extracurricular activities so that minimal interruptions occur in the instructional program of a student. The Oklahoma Secondary Activities Association (OSSAA) guidelines related to student eligibility to participate in extra-curricular activities, activity absences, number of games allowed, and length of season shall be applicable to all Oklahoma public schools and students.

(B) The maximum number of absences for activities, whether sponsored by the school or outside agency/organization, which removes any student from the classroom shall be ten for any one class period of each school year. Excluded from this number are

state and national levels of school-sponsored contests. State and national contests are those for which a student must earn the right to compete. The criteria for earning the right to represent the school in any activity or contest must be submitted in writing by local school sponsors and approved by the local board of education.

(C) Each local board of education shall appoint, at the beginning of the school year, an Internal Activities Review Committee. This committee shall be responsible for reviewing and recommending any deviation of the activities policy to the local board of education. Any deviation from the ten days absence rule shall not exceed five days.

(D) Each school district shall be responsible for maintaining an addendum to the attendance records to verify the conditions within the school system that apply to regulation (3) (B) of this subsection.

(E) Procedures for filing complaints are:

- (i) A signed written complaint must first be filed with the local board of education. If the complaint is not resolved at the local level then the complaint should be filed with the Accreditation Section of the State Department of Education. Upon receipt of the complaint the Accreditation Section shall appoint a monitoring team to make an on-site visit and file a written report to the State Board of Education and Accreditation Section. This complaint must include a list of the name(s) of the student(s), date(s) and class(es) missed which exceed the regulation in (3) (B) of this subsection.
- (ii) The school district shall provide to the monitoring team during the on-site visit the necessary records to verify or deny the violation as specified in the written complaint.
- (iii) The monitoring team shall submit a written report to the superintendent or elementary superintendent and local board of education within 10 school days of the on-site visit.

(F) Upon the recommendation of the monitoring team the superintendent or elementary superintendent may be called to appear before the State Board of Education for determination of the appropriate action to be taken. In cases of flagrant violation state funds may be deducted/withheld from the school district.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 25 Ok Reg 1509, eff 4-11-08 (emergency); Amended at 26 Ok Reg 1026, eff 5-11-09]

SUBCHAPTER 19. CONCURRENT ENROLLMENT

210:35-19-1. Purpose and scope

This Subchapter contains rules and regulations for concurrent enrollment which relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94]

210:35-19-2. Concurrent enrollment [REVOKED]

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 14 Ok Reg 1592, eff 5-27-97; Revoked at 17 Ok Reg 1880, eff 6-12-00]

210:35-19-3. General procedures

(a) Concurrent enrollment provides eligible high school students with an opportunity to earn college credit. Overall, concurrent enrollment is recognized as a valuable opportunity to advance the State System's commitment to expand access to higher education opportunities, produce favorable student achievement outcomes, and enhance educational efficiency. With these purposes in mind, and consistent with the requirements in 70 O.S. § 628.13, the State Board of Education establishes requirements and procedures for concurrent enrollment as set forth below.

(b) Prior to enrolling in a concurrent enrollment course, a student must have a signed form from the high school principal or counselor stating that he/she is eligible to satisfy, no later than the spring of the student's senior year, requirements for graduation from high school. For purposes of this subsection, graduation requirements include curricular requirements for college admission. In addition, a minor student must also have written permission from a parent or legal guardian prior to enrollment in a concurrent enrollment course.

(c) No school district may prohibit any student who meets the requirements of concurrent enrollment from participating in concurrent enrollment, provided the student also meets any requirement of the State Regents for Higher Education and/or as set forth in Oklahoma law.

(d) A school district may receive full average daily attendance on a high school student who is participating in concurrent enrollment. In determining a legal school day for a student who is concurrently enrolled the district can use a combination of local school enrollment, college enrollment, and travel time.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 11 Ok Reg 4769, eff 9-12-94 (emergency); Amended at 12 Ok Reg 1365, eff 5-25-95; Amended at 13 Ok Reg 3924, eff 9-5-96 (emergency); Amended at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 14 Ok Reg 1594, eff 5-27-97; Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 1880, eff 6-12-00; Amended at 40 Ok Reg 1995, eff 9-11-23]

SUBCHAPTER 21. ALTERNATIVE INSTRUCTIONAL DELIVERY SYSTEMS

210:35-21-1. Purpose and scope

This Subchapter contains rules and regulations for alternative instructional delivery systems which relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94]

210:35-21-2. Alternative instructional delivery systems

(a) **Definitions.** The following words and terms, when used in this section, shall have the following meaning unless the context clearly indicates otherwise:

(1) **"Asynchronous instruction"** means instructor and student interaction is not dependent on real time. Asynchronous instruction allows the student to engage in learning activities anywhere at any time. For instruction to be considered asynchronous, the primary format of instruction does not depend on real-time interaction of the participants.

(2) **"Distance learning plan"** means a plan implemented under a public school district or charter school's distance learning policy as authorized by subsection (c), describing any means by which instruction will be delivered to students outside a traditional school setting. A distance learning plan

must meet the requirements listed in subsection (c) of this Section.

(3) **"Synchronous instruction"** means the instructor and student's primary interactions are in real time. Regular classroom instruction is synchronous instruction, as well as two way interactive video. Virtual instruction that requires real time interaction between student(s) and instructor as the primary format of instruction is also synchronous instruction.

(4) **"Two-way interactive video instruction"** means real-time (synchronous) interaction between student(s) and instructor by means of an electronic medium that provides for both audio (sound) and video (sight) signal. Students and instructors participating in two-way interactive video instruction may both see and hear each other in an approximation of real-time.

(5) **"Virtual instruction"** means the use of the internet or other such digital information transmission systems as the primary medium of instruction. Virtual instruction may be synchronous or asynchronous, or may combine synchronous and asynchronous instruction.

(b) **Alternative Instructional Delivery System.** Virtual instructional programs offered for instructional purposes and/or high school credit shall be approved by and under the supervision of the board of education of the school district where the course is offered. The State Board of Education reserves the right to request information and materials sufficient to evaluate the proposed course(s) for the purposes of course code alignment and other authorized purposes.

(c) **Local board policy.** All school district boards of education in the state of Oklahoma shall adopt policies regarding virtual instructional courses which shall comply with the following guidelines.

(1) Virtual and two-way interactive video instruction shall be viewed as methods by which the public schools within the state can expand their course offerings and access to instructional resources. These technologies should not be viewed solely as substitutes for direct, face-to-face student and teacher interactions, but as a means of expanding the ability of the local district to bring the world of knowledge to their students. With the exception of a charter school authorized by its sponsor to provide virtual instruction only, or during emergency circumstances as addressed below, a public school shall offer in-person classroom instructional opportunities in addition to any virtual instructional opportunities offered to students.

(A) **Virtual instruction in distance learning plans.** As authorized in the event of an emergency declared by a federal or state government entity that impacts the operation of public schools in Oklahoma, or upon an action taken by the State Board of Education declaring such an emergency that leads to the temporary emergency closure of school campuses or otherwise significantly impacts the operation of public schools in Oklahoma as determined by the State Board of Education, public schools may implement distance learning plans which provide for distance learning that is accessible to all students. Further, a public school district or charter school may adopt a policy providing for the short-term implementation of a distance learning plan due to a localized emergency, such as a weather-related school closure or a localized public health emergency. A school's approved academic calendar may build in one or more emergency closure "makeup days" to be delivered through the distance learning plan, in the same manner as a school

district's calendar may build in additional standard school days to be held as makeup days in case of emergency weather closures.

(B) Virtual instruction in home-based education. A public school district or charter school may adopt a distance learning plan policy that provides for virtual or partially virtual instruction to deliver home-based education to a student who cannot attend school in person for a period of time due to extended medical or other issues, pursuant to Oklahoma Administrative Code 210:10-1-5. If a school district or charter school delivers its home-based education program solely through virtual instruction, any participating student who does not already have access to the necessary connectivity and/or device(s) shall be provided the connectivity and device(s) necessary to access the instruction free of charge.

(C) Distance learning plan requirements. A school district or charter school shall submit a copy of its distance learning plan to the Oklahoma State Department of Education (OSDE) Office of Accreditation within ten (10) business days of adoption by the school district board of education or charter school governing board. If an update or revision of the policy is adopted, such amended policy shall also be submitted to the OSDE Office of Accreditation within ten (10) business days of adoption. A public school policy authorizing the implementation of a local distance learning plan must include the following considerations:

(i) **Equitable access.** Participation in the distance learning plan must be accessible to every student regardless of household resources. This means that if a public school requires students to engage with instruction or content using the internet or other means of remote connectivity, the district must ensure the student has access to the connectivity and any device(s) necessary, and if not, the district must provide them for student use free of charge. If a school district or charter school cannot provide connectivity and device access for the use of all students due to limitations such as budget and/or geography, but plans to use virtual instruction as part of its distance learning plan as authorized in subsection (c)(1)(A), the distance learning plan must provide for alternate methods to deliver equitably equivalent instruction to all students. Such alternate means could include approaches such as paper packets of instructional materials supplemented by periodic direct contact with teachers, in person or by telephone or other method of communication. A school district must ensure that the student has access to all materials necessary for participating in a public school's distance learning plan, and if the student does not already have the necessary materials, must ensure access free of charge, e.g., by providing packets of paper instructional materials, blank paper for assignment completion, and writing instruments or other supplies as appropriate for the grade level or subject area (e.g., geometric compass, protractor, crayons/colored pencils if required for assignment

completion). If a public school's policy for distance learning allows for different instructional delivery methods due to the inability to provide connectivity and device(s) to all students, the policy must address the school's method(s) for making individualized determinations of which students would be able to access virtual instruction and which would not, including equitable plans for serving students who would not have access to virtual instruction.

(ii) **Alignment with standards.** A local distance learning plan must provide that instruction and content provided through virtual education or other distance learning delivery methods is consistent with the Oklahoma Academic Standards for the subject area and/or grade level in which credit is awarded. Instruction and content provided through distance learning delivery methods other than virtual instruction must be equitably equivalent to the instruction and content provided through virtual instruction.

(iii) **Policies.** As a condition of adopting an authorized local distance learning plan, a school district or charter school shall establish clear written policies for students receiving instructional services in the plan, which must include measurements of attendance for students and staff, awarding of credits for course completion, and participation in extracurricular activities. Separate attendance policies may be appropriate for full-time virtual education and part-time virtual education. Attendance policies for distance learning provided by means other than virtual education may consider factors such as assignment completion and engagement with instructional supports, provided no student shall have a grade lowered or be otherwise penalized for failure to engage with instructional supports the student does not have the resources to access (e.g., telephone service, internet access, transportation). Records of student enrollment and attendance in virtual instruction programs shall be maintained through the school district or charter school's authorized student information system, consistent with all requirements of Oklahoma Administrative Code 210:10-1-5. Virtual attendance policies for Oklahoma school districts and charter schools shall include the following provisions:

(I) The first date of attendance for a student participating in a virtual instruction program shall be the date on which the student first completes an instructional activity as defined in 70 O.S. § 3-145.8; and

(II) The defined time period, assignment completion status, or other means used to determine student attendance in the virtual program shall meet or exceed the minimum measures of virtual attendance listed at 70 O.S. § 3-145.8(B).

- (2) To ensure equitable access to instruction, in the development of a policy authorizing a distance learning plan as addressed in (c)(1), it is strongly recommended that a school district or charter school consult a working group of community stakeholders. Diligent efforts shall be made to include persons of different backgrounds and experiences to provide for the development of a distance learning plan that is accessible to the entire school community. Such a working group should include: school leaders and teachers; parents/guardians and other community members representing different socioeconomic statuses, racial and ethnic identities, and cultural perspectives; representatives of any Native American tribal nation(s) with territory or members served by the district; and other persons or groups identified by the district whose perspectives are appropriate to consider in the development of a distance learning plan.
- (3) The local school board or charter school shall be the entity granting student credit for completion of courses offered by means of virtual instruction, including instruction provided by means of an authorized contract with an instructional services provider. The district school board or charter school governing board will assume the same responsibility for courses offered by such means as for all other courses offered by the district.
- (4) Only students who are enrolled in the school district, either as resident students or transfer students, shall be allowed to enroll in alternative instructional delivery systems courses offered for credit through the local school district.
- (5) A district board of education may authorize enrollment on a part-time basis utilizing Internet-based courses for students who have previously been denied a diploma, pursuant to 70 O.S. § 11-103.6(Q).
- (6) Students enrolled on a full-time basis shall be authorized to enroll in virtual courses.
- (7) The principal or designee of the local school shall evaluate and approve or disapprove all students' requests to participate in courses delivered by means of virtual instruction, provided that all requests eligible pursuant to Oklahoma Administrative Code 210:15-34 are approved as provided therein. Only those enrollments approved by such a process shall be eligible for credit granted by the local school district.
- (8) A certified staff member shall be identified by each school principal to serve as the building level contact person to assist students enrolling in online courses and serve as a liaison to the online teachers and provider(s).
- (9) Students earning credit by means of virtual instruction shall participate in all assessments required by the Oklahoma School Testing Program.
- (10) Courses offered for credit by means of virtual instruction shall be aligned with the Oklahoma Academic Standards. Districts may also establish additional criteria as a basis for course selection, provided any additional criteria are consistent with 70 O.S. § 1-111 Oklahoma Administrative Code 210:15-34.
- (11) Oklahoma legal provisions limiting the number of students public school teachers may supervise in each period of instruction and the total number of students allowed daily shall apply to synchronous virtual and two-way interactive video courses, provided any associated moratorium or exemption that applies to traditional classroom instruction shall also apply to synchronous instruction. The number of students each instructor may be

required to supervise in asynchronous virtual courses shall be established by means of local school board policy.

(12) Each teacher of two-way interactive video or virtual courses shall be provided inservice training pertaining to the methodology of instructional delivery and the technical aspects of distance learning.

(13) The issues regarding the monitoring of student progress, graded assignments, and testing in virtual instruction courses shall be addressed by the local school board policy.

(14) The security of individual student data and records shall be addressed by the local school board policy. No individual student data obtained through participation in virtual instruction courses shall be used for any purposes other than those that support the instruction of the individual student. Under all circumstances, the provisions of the Family Educational Rights and Privacy Act (FERPA) apply to student data held or accessed by any public school or its contractors or agents, including any contracted provider of virtual instruction or other distance learning media.

(15) All federal and state statutes and regulations pertaining to student privacy, the transmission or posting of images or other content on the internet or "World Wide Web", copyright of materials, Federal Communications Commission (FCC) rules pertaining to the public broadcasting of audio and video, and other such issues shall apply to virtual instruction platforms, media, and any associated content.

(16) Prior to the beginning of instruction, cooperating school districts sharing courses by means of two-way interactive video technology shall, by means of contractual agreement, address such issues as the instruction costs, instruction schedules, school calendars, student behavior, teacher evaluation, textbooks or other course materials, class periods and other such interactive video sessions, student grades and grading policies, teacher load, and instructor employment.

(17) With the exception of distance learning plans implemented in emergency circumstances as authorized in (c)(1)(A), contractual agreements may be established between the school district and parent, or legal guardian, of students participating in alternative instructional delivery system courses prior to the beginning of instruction. These contracts may address such issues as grading criteria, time allotted for course completion, student attendance, and the responsibility for equipment necessary to access the course content.

(18) Instructors of virtual courses shall be:

(A) certified in Oklahoma or another state to teach in the content area of the course offered, or;

(B) a faculty member at an accredited institution of higher education, possessing the specific content expertise necessary to teach the course.

(19) Districts shall establish criteria for determining the appropriateness of particular virtual courses for individual students prior to student enrollment in such courses, which shall be consistent with the provisions of 70 O.S. § 1-111 and Oklahoma Administrative Code 210:15-34.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 18 Ok Reg 3430, eff 6-26-01 (emergency); Amended at 19 Ok Reg 1002, eff 5-13-02; Amended at 19 Ok Reg 3046, eff 8-22-02 (emergency); Amended at 20 Ok Reg 830, eff 5-15-03; Amended at 38 Ok Reg 943, eff 8-26-21]

SUBCHAPTER 23. HONOR SOCIETIES

210:35-23-1. Purpose

This Subchapter contains rules and regulations for Honor Societies which relate to and are in addition to the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 2371, eff 6-25-93]

210:35-23-2. Oklahoma middle, junior high, or high school Honor Society

Rules and regulations which apply to Oklahoma middle, junior high, or high school Honor Society are:

- (1) The organization shall be known as either the Oklahoma Middle, Junior High or High School Honor Society.
- (2) The purpose of this society shall be to promote high standards of scholarship among the students in the schools of Oklahoma.
- (3) Every accredited middle, junior high or high school in the state is eligible to organize a local chapter of the society.
- (4) Each chapter shall take the name of the local school. The full name of the local organization shall be (Name of School) Chapter, Oklahoma (Middle, Junior High, or High School) Honor Society."
- (5) Ten percent (10%) of the middle, junior high, or high school enrollment, whichever is applicable, will be eligible for membership. Only those students enrolled in grades included in the school are eligible for membership.
- (6) The ten percent (10%) of the student body making the highest average marks in the school may be nominated.
- (7) Forms to be used in listing students that have been nominated for membership will be sent to the local school authorities prior to February 1 of each year. Membership will be based upon work done during the first semester of the current year and the second semester in the preceding year. The standing of students enrolled in the first year of a particular organizational level will be based on the work done during the first semester of the current year.
- (8) The local chapter may be organized as soon as nominations are made. Nominations should be approved by the local school officials not later than March 15 of each year. A list of students nominated should be sent to the State Department of Education, Office of Accreditation, on forms furnished for that purpose. A certificate of membership for each person approved will be sent to the local school authorities. These certificates will be distributed in time for closing exercises of the school in the spring.
- (9) At the time the certificates are presented, there should be appropriate ceremonial exercises. This is usually done in connection with the commencement program or special awards assembly.
- (10) The local school officials shall have authority to make additional rules pertaining to school attendance, deportment, and student activities. A school district or charter school that organizes an Honor Society may establish a policy for determining eligibility for membership based on such additional factors in the event that Grade Point Average (GPA) alone cannot be used to identify ten percent (10%) of the student population for eligibility. Such factors may only include those conditions and activities that are available to

all students in the school, such as attendance and participation in school-sponsored extracurricular activities. If a school has not established a policy for identifying the highest performing ten percent (10%) of students in the event of a tie in GPA among two or more students, all students tied for the eligible GPA shall be nominated for membership.

[Source: Added at 10 Ok Reg 2713, eff 6-25-93; Amended at 37 Ok Reg 1216, eff 9-11-20]

SUBCHAPTER 25. STUDENT ENTRANCE AND PROGRESSION THROUGH THE SYSTEM

210:35-25-1. Purpose and scope

This Subchapter contains rules and regulations for student entrance and progression through the system which relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94]

210:35-25-2. Student entrance and progression through the system

The local board of education shall develop local policies, procedures and requirements for the entrance and progression of students through the educational programs of the local school system. The local board of education shall also determine the local graduation requirements for students which may exceed those of the State Board of Education. Local board of education policies and procedures shall provide, as a minimum, the following provisions:

- (1) All children between the ages of 5 and 21 on or before September 1 shall be entitled to attend the school free of charge in the district in which they reside or are legally transferred. Students shall be placed in an appropriate educational level based upon documentation of competency in the current Oklahoma curriculum.
- (2) Students entering an accredited school from a school not accredited by the State Board of Education shall be tested for placement. All student placement assessments shall be administered by the receiving accredited school and the results shall be kept on file for one year.
- (3) A student entering an accredited school in Oklahoma who previously attended a different accredited school in Oklahoma shall receive credit in the receiving school for courses completed at the previous school. Completion of a course that satisfied a specific graduation requirement in the previous school district or State-accredited private school shall apply toward the same requirement in the subsequent school district or State-accredited private school.
- (4) A student entering an accredited school in Oklahoma who previously attended an accredited or similarly qualified school outside Oklahoma shall receive credit for courses completed at any previous schools that are correlated with the academic content of courses required for graduation in Oklahoma. Credit for a course shall only be transcribed as elective credit if there is no correlation between the academic content of the course and a course required for graduation in Oklahoma.
- (5) Students demonstrating competency in a curriculum subject shall receive credit. Credit can also be given for the successful completion of a Carnegie Unit. A Carnegie Unit is defined as a course that meets 40 minutes a day, five days per week for at least 36 weeks, or the equivalent of 120

clock hours within the school year, or the equivalent in block scheduling. Educational options such as correspondence courses, independent study and certain internet instruction will also be considered appropriate methods for earning credit. However, correspondence, independent study courses and internet instruction shall not be included within the minimum 38 required units of credit offered at a comprehensive high school.

(6) A student must demonstrate competency in or successfully complete at least 21 units of credit which must include the state-mandated curriculum and meet all other state and local mandates to be eligible for graduation. Beginning in the 2002-2003 school year a student must successfully complete 23 units of credit for the Standard Diploma.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 12 Ok Reg 3622, eff 7-31-95 (emergency); Amended at 13 Ok Reg 1355, eff 5-13-96; Amended at 15 Ok Reg 366, eff 10-13-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 32 Ok Reg 932, eff 8-27-15]

210:35-25-3. Annual student dropout reports to local school boards

(a) The principal or a representative of each site serving students in Grades 7-12 shall review and discuss in a local school board meeting, the certified annual site dropout report submitted by the school district to the State Department of Education. The local review and discussion shall occur at the next open school board meeting after the district certifies the annual report. The discussion shall be reflected in the board minutes.

(b) Each school site that serves students in Grades 7-12 is required to submit online its accounting of dropouts to the State Department of Education annually. Each report is certified locally as an accurate accounting of the dropouts for each site. The annual report is due to the State Department of Education each year on the date designated by the agency, for inclusion in the annual state dropout report to the State Board of Education, the Governor, and the State Legislature.

[Source: Added at 25 Ok Reg 2615, eff 6-10-08 (emergency); Added at 26 Ok Reg 1028, eff 5-11-09; Amended at 34 Ok Reg 1109, eff 9-11-17]

210:35-25-4. Annual student college remediation reports to local school boards

The high school principal or a representative from each high school site within the district shall annually review and discuss with the local board of education each site's first year college remediation rate for each subject as presented in the annual Student Remediation Report provided by the Oklahoma Regents for Higher Education within two months of receiving said report.

[Source: Added; Added at 25 Ok Reg 2615, eff 6-10-08 (emergency); Added at 26 Ok Reg 1028, eff 5-11-09]

SUBCHAPTER 27. PROFICIENCY BASED PROMOTION

210:35-27-1. Purpose and scope

This Subchapter contains rules and regulations for school districts to provide course credit and/or promotion to students in grades Kindergarten (K) through twelve (12) who demonstrate proficiency in a specified set of competencies through an evaluation and/or assessment in lieu of successful completion of all Carnegie units in a particular course. These rules relate to, and are in addition to, the accreditation standards set forth in Subchapters 1 through 13 of this Chapter.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 31 Ok Reg 1232, eff 9-12-14]

210:35-27-2. Proficiency based promotion and evaluations of student placement

(a) **General provisions.** The provisions of this Section address requirements of school district policies and procedures pertaining to use of assessments to evaluate appropriate placement of students and/or provide course credit to students who can demonstrate proficiency in sets of competencies in the areas of curriculum required by 70 O.S. § 11-103.6, provided that the provisions of this Section are not intended to preclude a district from awarding credit to a student who satisfactorily completes all course requirements and sets of competencies for a course. The policies and procedures shall comply with the requirements of this Section and shall set forth the district's use of proficiency assessments for each of the following purposes:

- (1) **Course placement.** Proficiency assessments for purposes of "course placement" refer to assessments administered solely for the purpose of evaluation of appropriate grade or course placement of students; and
- (2) **Credit by examination.** Proficiency assessments for purposes of providing "credit by examination" refer to assessments administered for the purpose of providing course credit for a student who demonstrates mastery of a set of competencies through the examination in lieu of completion of Carnegie units ("proficiency based promotion").

(b) **Policies regarding use of proficiency-based assessments for appropriate grade or course placement.** School district policies and procedures regarding use of proficiency assessments shall address all of the following provisions:

- (1) **Requests for proficiency assessments for evaluation of appropriate grade or course placement.** The district policies required by this Section shall clearly describe the procedures for requesting proficiency assessments for the purpose of evaluating appropriate grade or course placement of a new student or currently enrolled student and shall ensure compliance with all of the following provisions:

(A) Every school district shall provide all new students with an opportunity to request a proficiency assessment for the purpose of determining appropriate course placement within thirty (30) days of enrollment or re-enrollment in the district. School district policies shall permit a request for an assessment for this purpose to be initiated by a new student or the student's teacher, parent, or legal guardian.

(B) For purposes of this paragraph, any student currently enrolled in the district who was not enrolled in the district during all or part of the immediately preceding school term, excluding summer school terms, shall be considered a new student.

- (2) **Requests for proficiency assessments for credit by examination.** The district policies required by this Section shall clearly describe the procedures for requesting proficiency assessments for the purpose of obtaining course credit by examination and shall ensure compliance with all of the following provisions:

(A) Every school district shall provide all students legally enrolled in the school district with at least two opportunities per school year to obtain course credit through examination in each required curriculum area. School district policies shall permit a request for an assessment for this purpose to be initiated by a student or the student's teacher, parent, or legal guardian.

(B) Identification as a "Gifted and Talented" student in accordance with the provisions of 70 O.S. § 1210.301 et seq. and accompanying regulations shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination.

(C) Enrollment in a course or completion of a course shall not be used as a prerequisite for requesting an assessment for the purpose of obtaining credit by examination.

(D) Students who do not successfully demonstrate proficiency by evaluation or assessment pursuant to the provisions of this Section shall be allowed to attempt the assessment again during the next available proficiency evaluation period.

(3) Curriculum areas eligible for course credit by examination. The district policies required by this Section shall clearly state the areas of curriculum for which evaluation of proficiency may be requested for the purpose of obtaining course credit through examination.

(A) The areas of required curriculum in which opportunities for credit by examination will be offered shall include:

- (i) Social studies, history, or citizenship skills;
- (ii) Language arts or English;
- (iii) Visual arts, fine arts, performing arts, or speech/communication;
- (iv) Non-English languages;
- (v) Mathematics; and
- (vi) Science

(B) Written criteria for demonstrating mastery in each required curriculum area shall be made available to a student or the student's parent or legal guardian upon request. Demonstration of proficiency in all laboratory science courses shall include a requirement of demonstration of the student's ability to perform relevant laboratory techniques.

(c) Proficiency assessment tools - requirements. Each school district shall clearly identify the assessment tools it will use to make student placement decisions and assessment tools it will use to provide course credit by examination. The assessment tools must comply with all of the following requirements:

(1) Proficiency assessments for purposes of evaluating appropriate grade or course placement. Each district shall clearly identify all assessment tools used to evaluate appropriate grade or course placement of a student in absence of evidence of the student's successful completion of a previous grade level or a prerequisite course in the district. Evaluations administered for this purpose shall assess the student's proficiency in sets of competencies appropriate to the curriculum area, and shall meet all of the following requirements:

(A) The evaluation shall ensure that appropriate grade and/or course placement of a student meets the requirements of (d)(2) of this Section and shall ensure that the academic needs of the student are met.

(B) The evaluation shall ensure that appropriate grade and/or course placement of a student complies with all other requirements of state or federal law (e.g., provisions of the Reading Sufficiency Act at 70 O.S. 1210.508A et seq.).

(C) Examples of types of appropriate assessment tools for making student grade or placement decisions may include, but shall not be limited to:

- (i) A portfolio of student work;
- (ii) A criterion-referenced test,
- (iii) A student thesis, project, or product;
- (iv) A student performance or recital;
- (v) Student classroom performance; or
- (vi) Recommendations of the student's teacher.

(2) **Course credit through examination.** Each district shall clearly identify all assessments used to determine proficiency for the purpose of obtaining credit through examination for required courses. Students may take assessments for this purpose before, during, or after enrollment in the course. Assessments of proficiency for this purpose shall require a demonstration of proficiency appropriate to the curriculum area and shall meet all of the following requirements:

(A) Courses tested under the Oklahoma School Testing

Program. Credit by examination for courses that are tested under the Oklahoma School Testing Program ("OSTP") at 70 O.S. § 1210.508 shall require the student to obtain a proficient score on an assessment tool identified by the district in accordance with local school district policies.

- (i) Credit by examination for secondary-level courses that are used to meet high school graduation requirements and are tested under the Oklahoma School Testing Program at 70 O.S. § 1210.508 shall require a score of at least "Proficient" or above in the criterion-referenced test that corresponds to the required course.
- (ii) Credit by examination for any elementary or middle level course shall require the student to obtain a score of "Proficient" or above on the criterion-referenced test that corresponds to the course for which the student seeks credit.

(B) Courses not tested under the Oklahoma School Testing

Program. Credit by examination for courses not tested under the Oklahoma School Testing Program at 70 O.S. § 1210.508 shall require the student to obtain a proficient score on an assessment tool identified by the school district in accordance with local school district policies and approved by the local district board of education.

- (i) Every school district shall ensure that each assessment tool identified for use to provide credit through examination pursuant to the provisions of this subparagraph meets all of the following requirements:

- (I) The assessment tool for the curriculum area requires a demonstration of proficiency that is appropriate to the subject area; and
- (II) The assessment tool for the curriculum area is aligned to the district's curriculum standards and accurately measures the student's demonstration of the sets of competencies in the current academic method and process standards most recently adopted

by the State Board of Education.

(ii) Examples of types of appropriate assessment tools in curriculum areas not tested under the provision of the OSTP may include, but shall not be limited to:

- (I) A portfolio of student work;
- (II) A criterion-referenced assessment;
- (III) A student thesis;
- (IV) A student project;
- (V) A student performance or recital.

(3) **Students with disabilities.** Every evaluation or assessment tool administered to students in accordance with the provisions of this Section shall include necessary accommodations set forth in a student's IEP or Section 504 plan, if any. Accommodations to a proficiency assessment may be approved by a local district for students with disabilities. The appropriateness of such accommodations shall be determined on a case-by-case basis in accordance with the student's IEP or Section 504 plan.

(d) **Results of proficiency assessments.** Each district shall establish policies for student placement and/or promotion that include consideration of the results of assessments given in accordance with the provisions of this Section. Such policies shall ensure compliance with all of the following requirements:

(1) **Unsuccessful demonstration of proficiency.** Failure to demonstrate proficiency in an assessment provided in accordance with the provisions of this Section shall not be noted on the student's transcript.

(2) **Successful demonstration of proficiency.** Decisions regarding promotion of students who demonstrate proficiency in a required curriculum area in accordance with the provisions of this Section shall be determined in accordance with local school district policies and shall meet all of the following requirements:

(A) The school shall confer with parents/guardians in making decisions regarding student placement or promotion. Such factors as social, emotional and intellectual needs of the student should be considered.

(B) If the parent or guardian requests promotion/acceleration contrary to the recommendation of school personnel, the parent or guardian shall sign a written statement which shall be included in the permanent record of the student.

(C) If a student is being assessed in a set of competencies that is part of a curriculum sequence, the student may demonstrate proficiency in any sequence recommended by the school district.

(D) Options for accommodating a student's needs for advancement after a student has demonstrated proficiency may include, but are not limited to, the following:

- (i) Individualized instruction
- (ii) Correspondence courses
- (iii) Independent study
- (iv) Concurrent enrollment
- (v) Cross-grade grouping
- (vi) Cluster grouping
- (vii) Grade/course skipping
- (viii) Individualized education programs
- (ix) Supplemental online courses

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 19 Ok Reg 20, eff 9-17-01 (emergency); Amended at 19 Ok Reg 982, eff 5-13-02; Amended at 31 Ok Reg 1232, eff 9-12-14; Amended at 35 Ok Reg 1150, eff 9-14-18]

210:35-27-3. Appropriate notation for credit in required curriculum area(s) completed through examination

All course credits earned through examination by elementary, middle level, or high school level students in required curriculum areas shall be appropriately notated on the student's transcript and/or student record. Completion may be recorded with a letter grade or pass notation. Credits earned by a student through examination in accordance with the provisions of 210:35-27-2 shall be transferable to or from any other school districts within the State of Oklahoma in which the student was enrolled, is currently enrolled, or may be enrolled. Credit for units of secondary coursework in curriculum areas required for graduation by 70 O.S. § 11-103.6 shall count toward meeting the requirements for the high school diploma.

[Source: Added at 10 Ok Reg 4457, eff 8-5-93 (emergency); Added at 11 Ok Reg 1999, eff 5-26-94; Amended at 31 Ok Reg 1232, eff 9-12-14]

SUBCHAPTER 29. ALTERNATIVE EDUCATION ACADEMIES, PROGRAMS, AND SCHOOLS

210:35-29-1. Purpose [REVOKED]

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-29-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

"Alternative Education" means an educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies to stimulate learning with students who have not utilized their capacity to do so within traditional educational settings. Alternative education programs must meet all requirements listed at 70 O.S. § 1210.568 and at section 210:35-29-7 of this title.

"Abbreviated school day" means, for purposes of an alternative education program approved by the State Board of Education:

(A) A school day which consists of not less than four (4) hours and twelve (12) minutes per day devoted to academic instruction for the locally approved 180 day school calendar; or

(B) A school day which may consist of less than four (4) hours and twelve (12) minutes per day devoted to academic instruction, provided that students in alternative education programs receive at least seven hundred fifty-six (756) hours of academic instruction per school year. A school district that chooses the total instructional hours scheduling approach for its alternative education program must notify the State Board of Education by September 15 of each applicable school year.

"Academic instruction" means, for purposes of an alternative education program approved by the State Board of Education:

(A) Instruction in any subject offered by the school district for core or elective credit, whether part of the standard educational program or offered specifically to students in the alternative education

program;

(B) Instruction in any subject offered for credit through a technology center or through concurrent enrollment at a college or university; and

(C) Participation in programs and activities that are part of the school district or interlocal cooperative's approved Alternative Education Implementation Plan and are intended to fulfill the requirements for alternative education programs, including counseling, life skills instruction, concurrent enrollment, work study, and other content approved by the State Board of Education.

"At-risk student" means a student whose present or expected status indicates they might fail to complete their secondary education for reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, juvenile justice involvement, or other such factors, not including disability status.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Amended at 15 Ok Reg 19, eff 10-7-97 (emergency); Amended at 15 Ok Reg 2306, eff 6-11-98; Amended at 17 Ok Reg 2910, eff 7-13-00; Amended at 32 Ok Reg 933, eff 8-27-15]

210:35-29-3. Alternative Education Plan [REVOKED]

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-29-4. Compliance Monitoring [REVOKED]

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-29-5. Alternative Education Academies [REVOKED]

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Revoked at 14 Ok Reg 3361, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2306, eff 6-11-98]

210:35-29-6. Personnel: certification; criminal record searches

Special rules that pertain to alternative education academies, programs and schools are:

- (1) Teachers must be certified teachers but are not restricted to grade-specific or subject-specific areas. Assignment out of regular subject area(s) or grade level(s) certification requires State Department of Education approval. (70 O.S., Supp. 1994, Section 1210.567]
- (2) Administrators must be certified school administrators but are not restricted to specific grade levels. Assignment out of grade levels certification requires State Department of Education approval.
- (3) A criminal record search must be conducted on all personnel currently employed or to be employed in alternative education academies, programs, and schools.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95]

210:35-29-7. Abbreviated day schedule

Abbreviated day schedules may be adopted by alternative education schools and alternative education programs, pursuant to 70 O.S. § 1210.567. Students attending approved abbreviated day alternative education schools and alternative

education programs for the full abbreviated day shall be counted in attendance for purposes of computing average daily attendance and average daily membership for the district. Abbreviated day schedules for alternative education schools and programs must conform to one of the definitions of "abbreviated school day" listed at 210:35-29-2.

[Source: Added at 12 Ok Reg 31, eff 9-29-94 (emergency); Added at 12 Ok Reg 1365, eff 5-25-95; Amended at 32 Ok Reg 933, eff 8-27-15]

210:35-29-8. Requirements for alternative education programs

(a) **General requirements.** Alternative education is an educational process incorporating appropriate structure, curriculum, interaction, and reinforcement strategies to stimulate learning with students who are at risk of failing to complete their secondary education for reasons which may include academic deficiency, behavioral difficulties, excessive absences, pregnancy or parenting, family issues, substance abuse, financial issues, physical or mental health issues, state custody, juvenile justice involvement, and/or other such factors, not including disability status. An alternative education program must provide the additional services and supports outlined in statute, and not merely an opportunity for credit recovery. To qualify as an approved alternative education program, a school district's alternative school or alternative education program must meet all requirements listed at 70 O.S. § 1210.568, including:

- (1) Student-teacher ratios conducive to effective learning for at-risk students;
- (2) Appropriate structure, curriculum, interaction, and reinforcement strategies for effective instruction;
- (3) An intake and screening process to determine eligibility of students;
- (4) Appropriately certified teaching faculty;
- (5) Teaching faculty with experiences or personal traits that qualify them for successful work with at-risk students;
- (6) Collaboration with state and local agencies;
- (7) Courses that meet the curricular standards adopted by the State Board of Education and additional remedial courses;
- (8) Individualized instruction;
- (9) Clear and measurable program goals and objectives;
- (10) Counseling and social service components;
- (11) Graduation plan for each student;
- (12) Life skills instruction;
- (13) Opportunities for arts education;
- (14) A proposed annual budget;
- (15) An evaluation component that includes an annual written self-evaluation;
- (16) Service to students in grades six (6) through twelve (12) who are most at risk of not completing high school for reasons other than disability; and
- (17) Opportunities for student participation in vocational programs and extra-curricular activities such as athletics, band, and clubs.

(b) **Submission of alternative education plan.** Each school district shall submit and certify an Alternative Education Implementation Plan to the State Department of Education by September 15 of each year. This plan shall outline how the district will meet the criteria listed in subsection (a) to serve its at-risk students. The plan must be submitted and certified by school districts providing their own alternative education programs, as well as districts which offer alternative education through

interlocal cooperative arrangements, and districts which have no alternative education program and receive no alternative education funding.

(c) **Alternative education waiver available for elementary school districts.** For an elementary school district, which does not offer high school grades, the State Board of Education is authorized at 70 O.S. § 1210.568(F) to grant a waiver from the statutory requirement to implement and provide an alternative education program. An elementary school district wishing to request such a waiver must submit an application to the State Department of Education Office of Accreditation no later than May 15 prior to the school year for which the waiver is requested. An elementary school district that has not received any alternative education funding pursuant to 70 O.S. § 1210.568 shall be granted this waiver automatically and need not apply, but an elementary district that has received any amount of alternative education funding must apply for the waiver by May 15 prior to the applicable school year in order to be exempt from implementing an alternative education program.

(d) **Deregulation not necessary for conforming alternative education programs.** A school district need not apply to the State Board of Education for a deregulation in order to implement an alternative education program that meets all requirements listed in this subchapter and at 70 O.S. § 1210.566 through 70 O.S. § 1210.568.

[Source: Added at 32 Ok Reg 933, eff 8-27-15; Amended at 36 Ok Reg 839, eff 7-25-19]

SUBCHAPTER 31. STANDARDS FOR EDUCATIONAL SERVICES IN DAY TREATMENT PROGRAMS

210:35-31-1. Purpose

(a) In accordance with 70 O.S. 3-104.7, the State Board of Education hereby establishes standards for onsite educational services provided in partial hospitalization programs, day treatment programs, and day hospital programs for persons between the ages of three (3) and twenty-one (21) years of age.

(b) The Standards in this Subchapter shall apply to onsite educational services provided by public school districts or state accredited private schools in partial hospitalization programs, day treatment programs, and day hospital programs as defined in the law for persons between the ages of three (3) and twenty-one (21) years of age in the state.

[Source: Added at 12 Ok Reg 1077, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95]

210:35-31-2. General requirements for day treatment facilities

(a) For purposes of the standards in this Subchapter, the term "day treatment programs" shall be used as a general reference for the programs defined in the law. Partial hospitalization programs, day treatment programs and day hospital programs mean nonresidential settings/facilities in which school-age children are placed for psychiatric or psychological treatment which precludes their attendance at a regular public school. No facility as defined in the standards in this Subchapter shall be licensed pursuant to provisions of state law unless the facility meets the standards for educational services established by the State Board of Education. In order for the facility to meet the standards in this Subchapter, a contract must be in effect with an accredited school.

(b) As required by 10 O.S. Supp. 1997, 603.4, the day treatment outpatient facilities shall be monitored at least once annually by the Oklahoma Health Care Authority (OHCA), to ensure compliance of outpatient hospital day treatment, ambulatory

behavioral health services with the standards in the MEDICAL PROVIDERS-HOSPITAL SPECIFIC MANUAL, to be promulgated as OAC 317:30-5-42 under OHCA. Any program found to be out of compliance with the OHCA standards shall be subject to cancellation of its contract with the OHCA according to rules governing contract cancellations.

[Source: Added at 12 Ok Reg 1027, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95; Amended at 15 Ok Reg 3532, eff 6-15-98 (emergency); Amended at 16 Ok Reg 1752, eff 6-11-99]

210:35-31-3. Local plan

(a) The public school or state accredited private school providing onsite educational services in partial hospitalization programs, day treatment programs, and day hospital programs for children between the ages of three (3) and twenty-one (21) shall develop a local plan for educational services in day treatment programs. The local plan shall address all required areas of educational services including:

- (1) teacher certification;
- (2) number of hours taught;
- (3) adequacy of educational facilities; and
- (4) educational plans, including plans for transition into the regular school setting.

(b) The local plan for onsite educational services shall provide as follows:

- (1) Educational services are provided directly by the school and under the supervision of the accredited school;
- (2) Class size and student/teacher ratios shall be in compliance with state accreditation standards and allow for conditions which are conducive to effective learning;
- (3) Appropriate curriculum, structure, interaction, and reinforcement strategies are to be provided in accordance with state accreditation standards and allow for individualization;
- (4) Reflect collaborative efforts between school personnel, facility staff, other public agencies, and the parents/guardians; and
- (5) Teaching staff shall be provided adequate time for instructional planning, preparation, and consultation with facility staff and parents/guardians.

(c) Contractual agreements, as required by the standards in this Subchapter, shall be jointly developed by the school and the day treatment program and shall be signed by representatives with the authority to represent the governing boards. Services shall be provided pursuant to contract and in accordance with applicable standards and laws. Contractual agreements shall address financial responsibilities and services to be provided by each party to the agreement in accordance with the standards in this Subchapter. The contractual agreement for educational services shall include the following as a minimum:

- (1) Teacher certification requirements;
- (2) Number of hours taught;
- (3) Adequacy of facilities; and
- (4) Educational plans, including plans for transition in to regular school settings. [70 O.S. Supp 1997, 10-113]

(d) Local plans and contractual agreements shall provide assurances that:

- (1) Procedures for maintenance and disclosure of students' education records, including a procedure for expeditious exchange with properly authorized persons, shall be in accordance with the Family Education Rights and Privacy Act (FERPA) and with any other relevant state and

federal laws; and

(2) Procedural safeguards shall be followed for eligible children with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA), which includes the requirements for Individualized Education Programs (IEPs) and placement in the least restrictive environment (LRE), and with Section 504 of the Rehabilitation Act. The eligible student's school district of residence shall be notified immediately by the providing district upon finding that the eligible student requires special education and related services and notified as to the time, date and location of meetings for the purposes of planning the student's IEP and subsequent reviews. The facility may have a representative present at the IEP conference to advise the IEP team of any concerns of information the facility has to offer regarding the eligible student's educational needs and eligibility for related services. The facility and the providing district shall coordinate with the eligible student's school district of residence as necessary for the development of the IEP.

The cost for related services, therapies, treatments, or support services for eligible students shall be the responsibility of the facility unless otherwise agreed by the contractual parties or as otherwise specified in the IEP.

Otherwise valid obligations to provide or pay for such services, such as Medicaid, shall remain in effect for children who are eligible from sources other than the school district. [70 O.S. Supp 1998, 1-113]

(e) District of residence for school purposes shall be determined in accordance with 70 O.S. Supp. 1998, 1-113, State aid for educational services by accredited schools shall be in accordance with the provisions of 70 O.S. Supp. 1997, 18-110

(f) Each individual or entity operating a residential facility or treatment program which requires provision of educational services from the school district, shall notify the local board of education of its anticipated educational needs, prior to location in a school district. No school district shall be required to provide educational services for residents of the facility or participants in the program until at least ninety (90) calendar days have elapsed from the time in which the local board of education was initially notified of the need unless the school districts do agree to provide the educational services sooner. [70 O.S. Supp. 1998, 1-113]

[Source: Added at 12 Ok Reg 1027, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95; Amended at 15 Ok Reg 3532, eff 6-15-98 (emergency); Amended at 16 Ok Reg 1752, eff 6-11-99]

210:35-31-4. Teacher certification

(a) Teachers shall be appropriately certified by the Oklahoma State Department of Education. For teacher certification purposes, a certified teacher who is qualified to teach in an accredited school district's educational services in day treatment programs may teach subjects in which the teacher does not hold certification. This shall only be valid upon application of a school district board of education to, and approved by, the State Department of Education and only for purposes of teaching in the onsite educational services provided in the accredited school district's educational services in the day treatment program. [70 O.S. Supp. 1996, 1210.567]

(b) The Application for Accreditation shall serve as the district's application for these purposes. Original copies of the application and teacher certificates shall be on file at the school district administration office and copies maintained at the building site level.

[Source: Added at 12 Ok Reg 1027, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95; Amended at 15 Ok Reg 3532, eff 6-15-98 (emergency); Amended at 16 Ok Reg 1752, eff 6-11-99]

210:35-31-5. Number of hours taught

(a) As outlined by the Association for Ambulatory Behavioral Healthcare (AABH) in the STANDARDS AND GUIDELINES FOR PARTIAL HOSPITALIZATION: CHILD AND ADOLESCENT, 2ND EDITION, the number of hours taught shall be at least three (3) hours daily on regularly scheduled school days and shall be documented in the educational component of the treatment plan. Exception to the minimum hours of instruction shall be for verifiable cause in the interest of the child and documented by recommendations of the attending licensed psychologist, physician, and/or psychiatrist, and supported by recommendations of the treatment team with representation from the educational staff of the school. It shall be the responsibility of the day treatment, partial hospitalization program to provide for the development and implementation of an individualized treatment plan in accordance with State standards and professional guidelines.

(b) Instruction in an appropriate educational program shall be based on individual needs and should address reintegration into a full school day of six (6) hours. The instructional program for eligible children with disabilities shall be in accordance with the provisions of the IEP, as required by Federal regulations and State standards.

(c) Upon application of a school district, the State Department of Education shall authorize an abbreviated day schedule for the education provided for students in a day treatment facility located within the district. A student receiving educational services in a day treatment facility within the district who attends for a full abbreviated day shall be counted in attendance for purposes of computing average daily membership for the district. [70 O.S. Supp. 1996, 1210.567]

(d) The Application for Accreditation shall serve as the district's application for these purposes. Original copies of the application shall be on file at the school district administration office and copies maintained at the building site level.

[Source: Added at 12 Ok Reg 1077, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95; Amended at 15 Ok Reg 3532, eff 6-15-98 (emergency); Amended at 16 Ok Reg 1752, eff 6-11-99]

210:35-31-6. Adequacy of facilities

(a) The facilities provided for the educational services and classrooms shall meet the accreditation standards of the State Board of Education and other existing standards which apply to partial hospitalization programs, day treatment programs, and day hospital programs for children.

(b) Relevant safety and health standards shall be followed.

[Source: Added at 12 Ok Reg 1077, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95]

210:35-31-7. Educational plans

(a) As outlined by the Association for Ambulatory Behavioral Healthcare (AABH) in the STANDARDS AND GUIDELINES FOR PARTIAL HOSPITALIZATION: CHILD AND ADOLESCENT, 2ND EDITION and standards in the MEDICAL PROVIDERS-HOSPITAL SPECIFIC MANUAL, the day treatment program is responsible for formulating an individualized treatment plan which is to be reviewed on a routine basis and revised as needed. The treatment plan must include specific service strategies to deal with the manifest problems; it must have detailed plans to fully integrate the child in the home and community; and it must demonstrate collaboration with the educational system to reintegrate the child into the home school. These efforts should include communication and coordination with the various programs, agencies, parents/guardians and school districts.

- (b) The educational plan shall be under the direction of the educational staff of the school and the treatment team. A procedure should be in place whereby the teacher(s) and/or other designated representatives of the school are provided the opportunity to communicate recommendations, participate in the planning and decisions for coordination between the educational plan and the treatment plan. The school shall have authority and responsibility for the educational plan.
- (c) The educational plan shall describe the appropriate curriculum, instructional time, and educational setting based on the individual needs of the child.
- (d) The educational plan shall be in effect no later than ten (10) days from enrollment.
- (e) The educational plan for eligible children with disabilities shall be in accordance with the IEP, as required by Federal regulations and State standards.
- (f) Students who are enrolled in the onsite educational services of the local school district shall have the same opportunities to receive schoolwide progress reports or grade cards and transcripts as other enrolled students in the district. Similarly, enrolled students shall have the same opportunities for admission, promotion, retention, graduation, proficiency based promotion, and high school equivalency certificates.

[Source: Added at 12 Ok Reg 1077, eff 3-31-95 (emergency); Added at 12 Ok Reg 2785, eff 7-13-95; Amended at 15 Ok Reg 3532, eff 6-15-98 (emergency); Amended at 16 Ok Reg 1752, eff 6-11-99]

SUBCHAPTER 33. PROCEDURES TO RECOGNIZE PRIVATE ACCREDITING ASSOCIATIONS

210:35-33-1. Accreditation of private and parochial schools

Private and parochial schools may be accredited and classified in like manner as public schools. In addition a private accrediting association may be approved by the State Board of Education and have the authority to accredit schools within their association.

[Source: Added at 12 Ok Reg 2785, eff 7-13-95]

210:35-33-2. Comparable standards required for accreditation of nonpublic schools

Nonpublic schools of the State differ widely in mission, structure, funding, and operation and no prescribed set of standards can be applied to all schools. However, the standards must be comparable with the State Board of Education's standards for public schools in terms of the applicable quality indicators.

[Source: Added at 12 Ok Reg 2785, eff 7-13-95]

210:35-33-3. Application; approval of, and authority of private accrediting association; renewal

Written application must be submitted to the State Superintendent of Public Instruction for review. Upon recommendation by the State Superintendent of Public Instruction and approval by the State Board of Education, the private accrediting association will have the authority to accredit schools within their association. This authority will be retroactive to July 1 of the approval year and will expire at the end of five years at which time the private accrediting association may submit a written application to the State Superintendent of Public Instruction for renewal.

[Source: Added at 12 Ok Reg 2785, eff 7-13-95]

210:35-33-4. Criteria for approval and recognition of private accrediting association

The following criteria must be addressed by a private accrediting association in the application to the State Board of Education in order to be recognized by the State Board of Education to accredit schools:

(1) Scope of operations.

- (A) The association must serve schools in the State of Oklahoma.
- (B) The association must clearly define in its charter, bylaws, or accrediting standards, the scope of its activities, including the types and levels of institutions covered.

(2) Organization.

- (A) The association must have the administrative personnel and procedures to carry out its operations in a timely and effective manner.
- (B) The association must define its fiscal needs, and have adequate financial resources to carry out its operations as shown by an annual externally-audited financial statement or other reasonable documentation.
- (C) The association's fees, if any, for the accreditation process shall not exceed the reasonable cost of sustaining and improving the process.
- (D) The association shall use competent and knowledgeable persons, qualified by training and experience, and will select such persons in accordance with nondiscriminatory practices:
 - (i) To participate on visiting teams;
 - (ii) To engage in consultative services for the evaluation and accreditation process; and
 - (iii) To serve on policy and decision-making bodies.
- (E) The association must include on each visiting committee at least one person who is not a member of its policy or decision-making body or its administrative staff.

(3) Procedures.

- (A) The association must maintain clear definitions of each level of accreditation status and have clearly written procedures for granting, denying, reaffirming, revoking, and reinstating such accredited status.
- (B) If the association develops a pre-accreditation status, the criteria and procedures applying to the pre-accreditation must be related in an appropriate manner to those employed for accreditation.

(4) Accreditation policies. Accreditation serves clearly identified needs as follows:

- (A) The association's accreditation program must take into account the rights, responsibilities, and interests of the schools and their constituents.
- (B) The association's purposes and objectives must be clearly defined in its charter, bylaws, or accrediting standards.

(5) Public information; standards by which schools are evaluated. The association publishes or otherwise makes publicly available the standards by which schools are evaluated which shall include the following areas:

(A) **Philosophy and objectives.** The school shall have a clearly stated philosophy with objectives which are adequate to implement the philosophy.

(B) **Organization, governance, and finance.** The school shall be a legal entity with adequate financial resources and demonstrated professional management of its resources.

(C) **Plant and facilities.** The plant and facilities shall be adequate to support the program of the school. The school must comply with applicable state, county, and municipal health, safety, and sanitation codes.

(D) **Program.** The program of the school shall be designed in the best interests of the students, and students are admitted only when it has been determined that there are reasonable expectations that the students' best interests can be served. The program, while appropriately adjusted to serve the best interest of its students and to be consistent with the school's philosophy and objectives, complies with applicable rules of the State Board of Education, especially in the following areas:

- (i) Length of the school day and school year;
- (ii) The basic skills subjects in the elementary curriculum including subjects which constitute a well-balanced elementary curriculum; instructional time requirements and essential elements which are comparable to those required in the like subjects at equivalent grade levels in the public school system; student academic records; and achievement levels required for promotion; and
- (iii) The appropriate subjects in the secondary curriculum, including sequencing of courses for which transferability of credit may be sought from the state; essential elements which are comparable to those required in the like subjects and courses at equivalent grade levels by the state; student academic records; and achievement levels necessary for the awarding of credits and diplomas.

(E) **Administration and staffing.** Professional staff members must hold degrees and be qualified by preparation or experience for positions they hold and for the work to which they are assigned.

(6) **Other public information.** In addition to the standards by which schools are evaluated, the association publishes or otherwise makes publicly available information on the following:

- (A) The procedures utilized in arriving at decisions regarding the accreditation status of a school.
- (B) The current accreditation status of schools and the date of the next currently scheduled review or reconsideration of accreditation.
- (C) The names and affiliations of members of its policy and decision-making bodies and the names of its principal administrative personnel,
- (D) A description of the control and type of legal organization of the association.
- (E) Advance notice of proposed or revised standards to all schools affected by its accreditation process and adequate opportunity to comment on such standards prior to their adoption.

(F) Written procedures for the review of complaints pertaining to school quality, as these relate to the association's standards, and adequate procedures to provide timely treatment of such complaints in a manner that is fair and equitable to the school.

(7) Assurance of systematic process in accrediting procedures. The association must assure a systematic process in its accrediting procedures, as demonstrated in part by:

(A) Affording initial evaluation of a school only when the chief executive officer of the school applies for accreditation of the school.

(B) Providing for adequate discussion during an on-site visit between the visiting team and the faculty, administrative staff, students, and other appropriate persons.

(C) Furnishing, as a result of an evaluation visit, a written report to the school commenting on areas of strengths, areas needing improvement, and when appropriate, suggesting means of improvement including specific areas, if any, where the school may not be in compliance with the association's standards; filing a copy of the written report with the accrediting association; and taking action on the report.

(D) Providing the chief executive officer of the school with an opportunity to comment upon the written report and to file supplemental materials pertinent to the facts and conclusions in the written report of the visiting team before the accrediting association takes action on the report.

(E) Evaluating the report of the visiting team.

(F) Providing for the withdrawal of accreditation only for just cause, after review, or when the school does not permit reevaluation after due notice.

(G) Providing the chief executive officer of the school with a specific statement of reasons for any adverse accrediting action and notice of the right to appeal such action.

(H) Establishing and implementing published rules of procedure regarding appeals which will provide for:

(i) No change in the accreditation status of the school pending disposition of appeal;

(ii) Right of the school to a hearing before the appeal body; and

(iii) Supplying the chief executive officer of the school with a written decision of the appeal body, including a statement of specifics.

(8) Ethical and nondiscriminatory practices. The association has demonstrated capability and willingness to foster ethical practices among the schools which it accredits, as well as nondiscriminatory practices in admissions and employment.

(9) Program of evaluation.

(A) The association maintains a program of evaluation of its educational standards designed to assess their validity and reliability.

(B) The association secures sufficient qualitative and quantitative information regarding the school which shows an ongoing program

of evaluation of results consistent with the educational goals of the school and applicable state requirements.

(C) The association accredits only those schools which meet its published standards, and demonstrates that its standards, policies, and procedures are fairly applied and that its evaluations are conducted and decisions rendered under conditions that assure an impartial and objective judgment.

(D) The association periodically reevaluates each school which it has accredited.

[Source: Added at 12 Ok Reg 2785, eff 7-13-95; Amended at 13 Ok Reg 275, eff 9-8-95 (emergency); Amended at 13 Ok Reg 1355, eff 5-13-96]

CHAPTER 40. GRANTS AND PROGRAMS-IN-AID

[Authority: 70 O.S., §§ 1-123, 3-104, 3-132, 3-136 and 3-142; P.L. 100-297; Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; § 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; 20 U.S.C. 1113 through 1113(e); CFDA 84.190A, Christa McAuliffe Fellowship Program, Federal Register, Vol. 55, No. 180, September 17, 1990; Title VI of the Civil Rights Act of 1964 (§ 403 of P.L. 88-352); Stewart B. McKinney Homeless Assistance Act, July 22, 1980, Title VII, Subtitle B, §§ 721 through 722; Emergency Immigration Education Act of 1984 as amended by the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (P.L. 100-297); Title IV, Civil Rights Act of 1964; Title IV, Part A, Subpart 6 of the Higher Education Act of 1965, as amended; P.L. 99-603, Immigration Reform and Control Act of 1986, § 204; Immigration and Nationality Act, § 210A; P.L. 100-77, § 702; McKinney-Vento Homeless Education Complaint Procedure, 42 U.S.C. 11431; Executive Order 88-9; Executive Order 88-16; Executive Order 91-7; Senate Bill 1025 (1992), §3; 70 O.S., §§ 10-105.3, 1210.561 through 1210.562; § 1210.701 through 1210.703, and 2601 et seq.; Laws 1981, c. 347, § 35; Laws 1989, 1st Ex.sess., c. 2 § 18; Laws 1994, c. 290; Laws 1996, c. 277, § 9; Laws 1998, c.229, § 11; SJR 46 (1978); HB 1133 (2008), § 19]

[Source: Codified 12-31-91]

SUBCHAPTER 1. GENERAL PROVISIONS

210:40-1-1. Purpose

This chapter contains rules, regulations, and procedures which pertain to various federal, state, and foundation grants. Specific grants are addressed by subchapter. Generally, application procedures; evaluation, selection, and/or approval of applications to be funded; program implementation; and program evaluation and reporting requirements are addressed. Major federal grant programs such as ESEA Chapter 1, Chapter 2, and Title II have been included in other chapters because of their major and direct impact upon instruction.

210:40-1-2. Definitions

Definitions, where applicable, are included by subchapter.

SUBCHAPTER 3. BILINGUAL EDUCATION PROJECT

210:40-3-1. Purpose

The purpose of the project is to (1) collect, analyze and report data on Oklahoma's population of limited English proficient (LEP) persons and the educational services provided or available to those persons; (2) provide technical assistance and training for activities designed to improve the effectiveness of programs for LEP persons in the state, and (3) build capacity within the SDE as well as Title VII funded projects (LEA, IHE, others) and other organizations serving LEP persons.

210:40-3-2. Services

Services to be available through the project include:

(1) Technical assistance to Title VII Projects and other programs for LEP persons in such areas as:

- (A) data collection
- (B) language assessment
- (C) program implementation
- (D) staff training
- (E) materials development
- (F) capacity building
- (G) program evaluation

(2) Coordination of services to project through Title VII-funded technical assistance and evaluation centers and other support service centers across the nation.

(3) Acquisition and distribution (on loan basis) of appropriate supplementary instructional and resource materials.

(4) Program development assistance to districts seeking Title VII funds.

210:40-3-3. Oklahoma advisory council on bilingual education; operational procedures

(a) **Name.** The name of the organization shall be the Oklahoma Advisory Council on Bilingual Education, hereinafter referred to in these Procedures as the Council.

(b) **Purpose.** The purpose of the Council shall be to advise and recommend directions for the Bilingual Education/National Origin Section of the Oklahoma State Department of Education in providing technical assistance and services to Title VII Projects and schools in the State of Oklahoma in the improvement of education for limited English proficient children. The Council exists for advisory purposes only and no recommendation shall be official unless formally adopted by the State Board of Education.

(c) **Membership.** The Council shall consist of 12 members selected to reflect a cross section of educational personnel and organizations involved and/or interested in bilingual education in Oklahoma. The composition by category and number of members shall be as follows: six (6) Title VII Project Directors, two (2) Bilingual/ESL Program Directors (non- Title VII), two (2) representatives from Higher Education, one (1) school administrator, and one (1) representative from the State Department of Education. The Bilingual Education/National Origin Section of the State Department of Education shall obtain nominations for recommendations to the State Board of Education for approval. The right to vote is restricted to only those individuals officially appointed to serve on the Council. Resignations shall be made by written statement and submitted to the Council Chairperson. Absence from two (2) consecutive meetings will result in removal from the Council. In the case of either resignation or removal, an interim appointment to serve the balance of the unexpired term may be made by the State Board of Education upon the recommendation of the Bilingual Education/National Origin Section.

(d) **Term of appointment.** The term of appointment to the Council shall be three (3) years on a rotating schedule. In July of each year, the Bilingual Education/National Origin Section will call for nominations to allow for the rotation of one-third (1/3) of the membership. The composition of the Council as outlined in membership, paragraph 1 of (c), will be maintained.

(e) **Officers.** The officers of the Council shall be chosen from among the membership and consist of a Chairperson, a Chairperson-Elect, and a Secretary.

The term of office for all officers shall be one (1) year. The Chairperson-Elect and the Secretary will be elected each year at a meeting in the fall. Nominations will be made from the floor of said meeting. The Chairperson-Elect of the previous year will assume the office of Chairperson.

(f) **Chairperson.** Meetings shall be called at the request of the Chairperson. Chairperson shall preside over all meetings of the Council.

(g) **Chairperson-elect.** The Chairperson-Elect shall assume the duties of the Chairperson if the position is vacated and shall preside over the meetings in the absence of the Chairperson.

(h) **Secretary.** The Secretary shall be responsible for the minutes of all meetings; preserve all documents and records of the Council and transmit them to the successor and issue notices of meetings. Copies of all records shall be filed with the Bilingual Education/National Origin Section of the State Department of Education.

(i) **Meetings.** The Council shall meet a minimum of three (3) times each year. All meetings shall be conducted in accordance with the Oklahoma Open Meeting Laws. The Council will not meet without the representation of the Bilingual Education/National Origin Section of the State Department of Education. Meeting dates and official meeting announcements shall be cooperatively agreed upon by the Council Chairperson and the Bilingual Education/National Origin Section of the State Department of Education. Advance notice (reasonable time) of dates and locations of meetings shall be sent to each member in order to facilitate their attendance. Official business cannot take place without a quorum. A quorum shall consist of 51 percent of the membership. Other meetings shall be held at the discretion of the Chairperson or upon the written request of five members. Such meeting(s) shall be coordinated with the Bilingual Education/National Origin Section of the State Department of Education.

(j) **Mail ballots.** Action taken by the Council requiring formal voting by the official membership may be taken by a seven (7) day mail ballot.

(k) **Amendments.** Possible procedural changes must be sent to all official members for their consideration and review 15 days prior to the next scheduled meeting. Proposed amendments and/or revisions to the Procedures must be adopted by a two-thirds (2/3) vote of the official membership at an official meeting and recommended to the State Board of Education. No changes are official without State Board of Education approval.

(l) **Approval.** Approved by the State Board of Education January 24, 1985.

SUBCHAPTER 5. CIVIL RIGHTS

210:40-5-1. Memorandum of understanding between the Office for Civil Rights, Region VI and the Oklahoma State Department of Education

(a) **Introduction (Purpose).** This Memorandum of Understanding (MOU) between the Office for Civil Rights (OCR) and the Oklahoma State Department of Education (OSDE) is being established to support mutual goals and objectives. It is our intention to:

- (1) improve the ability of OCR and OSDE to accomplish their civil rights responsibilities;
- (2) strengthen cooperation and coordination between OCR and OSDE;
- (3) reduce the data collection burden on OSDE and local recipients, and at the same time, expedite the compilation of compliance information; and
- (4) prevent duplication of effort and reduce the operating costs of OSDE, local agencies and OCR. This MOU applies to all OSDE programs and

activities in elementary and secondary programs in Oklahoma public schools (K-12) which receive Federal financial assistance from the United States Department of Education (ED) or from any other agency of the Federal government which has delegated its initial civil rights responsibilities to ED. The authorities under which OCR operates are Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975. OCR and OSDE determine the investigative and technical assistance activities included in the MOU.

(b) **General provisions.** The general provisions set out below represent the basic principles of the agreement that have been reached.

(1) Notification and consultation between staffs from both agencies in no way expresses or implies that participation in this agreement constitutes relinquishment of any of their respective legal responsibilities.

(2) The staffs of both agree to fully respect and adhere to the confidentiality requirements and prohibitions of each agency regarding compliant-related information and sensitive data. Adherence to these requirements and prohibitions must be consistent with Federal and State law. In case of conflict between valid Federal and State requirements, Federal requirements will prevail. See, e.g., U.S. v. Phoenix Union High District, 681 F. 2d 1235 (9th Cir. 1982).

(3) OCR adheres to specific time frames for processing complaints and compliance reviews. The time frames are required by OCR case control procedures. Also because of its case control procedures, OCR will not enter into any agreements with States involving the deferral or referral of complaint or compliance review activities to the State for investigation.

(c) **Legal provisions.**

(1) **Freedom of Information Act (FOIA).** The Freedom of Information Act, 5 U.S.C. § 552, requires that any documents within the custody of OCR are subject to the disclosure requirements of the Act.

(2) The Privacy Act, 5 U.S.C. § 552a, states that in order for OCR to disclose records, it must receive, from the head of the State or local governmental agency, a written request specifying what part of the record is desired and stating the purpose for which it is sought. If this procedure is not followed, then the record may not be disclosed. In addition, regulations require that an accounting procedure be established for records disclosed under the Act. Under this procedure, a record must be kept of the name and address of the person or entity to whom the disclosure is made, and the nature, purpose and date of the disclosure. As a general rule, an individual has a right under the Act to be notified of disclosures of his or her records. However, when the disclosure is made to another Federal, State or local government agency or instrumentality thereof, within or under the control of the United States, the Department's regulations provide that an individual will be granted notification of disclosure only at the discretion of the responsible Department official. (See 34 C.F.R. § 5b.9 (b) (7)). It should also be noted that if the individual to whom the record pertains gives his or her written consent to disclosure, an accounting thereof is not required.

(d) **Specific provisions.** The parties further agree that:

(1) they will exchange agency organizational charts (annually) as well as revisions which may occur;

(2) they will exchange guidelines, manuals, procedures and other information which explain how the parties operate and make their determinations of compliance and noncompliance;

(3) OCR will furnish the OSDE with notification of individual open complaints as they occur throughout the year, as well as a semi-annual listing of open complaints filed against recipients receiving ED financial assistance. The listing of open complaints will only include the following:

- (A) name of respondent institution;
- (B) date complaint was docketed;
- (C) basis of the alleged discrimination (race, color, sex, national origin, handicap, age);
- (D) the general allegation or charge (employment, admissions, grading, discipline, placement, etc.);
- (E) the status of the case (pre-investigation, investigation stage, negotiations conducted, postinvestigation enforcement stage); and
- (F) copies of agreements developed between the complainant and recipient in cases resolved through Early Complaint Resolution (ECR).

(Any information relating to the complainant is only to be released in strict accordance with the Freedom of Information Act and the Privacy Act.)

- (4) they will provide each other with reasonable access to case files, including final reports, interviews, and reports of findings on all open investigations and compliance reviews to the extent that release of such information is consistent with the Freedom of Information Act and Privacy Act provisions affecting their respective organizations;
- (5) they will notify one another as soon as possible once an educational institution has been selected for a compliance review and exchange information during the preparation stage, as appropriate;
- (6) consult with each other during OCR or State initiated complaint investigations and compliance reviews. If there is joint participation, OCR retains lead responsibility for investigating and resolving the complaint or compliance review. Each agency may issue its own investigative findings. In the case of conflict between Federal and State requirements, Federal requirements will prevail;
- (7) they will assist each other's efforts to obtain voluntary compliance with civil rights laws and regulations, and consult relative to the resolution of conflicting compliance determinations;
- (8) they will notify each other, and to the maximum extent possible coordinate on the provision of technical assistance relevant to civil rights laws and regulations;
- (9) they will exchange appropriate reports on compliance and technical assistance activities (upon request), including survey data, policy documents, computer printouts and special analysis;
- (10) they will exchange appropriate information to avoid duplicative requests for data from ED recipients;
- (11) they will encourage the development of systems to expedite the flow of Federal financial information pertaining to Department of Education recipients.
- (12) they they will encourage the development of compatible data formats;

(13) they will encourage participation in each other's training sessions to enhance the knowledge and monitoring skills of the respective staffs; if possible, notification of training sessions will be made in writing two weeks prior to the scheduled sessions;

(14) they may also exchange management information, including functional responsibilities, mission statements, and overall responsibilities; and

(15) they will conduct a minimum of one meeting per year to discuss problems of mutual interest, including implementation of the MOU.

Principal staff responsible for implementation and adherence to the terms of this agreement, as well as notification and consultation under this agreement, are as follows:

Regional Director
Office of Civil Rights
Region VI
1200 Main Tower, Suite 2260
Dallas, Texas 75202
(214) 767-3959
Oklahoma State Department of Education
State Superintendent of Public instruction
2500 North Lincoln Boulevard
Oklahoma City, Oklahoma 73105-4599
(405) 521-3301

(e) Changing the MOU provision. This agreement may be expanded, modified, or amended at any time by mutual consent of both agencies and shall be reviewed and renewed from time to time as needed. It may be terminated if either agency is no longer interested in pursuing the activities, the activities have been completed, or they need revision. Each party agrees to give the other 30 days notice of intention to terminate. This memorandum of understanding becomes effective upon the date when both signatures are affixed below.

(signed)	7-28-89
_____ Office of Civil Rights U.S. Department of Education Taylor D. August Regional Civil Rights Director Region VI	_____ Date
(signed)	8-9-89
_____ Oklahoma State Department of Education Gerald E. Hoeltzel State Superintendent of Public Instruction	_____ Date

SUBCHAPTER 7. CHRISTA MCAULIFFE FELLOWSHIP PROGRAM [REVOKED]

210:40-7-1. Purpose [REVOKED]

[Source: Amended at 13 Ok Reg 99, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1361, eff 5-13-96; Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-7-2. Eligibility [REVOKED]

[Source: Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-7-3. Selection [REVOKED]

[Source: Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-7-4. Application [REVOKED]

[Source: Amended at 13 Ok Reg 99, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1361, eff 5-13-96; Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 9. MCKINNEY-VENTO HOMELESS EDUCATION COMPLAINT GUIDELINES

210:40-9-1. Purpose

The following rule is a complaint resolution process recommended by the Oklahoma Department of Education (OSDE) when a dispute arises regarding the education of a homeless child or youth.

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98; Added at 25 Ok Reg 11, eff 8-3-07 (emergency); Added at 25 Ok Reg 866, eff 5-12-08]

210:40-9-2. School District Level

Every effort must be made to resolve the complaint or dispute at the school district level before it is brought to the OSDE. It is the responsibility of the school district (the district) to inform the complainant of the district's Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises.

(1) Notify the district's homeless coordinator. The homeless coordinator serves as a liaison between the homeless child and the school the child attends. Someone in the school or in the superintendent's office will be able to identify the homeless coordinator.

(A) Request a copy of or access to the district board of education policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless coordinator to discuss the complaint.

(B) If the dispute is not resolved after the initial discussion with the district's homeless coordinator, the complainant may file a complaint in writing to the district's homeless coordinator for further review.

(C) In the complaint include a request that a written proposed resolution of the dispute or a plan of action be provided within five (5) days of the date the complaint was received by the district's homeless coordinator. A review of the proposal or plan of action

with the homeless coordinator should follow. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.

(2) If the dispute is not resolved at the district homeless coordinator level, the complaint may be forwarded to the superintendent of the district for review followed by a meeting with the superintendent to discuss the dispute. The complainant should request from the superintendent a written resolution within five (5) days of the date of the discussion. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.

(3) If the dispute is not resolved at the district superintendent level, the complainant may take the matter before the school district board of education for resolution.

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98; Added at 25 Ok Reg 11, eff 8-3-07 (emergency); Added at 25 Ok Reg 866, eff 5-12-08]

210:40-9-3. State level

If the dispute is not resolved in a satisfactory manner at the school district level, the complaint may be brought to the OSDE. Complaints made under this process must be made in writing and signed by the complainant. The following steps are to be taken:

(1) Address the complaint to the State Homeless Coordinator, Oklahoma State Department of Education, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105. Include in the complaint:

- (A) A detailed description of the dispute
- (B) The name(s) and age(s) of the children involved
- (C) The name(s) of involved school district personnel and the district(s) they represent
- (D) A description of attempts that were made to resolve the issue at the school district level

(2) The Team Leader of the Office of Grants Planning will inform the involved school district(s) of the complaint. The team leader or team leader's designee will gather needed information including documentation and statements of the parties and may conduct an independent investigation through an on-site visit if necessary.

(3) Within thirty (30) days after receiving a complaint and investigating the complaint, the team leader will make a determination regarding the allegations on the complaint and will inform the parties, in writing, of the decision. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.

(4) If a complainant disagrees with the decision, the complainant may, within ten (10) working days, appeal the decision to the Deputy State Superintendent of Public Instruction. This appeal must be in writing and state the reasons why the complainant disagrees with the decision.

(5) Within thirty (30) days after receiving the appeal, the Deputy State Superintendent of Public Instruction will render a final decision and notify the complainant and all other interested parties in writing. Although the standard procedure allows thirty (30) days for a response, every effort will be made to resolve the complaint in the shortest possible time.

(6) While the dispute is ongoing, the child(ren) in question must be enrolled in and attending school. If the dispute revolves around which school is the

school of best interest for the child, the child shall remain in the school they currently attend until the dispute is resolved, unless arrangements already implemented allow the child to attend the school of origin.

[Source: Added at 25 Ok Reg 11, eff 8-3-07 (emergency); Added at 25 Ok Reg 866, eff 5-12-08]

SUBCHAPTER 11. EDUCATIONAL EQUITY (SEX DESEGREGATION PROJECT)

210:40-11-1. Purpose

The purpose of this Sex Desegregation Project, Title IV, Civil Rights Act of 1964, is to provide technical assistance to requesting local educational agencies in procedural compliance with Title IX of the Educational Amendments of 1972 (P. L. 92-318), and to facilitate sex-fair educational practices in the state through inservice training for educators. Project services are available to any requesting local educational agency.

210:40-11-2. Services

Services to be available through the project include:

- (1) Technical Assistance with Title IX compliance
- (2) Inservice Training workshops for teachers, library media specialists, counselors and administrators in the areas of compliance and equity infusion into existing curriculum
- (3) Presentations at various civic organizations

SUBCHAPTER 13. EMERGENCY IMMIGRANT EDUCATION PROGRAM

210:40-13-1. Purpose

The purpose of this program is to provide subgrants to eligible local educational agencies (LEAs) to meet the costs of providing for supplementary educational services necessary to enable immigrant children to achieve a satisfactory level of performance in schools, including but not limited to: English language instruction, other bilingual educational services, and special materials and supplies.

210:40-13-2. Additional services

Additional basic instructional services that are directly attributable to the presence of immigrant children in the school district are also fundable, including the costs of providing:

- (1) Classroom supplies
- (2) Overhead costs
- (3) Costs of construction
- (4) Acquisition or rental of space
- (5) Transportation costs
- (6) Essential inservice training for personnel who will be providing supplementary educational services or basic instructional services to immigrant children.

SUBCHAPTER 15. HUMAN RELATIONS SECTION (RACE EQUITY)

210:40-15-1. Purpose

To facilitate nondiscriminatory educational practices in the state through inservice training for educators, and to disseminate information and resource materials relating to educational equity and compliance. To provide technical assistance to requesting school districts in procedural compliance with Title VI of the Civil Rights Act, which prohibits discrimination based on race, color, or national origin in programs receiving federal financial assistance.

210:40-15-2. Services

Services to be available through the project include:

- (1) Technical assistance to public schools in such areas as:
 - (A) Conducting needs assessments
 - (B) Identifying resources to assist in desegregation issues and meeting civil rights
- (2) Training Programs in such areas as:
 - (A) Multicultural aspects of educational equity
 - (B) Counseling in the multicultural setting
 - (C) Self Concept and School Achievement
 - (D) Compliance and Legal Requirements
 - (E) Parental Involvement in the educational process related to a multicultural setting

210:40-15-3. Dissemination

- (a) Multicultural curricular materials available from SEA Media Resource Center, the SEA Multicultural Equity Program, and regional desegregation assistance center.
- (b) Bibliographies of appropriate race desegregation materials.
- (c) Compliance Awareness Notebook containing information on laws, rules, and regulations pertaining to race desegregation, sex desegregation, national origin, and bilingual regulations, Section 504 of the Rehabilitation Act of 1973, Affirmative Action, the Privacy Rights Act, and OCR Guidelines for Vocational Education.
- (d) Checklists to identify race stereotyping in curricular materials.
- (e) Brochures containing information of available services.

SUBCHAPTER 17. JOHNSON-O'MALLEY, INDIAN EDUCATION [RESERVED]

SUBCHAPTER 19. MIGRANT EDUCATION [RESERVED]

SUBCHAPTER 21. MULTICULTURAL EQUITY PROGRAMS

210:40-21-1. Multicultural equity advisory committee operational procedures

(a) **Purpose.** The purpose of the Committee is to advise the Multicultural Equity Title IV-CRA Programs of the Oklahoma State Department of Education in planning activities relating to educational equity in the State of Oklahoma. The Title IV-CRA Programs include Educational Equity (Sex Desegregation), Human Relations (Race Equity), and National Origin (Language Issues). The Multicultural Equity Section also encompasses the Bilingual Education Program and the Emergency Immigrant Education Program. Committee recommendations, suggestions for improvement or change, and new ideas for continued progress in all phases of programs related to educational equity will be submitted to the State Department of Education for consideration and possible presentation to the State

Board of Education.

(b) **Name.** The name of the organization shall be the Multicultural Equity Advisory Committee, hereinafter referred to in this Section as the Committee.

(c) **Membership.**

(1) **Selection of Advisory Committee members.**

(A) Committee members are recommended by the State Department of Education and approved by the State Board of Education.

Committee members represent various cultural, educational, civic and professional organizations and institutions of higher education. Each member has a working knowledge of the governance structure of education, legal trends, programs, practices, and is familiar with current State and Federal Legislation.

(B) The membership of Advisory Committee will not exceed 15 members. The right to vote is restricted to only those individuals officially appointed to serve on the Committee.

(C) Resignations shall be made by written statement and submitted to the Committee. In the case of resignation, an interim appointment to serve the balance of the unexpired term may be made by the State Board of Education upon the recommendation of the State Department of Education.

(2) **Term of appointment.** The term of appointment to the Committee shall be three (3) years on a rotating schedule which will be congruent with the timelines of the Title IV Grant. At the end of the third year term, the Administrative Supervisor of the Multicultural Equity Section will call for nominations for the rotation and establishment of a new committee.

(3) **Officers of Committee.**

(A) The officers of the committee shall be chosen from among the membership and consist of a Chairperson and a Chairperson-elect. The terms of office for the officers shall be one (1) year. The Chairperson-elect will be elected at the first meeting of each fiscal year. Nominations will be made from the floor of said meeting. The Chairperson-elect of the previous year will assume the office of Chairperson.

(B) **Chairperson.** The Chairperson shall preside over all meetings of the Committee.

(C) **Chairperson-elect.** The Chairperson-elect shall assume the duties of the Chairperson if the position is vacated and shall preside over the meetings in the absence of the Chairperson.

(D) The Multicultural Equity Section staff will assume secretarial responsibilities, including taking minutes of all meetings and making them available to all Committee members and appropriate State Department of Education staff, preserving all documents and records of the Committee and issuing notices of meetings. Copies of all records shall be filed with the Multicultural Equity Section of the State Department of Education.

(4) **Ex-officio members.** The State Department of Education Multicultural Equity Section professional staff shall serve as ex-officio members of the Committee.

(d) **Meetings.**

(1) **Schedule of meetings.**

(A) The Committee shall meet a minimum of two (2) times each year. All meetings shall be conducted in accordance with Oklahoma Open Meeting Law. The Committee will not meet without the representation of the Multicultural Equity Section professional staff of the State Department of Education.

(B) Meeting dates and official meeting announcements shall be cooperatively agreed upon by the Committee Chairperson and the Administrative Supervisor of the Multicultural Equity Section of the State Department of Education. Advance notice (reasonable time) of dates and locations of meetings shall be sent to each member in order to facilitate their attendance.

(2) **Quorum.** A majority (51%) of Committee members shall constitute a quorum.

(3) **Recommendations.** Recommendations of the Committee shall represent consensus of a majority of committee members.

(e) General provisions.

(1) **Mail ballots.** Action taken by the Committee requiring formal voting by the official membership may be taken by a fourteen (14) day mail ballot.

(2) **Amendments.** Possible procedural changes must be sent to all official members for their consideration and review 15 days prior to the next scheduled meeting. Proposed amendments and/or revisions to the Procedures must be adopted by a quorum (51 %) of the official membership and recommended to the State Department of Education.

[Source: Amended at 10 Ok Reg 4189, eff 7-6-93 (emergency); Amended at 11 Ok Reg 2003, eff 5-26-94]

SUBCHAPTER 23. NATIONAL ORIGIN PROJECT

210:40-23-1. Purpose

The purpose of the project is to provide technical assistance and training in national origin desegregation to requesting local educational agencies (LEAs) and insure that persons whose dominant or primary language is not English are not limited in their participation in educational programs nor the mainstream society by a lack of proficiency in English.

210:40-23-2. Services

Services to be available through the project include:

(1) Technical assistance to public school boards or districts or other responsible governmental agencies in such areas as:

(A) data collection

(B) identification and placement of LEP persons

(C) identification and awareness of applicable federal and state guidelines/procedures in meeting the needs of these persons

(D) staff training

(E) implementation of district plans relating to language minority students

(F) identification, revision, and development of appropriate instructional materials for LEP persons

(G) language assessment

(2) Coordination of services to districts through federally funded technical assistance and evaluation centers and other support service centers across the nation.

- (3) Acquisition and distribution (on loan basis) of appropriate supplementary instructional and resource materials.

SUBCHAPTER 25. ROBERT C. BYRD HONORS SCHOLARSHIP PROGRAM

210:40-25-1. Purpose

The Robert C. Byrd Honors Scholarship Program is a federally funded program to promote student excellence and achievement and to recognize exceptionally able students who show promise of continued excellence. Selected students will receive a one-time scholarship of \$1,500 for their first year of study at an institution of higher education. Oklahoma will have scholarships available representing each congressional district. These scholarships will be available for each year Congress provides funding to the SEA.

210:40-25-2. Selection of students

Each student awarded a scholarship under this program shall be a graduate of a public or private secondary school or have the equivalent of a certificate of graduation as recognized by the State of Oklahoma and must have been admitted for enrollment at an institution of higher education. Each student must demonstrate outstanding academic achievement and show promise of continued academic achievement.

210:40-25-3. Receipt and user of the award

The Oklahoma State Department of Education shall establish procedures to assure that a student awarded a scholarship under the Robert C. Byrd Honors Scholarship Program pursues a course of study at an institution of higher education. Students selected to receive the Robert C. Byrd Honors Scholarships will be recognized at an awards ceremony. Upon proof of enrollment, the one-time scholarship of \$1,500 will be paid to the student and the university or college of the student's choice.

210:40-25-4. Criteria of eligibility

- (a) Minimum score of 28 on the American College Test (ACT) or a minimum combined score of 1,350 on the Scholastic Aptitude Test (SAT). These tests must have been taken on a national testing day and must include verification in the application by either attaching the official ACT/SAT sticker or a photostatic copy of the ACT/SAT results showing the testing date. Enhanced ACT score will be equated to the original ACT score using a table prepared by the ACT Board. Applicant must indicate whether ACT score is enhanced or original test score.
- (b) Minimum grade point average of 3.8 on a 4.0 scale. Grade point averages on a 5.0 scale must be converted to a 4.0 scale to be eligible for consideration. This will be based on seven semesters of grades.
- (c) Three letters of recommendations. Two letters from former or present teachers and one letter from a present high school administrator or guidance counselor. The forms to be used are included in the application. One page, typed and double-spaced. These are to be submitted directly to the principal, assistant principal, or guidance counselor.
- (d) A student autobiography. The form to be used is included in the application. Two pages, typed and double-spaced.

SUBCHAPTER 27. STATE LEGALIZATION IMPACT ASSISTANCE GRANT (SLIAG) [REVOKED]

210:40-27-1. Memorandum of agreement [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 29. OKLAHOMA SPECIAL EDUCATION ASSISTANCE FUND

210:40-29-1. Purpose

To establish rules and regulations for the disbursement of funds from the Oklahoma Special Education Assistance Fund pursuant to 70 O.S. § 13-114.3.

[Source: Added at 17 Ok Reg 3306, eff 7-28-00 (emergency); Added at 18 Ok Reg 3014, eff 7-12-01]

210:40-29-2. Reimbursement Claim and Funding Priorities

(a) Subject to funds being available, an annual reimbursement claim using computer-generated program expenditure reports (Project Code 366) shall be submitted to the Oklahoma State Department of Education (SDE) for the consideration of payment from the Oklahoma Special Education Assistance Fund.
(b) The deadline for the submission of such a claim shall be the second Monday of June or as otherwise established by the SDE.

(c) Available funds will be reimbursed among three (3) different categories of students with disabilities who are being served by a school district in accordance with an Individualized Education Program (IEP):

- (1) Funding Priority Number 1: Students serviced in out-of-home placements as described in 70O.S. §1-113 (D);
- (2) Funding Priority Number 2: Previously institutionalized students (Category 2 is subject to proration if appropriated funds are not sufficient to fully fund submitted claims); and
- (3) Funding Priority Number 3: Students who require IEP services pursuant to the Individuals with Disabilities Education Act (IDEA) which result in extraordinary costs to the providing school district or district of residence (Category 3 is subject to proration if appropriated funds are not sufficient to fully fund submitted claims).

(d) If a school district's annual reimbursement claim is submitted after the established due date, the funding of such claim shall not be assured.

[Source: Added at 17 Ok Reg 3306, eff 7-28-00 (emergency); Added at 18 Ok Reg 3014, eff 7-12-01; Amended at 24 Ok Reg 1892, eff 6-25-07]

SUBCHAPTER 31. PUBLIC SCHOOL CLASSROOM SUPPORT GRANTS

210:40-31-1. Public School Classroom Support Grants

(a) **Purpose.** The State Board of Education is authorized to award one or more grants annually to classroom teachers from funds available in the Public School Classroom Support Revolving Fund established pursuant to 70 O.S. § 1-123. A grant awarded under this section shall be used by the grantee teacher for the purpose of purchasing supplies, materials, or equipment for their class or classes. To ensure the continuing availability of the grant program, which is funded by taxpayer donations that vary annually, the full amount available in the Public

School Classroom Support Revolving Fund may not be awarded during a single year.

(b) **Eligibility.** A public school classroom teacher in Oklahoma is eligible to apply for a Public School Classroom Support Grant. A certified educator employed under Oklahoma Cost Accounting System (OCAS) Job Class Code 210, "Teacher", or OCAS Job Class Code 213, "Resource Teacher", shall be considered a classroom teacher for purposes of the Public School Classroom Support Grant program.

(c) **Limitations.** The minimum amount that may be requested for each Public School Classroom Support Grant is \$1,000, and the maximum amount that may be requested is \$5,000. A classroom teacher may receive an individual Public School Classroom Support Grant only once. A teacher who has previously applied for a grant, but has not received one, is eligible to apply again in subsequent years. A teacher may submit one application per year for an individual Classroom Support Grant, and may also be included in one shared grant application per year, provided that a teacher may not be awarded an individual grant and a shared grant during the same year. A teacher who has been one of the recipients of a shared grant may not apply for another shared grant for a period of two (2) years following the year the shared grant was received.

(d) **Focus areas and focus goals.** In order to maximize the efficacy of resources donated by Oklahoma taxpayers to the Public School Classroom Support Revolving Fund, the State Department of Education may designate focus areas and/or focus goals that will apply to the upcoming year's Public School Classroom Support Grant cycle. In the event the State Department of Education designates focus areas and/or focus goals for the following year's Public School Classroom Support Grants, grant applications must be relevant to one or more of the stated focuses to be eligible for consideration. If the State Department of Education does not designate a focus area and/or focus goal prior to the end of the calendar year to apply to the following year's grant cycle, grant applications must articulate a purpose intended to promote student learning in one or more content areas or skills aligned with the Oklahoma Academic Standards to be eligible for consideration.

(e) **Distribution of grants.** To the extent possible, subject to the availability of funds, grants will be awarded each year to at least one recipient who represents each of the following categories:

- (1) An early childhood or elementary school.
- (2) A middle or junior high school.
- (3) A high school.
- (4) An alternative school, alternative academy, or alternative education program as defined by 70 O.S. § 1210.568.
- (5) A school in a "small school district" as defined by 70 O.S. § 18-201.1(B)(3).
- (6) A school in a district with an average daily membership of thirty thousand (30,000) or more.
- (7) A school in a district that is not a "small school district" and has an average daily membership lower than thirty thousand (30,000).

(f) **Grant applications.** Applications will be accepted from January 1 through March 31 of each year, with grants awarded for the following school year. Each application must contain:

- (1) The amount of the requested grant, with a minimum amount of \$1,000 and a maximum amount of \$5,000.
- (2) The purpose of the requested grant, which must be intended to promote student learning in one or more content areas or skills, and the supplies,

materials, and/or equipment to be funded.

(3) The applying teacher's plan for using the proposed materials and/or equipment in their classroom to achieve the stated purpose.

(4) A proposed budget itemizing how grant funds will be spent if awarded, which includes the appropriate Oklahoma Cost Accounting System (OCAS) codes for the planned expenditures. The OCAS manual that lists the expenditure codes is updated annually and is available on the State Department of Education website.

(5) The name and signature of the applying teacher and the administrator of the school site where the teacher is employed. For shared grants, the names and signatures of all applying teachers should be included along with the name and signature of the site administrator.

(g) **Criteria.** Grant applications will be evaluated by an Oklahoma State Department of Education (OSDE) selection committee, which will make recommendations for each year's grant awards to the State Board of Education. The selection committee will include curriculum specialists who have trained on the rubric that will apply to the specific evaluation criteria that have been announced for the grant year. Applications will be evaluated according to the following general criteria, in addition to any specific criteria announced for a grant year with a designated focus:

(1) An articulated purpose for the requested grant that is intended to promote student learning in one or more content areas or skills.

(2) A specific plan for incorporating supplies, materials, and/or equipment funded by the requested grant into the applying teacher's course(s) for the stated purpose.

(3) Alignment of the purpose and plan for the requested grant with:

(A) The Oklahoma Academic Standards, if a focus area or focus goal has not been designated for the grant year, or

(B) One or more of the focus area(s) and/or focus goal(s), if the State Department of Education has designated focus area(s) and/or focus goal(s) for the grant year.

(h) **Shared grants.** Two (2) or more teachers at the same school site may apply for a shared grant to be used for the same purpose in more than one classroom. One application should be submitted for a shared grant. If a shared grant is awarded, the funded amount of the grant will be shared by the participating teachers listed on the application, with appropriate distribution of the grant funds among participating classrooms to be the responsibility of the participating teachers and the site administrator. A teacher who has been one of the recipients of a shared grant is not eligible to apply for another shared grant for two (2) years following the year the shared grant was received.

[Source: Added at 34 Ok Reg 1109, eff 9-11-17]

SUBCHAPTER 33. [RESERVED]

SUBCHAPTER 35. [RESERVED]

SUBCHAPTER 37. [RESERVED]

SUBCHAPTER 39. [RESERVED]

SUBCHAPTER 41. [RESERVED]

SUBCHAPTER 43. [RESERVED]

SUBCHAPTER 45. [RESERVED]

SUBCHAPTER 47. [RESERVED]

SUBCHAPTER 49. [RESERVED]

SUBCHAPTER 51. ALTERNATIVE EDUCATION GRANTS

210:40-51-1. Purpose

The rules and regulations in this Subchapter provide for the procedures for solicitation, acceptance, and evaluation of district applications for state-funded Alternative Education grants.

[Source: Amended at 10 Ok Reg 4293, eff 7-15-93 (emergency); Amended at 11 Ok Reg 2003, eff 5-26-94]

210:40-51-2. Procedures for solicitation and acceptance of district applications

- (a) At such point in the legislative session that state funds are appropriated for competitive grant programs to be awarded by the State Board of Education and administered by the State Department of Education, a notification letter will be sent to each district superintendent or elementary superintendent announcing the availability of application forms.
- (b) The notification will clearly state those grant programs for which applications are being solicited and state the name and telephone number of the contact person at the Department who administers the program.
- (c) Public notice of solicitation of the grant applications will be made simultaneously giving the name and telephone number of the contact person at the Department who administers the program. Nonprofit organizations may obtain grant applications by calling or writing this contact person and requesting an application form.
- (d) Local educational agencies or nonprofit organizations may apply for a grant on a cooperative basis.
- (e) The signature of the Chief Executive Officer of the local educational agency or nonprofit organization must appear on the application.
- (f) In the event of a cooperative application, one district or nonprofit organization will be chosen by the cooperative to serve as the fiscal agent for the grant. The signature of every Chief Executive Officer involved in a cooperative must appear on the grant application form.
- (g) The grant application and five copies will be submitted to the grant administrator. A specific deadline date will be clearly stated in the application solicitation letter. This date may vary from year to year depending on the point in the legislative session that grant funds are appropriated.
- (h) A committee will evaluate applications using identified objectives and criteria.
- (i) After evaluation, the State Superintendent will recommend to the State Board of Education those applications which have been determined to be eligible for funding.
- (j) The State Board of Education will make every effort to assure that grant awards are made before the beginning of the fall term for the school year in which the funds are made available.

(k) Grant funds shall not supplant programs or activities funded by the United States government pursuant to Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended by the Elementary and Secondary School Improvement Amendments of 1988, P.L. 100–297. Neither shall they supplant programs funded by the State Board of Education grants for high challenge or regional summer school programs.

(l) Each program funded shall agree to establish an objective procedure for documenting how the alternative program is benefiting the children served. Data collected will be compiled and submitted on forms provided by the State Department of Education.

(m) Alternative approaches grants, which include alternative education grants, shall be awarded to local education agencies or nonprofit organizations for programs serving school districts identified by the State Board of Education as having high percentages of children who are considered to be high challenge students.

(n) For purposes of this grant, high challenge children and youth are defined as those at risk of failing to complete a satisfactory education. Factors used to determine high challenge schools will include: free and/or reduced lunches, minority enrollment and student achievement. These factors will be combined statistically by the Office of Accountability to determine the rank of each school district. Each school district will then be ranked from the highest to the lowest.

[Source: Amended at 10 Ok Reg 4293, eff 7-15-93 (emergency); Amended at 11 Ok Reg 2003, eff 5-26-94; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

210:40-51-3. Procedures for evaluation of grant applications

(a) The grant administrator will recommend to the State Superintendent of Public Instruction nine educational professionals with expertise relating to alternative education for the evaluation committee. The State Superintendent will choose six committee members and three alternate committee members.

(b) No selection committee member may serve more than two consecutive years.

(c) The selection committee will read, evaluate, and score the applications approximately one week after the application submission deadline.

(d) Selection committee members will not evaluate an application from his or her own district.

(e) The scores of the applications will be based on the subjective opinions of the selection committee.

(f) Each section will be scored as follows:

- (1) Goals and objectives--5 points
- (2) Individualized instruction for students--5 points
- (3) Intake and screening process--5 points
- (4) Plan for graduation for each child--5 points
- (5) Effectiveness of counseling program--5 points
- (6) Teaches life skills--5 points
- (7) Mission statement--5 points
- (8) Statement of needs--10 points
- (9) Detailed budget--10 points
- (10) Program development--15 points
- (11) Program implementation--15 points
- (12) Evaluation--10 points
- (13) Percentage of high challenge students within district--10 points
- (14) Evaluator's overall opinion of proposal--15 points

(g) Each application will be worth 125 points.

(h) When scoring applications, the committee will take into consideration statistics provided by the Office of Accountability that will give insight into the local education agency's historical percentages of high challenge children in determining number of points to award in (g) (13) of this Section.

(i) The grant administrator will add the scores of each evaluator and average the six totals to arrive at a single score for each grant application. Applications will then be placed in numerical order from the highest to the lowest average score.

(j) Once the evaluation and funding recommendation process is complete, the grant administrator will prepare and submit a final list of recommended applicants and the recommended grant amount to the State Board of Education.

(k) After the completion of the fiscal year in which the grant funds are awarded, each local educational agency and/or nonprofit organization receiving said funds may be audited by State Department of Education. Any local educational agency or nonprofit organization which is determined through the audit to have misspent or misused funds will be deemed ineligible for any future alternative grants.

[Source: Amended at 10 Ok Reg 4293, eff 7-15-93 (emergency); Amended at 11 Ok Reg 2003, eff 5-26-94; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 52. ADVANCED PLACEMENT INCENTIVE PROGRAM

210:40-52-1. Purpose and scope

This Subchapter contains rules for the Oklahoma Advanced Placement Incentive Program.

[Source: Added at 14 Ok Reg 249, eff 11-5-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97]

210:40-52-2. Definitions [REVOKED]

[Source: Added at 14 Ok Reg 249, eff 11-5-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97; Revoked at 15 Ok Reg 20, eff 8-1-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-1-98]

210:40-52-3. Oklahoma Advanced Placement Incentive Program: purpose and components

(a) The purpose of the Oklahoma Advanced Placement Incentive Program is to improve the course offerings available to high school students throughout the state.

(b) Contingent upon the amount of funds available, the components of the Oklahoma Advanced Placement Incentive Program will include:

- (1) Teacher training subsidies,
- (2) Equipment and materials grants,
- (3) Fees for students with economic need,
- (4) Fee assistance for students taking more than one test in one year,
- (5) School incentives,
- (6) Vertical team grants, and
- (7) Other innovative requests that promote an increase in the number of Advanced Placement and International Baccalaureate programs and number of students involved in Advanced Placement and International Baccalaureate programs.

[Source: Added at 14 Ok Reg 249, eff 11-5-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97; Amended at 18 Ok Reg 38, eff 10-11-00 (emergency); Amended at 18 Ok Reg 3015, eff 7-12-01]

210:40-52-4. Teacher training subsidies [REVOKED]

[Source: Added at 14 Ok Reg 249, eff 11-5-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97; Revoked at 15 Ok Reg 20, eff 8-1-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-1-98]

210:40-52-5. Equipment and materials grants and vertical teaming grants

(a) At such point in the legislative session that state funds are appropriated for this competitive grant program to be awarded by the State Board of Education, and administered by the State Department of Education, a notification letter will be sent to each district superintendent announcing the availability of application forms.

(1) The notification will clearly state those grant programs for which applications are being solicited and state the name and telephone number of the contact person at the Department who administers the program.

(2) The original grant application and three (3) copies will be submitted to the grant administrator. A specific deadline date will be clearly stated in the application solicitation letter. This date may vary from year to year depending on the point in the legislative session that grant funds are appropriated.

(3) The signature of the Chief Executive Officer of the local educational agency must appear on the application.

(4) The Oklahoma Advanced Placement Incentives Program grants are site based. A school site may apply for a one-time equipment and materials grant of up to \$5000 for each Advanced Placement or International Baccalaureate course. (Two sections of a course such as Advanced Placement Calculus are considered to be one course.)

(5) Additional grants may be awarded to school sites demonstrating successful implementation of the Advanced Placement or International Baccalaureate course for which the original equipment and materials grant was awarded. Successful implementation may be demonstrated by, but is not limited to:

(A) The class having been reported on the Application for Accreditation Coded Class Schedule.

(B) A student having completed the relevant Advanced Placement or International Baccalaureate examination.

(C) A student having scored three or better for Advanced Placement or four or better on International Baccalaureate on the relevant examination.

(D) Evidence of activities to prepare growing numbers of students for the challenges offered by the Advanced Placement or International Baccalaureate classes.

(6) Vertical team grants for the purpose of enabling school districts to prepare growing numbers of students for the challenges offered by the Advanced Placement or International Baccalaureate classes. Vertical team grants are content area and team-based. A school district may apply for a vertical team grant for a content area team from a high school and its feeder middle level school(s). The vertical team shall include at least one representative from each grade level in the content area for grades seven (7) through twelve (12).

(7) Grants for the purpose of implementing a program that supports training for the development or continuation of Advanced Placement (AP) or Pre-AP classes at a public middle or high school.

(b) The evaluation of the grant applications will take place following the submission deadline. Grant applications shall be read, evaluated, and scored by a committee of outside evaluators.

- (1) Each evaluation committee member shall possess expertise relative to the content area of the grant.
- (2) Selection committee members will not evaluate an application from his or her own site.
- (3) Each application for an equipment and materials grant will be scored in the following areas:
 - (A) Rationale demonstrating understanding of program and need for funds
 - (B) Teacher quality relevant to preparation for teaching a challenging course and willingness to participate in professional development opportunities relative to Advanced Placement or International Baccalaureate curriculum
 - (C) Budget meets intent of the grant
- (4) Each application for a vertical team grant will be scored in the following areas:
 - (A) Abstract briefly summarizing the grant proposal.
 - (B) Significance of the project answering the question, "How will the proposed vertical team address the program purpose?"
 - (C) Project design describing the steps to be taken to organize the Vertical Team as well as the steps to be taken to develop and sustain the Vertical Team.
 - (D) Vertical team make-up describing the staff positions to be included on the Vertical Team and describing the training of these persons.
 - (E) Program quality describing the degree to which the Advanced Placement or International Baccalaureate program has been implemented as defined in the grant application.
 - (F) Budget consistent with intent of the grant. Allowable expenditures include but are not limited to:
 - (i) Release time for vertical team members
 - (ii) Vertical team resources
 - (G) Expenditures which are not allowed include but are not limited to:
 - (i) Facilities
 - (ii) Training which is otherwise available through the Oklahoma Advanced Placement Incentives Program
 - (iii) Expenditures related to Internet access
 - (H) Program evaluation describing how the proposed vertical team will be evaluated in relation to the program purpose.
- (c) After evaluation, a recommendation will be made to the State Board of Education those applications determined to be eligible for funding.
- (d) As a final report, each grantee shall agree to send an Oklahoma Cost Accounting System printout for the appropriate code showing proper expenditure of funds. Data collected will be compiled and submitted as requested by the State Department of Education. Grant funds spent for purposes or items other than those approved by the State Board of Education or the grant administrator will be withheld in like amount in AP Incentive funds to that district. For the purpose of this funding opportunity, "materials" are defined as instructional items (i.e., books, manipulatives, etc.) and "equipment" is any necessary device (i.e., graphing calculators and overhead models, etc.) directly related to Advanced Placement or International Baccalaureate course(s).

[Source: Added at 14 Ok Reg 249, eff 11-5-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97; Amended at 15 Ok Reg 20, eff 8-1-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-1-98; Amended at 18 Ok Reg 38, eff 10-11-00 (emergency); Amended at 18 Ok Reg 3015, eff 7-12-01; Amended at 27 Ok Reg 107, eff 10-2-09 (emergency); Amended at 27 Ok Reg 1425, eff 6-11-10]

210:40-52-6. Fee reduction for students with economic need [REVOKED]

[Source: Added at 14 Ok Reg 249, eff 11-5-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97; Revoked at 15 Ok Reg 20, eff 8-1-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-1-98]

210:40-52-6.2. Fee assistance for students taking more than one examination in one year

- (a) Students who take more than one Advanced Placement or International Baccalaureate examination in one school year will have a portion of their examination fee paid by the State Department of Education.
- (b) The State Department of Education will work with the relevant testing agency to facilitate this component of the Oklahoma Advanced Placement Incentives Program.

[Source: Added at 18 Ok Reg 3015, eff 7-12-01]

210:40-52-7. School incentive awards [REVOKED]

[Source: Added at 14 Ok Reg 517, eff 12-18-96 (emergency); Added at 14 Ok Reg 1595, eff 5-27-97; Revoked at 15 Ok Reg 20, eff 8-1-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-1-98]

SUBCHAPTER 53. HIGH CHALLENGE EDUCATION GRANTS

210:40-53-1. Purpose

The rules of this subchapter have been adopted for the purpose of providing procedures for solicitation and acceptance, evaluation, and application guidelines for state funded High Challenge Education Grants. The High Challenge Education Grants have been established for the purpose of allowing local educational agencies or non-profit organizations to develop and implement a program to address the needs of high challenge students.

[Source: Amended at 10 Ok Reg 1389, eff 4-26-93]

210:40-53-2. Solicitation and acceptance procedures

- (a) At such point in the legislative session that state funds are appropriated for competitive grant programs to be awarded by the State Board of Education, and administered by the State Department of Education, a notification letter will be sent to each district superintendent or dependent district principal announcing the availability of application forms.
- (b) The notification will clearly state those grant programs for which applications are being solicited and state the name and telephone number of the contact person at the Department who administers the program.
- (c) Public notice of the solicitation of grant applications will be made simultaneously giving the name and telephone number of the contact person at the Department who administers the program. Non-profit organizations may obtain grant applications by calling or writing this contact person and requesting an application form.
- (d) Local educational agencies or non-profit organizations may apply for a grant on a cooperative basis.

- (e) The signature of the Chief Executive Officer of the local educational agency or non-profit organization must appear on the application.
- (f) In the event of a cooperative application, one district or non-profit organization will be chosen by the cooperative to serve as the fiscal agent for the grant. The signature of every Chief Executive Officer involved in a cooperative must appear on the grant application form.
- (g) The grant application and five copies will be submitted to the grant administrator. A specific deadline date will be clearly stated in the application solicitation letter. This date may vary from year to year depending on the point in the legislative session that grant funds are appropriated.
- (h) A committee will evaluate applications using identified objectives and criteria.
- (i) After evaluation, the State Superintendent will recommend to the State Board of Education those applications which have been determined to be eligible for funding.
- (j) The State Board of Education will make every effort to assure that grant awards are made before the beginning of the fall term for the school year in which the funds are made available.
- (k) Grant funds shall not supplant programs or activities funded by the United States government pursuant to Chapter 1 of Title I of the Elementary and Secondary Education Act of 1965, as amended by the Elementary and Secondary School Improvement Amendments of 1988, P.L. 100–297. Neither shall they supplant programs funded by the State Board of Education grants for alternative education or regional summer school programs.
- (l) Each program funded shall agree to establish an objective procedure for documenting how the high challenge program is benefiting the children served. Data collected will be compiled and submitted on forms provided by the State Department of Education. Evidence will be submitted with the final evaluation at the end of the year.
- (m) High challenge competitive grants shall be of local and state significance and shall be replicable across the state.

[Source: Amended at 10 Ok Reg 1389, eff 4-26-93; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

210:40-53-3. Evaluation procedure

- (a) The grant administrator will recommend to the State Superintendent nine educational professionals with expertise relating to the education of high challenge children and youth as candidates for the selection committee. The State Superintendent will choose six committee members and three alternate committee members.
- (b) Said selection committee will include, to the greatest extent feasible under constraints of time and funding, nationally recognized experts in the education of high challenge children and youth.
- (c) Said selection committee members will be reimbursed by the State Board of Education for actual travel expenses incurred pursuant to the State Travel Reimbursement Act, Section 500.1 set seq. of Title 74 of the Oklahoma Statutes.
- (d) No selection committee member may serve more than one year.
- (e) No local educational agency or non-profit organization application may be evaluated if any member of the rules and regulations committee or selection committee for this high challenge grant program is currently employed by that agency or organization.

- (f) Any local educational agency or non-profit organization will have its grant revoked and will be ruled ineligible for any future high challenge grant pursuant to 70 O.S. Supp. 1992, §1210.561 if, prior to May 24, 1991, it employs any person who serves on the rules and regulations committee or, if within two years it employs any person who serves on the grant selection committee for this grant.
- (g) The selection committee will read, evaluate, and score the application forms approximately two weeks after the application submission deadline.
- (h) Each application will consist of ten parts; all ten parts will be evaluated and scored by the committee.
- (i) Of the ten parts that will be scored, the following areas will be addressed:
- (1) A clear and concise statement of needs is given detailing the nature of the needs assessment.
 - (2) The target population is identified listing the specific nature and number of students to be served.
 - (3) A clear and concise statement of both short and long term goals and objectives is given in measurable terms.
 - (4) Innovative or proven service delivery strategies are identified and procedures and activities are described.
 - (5) Roles and responsibilities of personnel are described in detail.
 - (6) Location of the grant site is given along with a description of the facilities and any material resources that are available for participants in the high challenge program.
 - (7) The applicant will identify a person who will act as liaison to the Technical Assistance Center (TAC), the State Department of Education, community agencies, and other resources and will submit a coordination plan.
 - (8) A detailed budget is presented.
 - (9) Evaluation systems are described for both student progress and program effectiveness.
 - (10) A plan is given to provide for the continuation of this program when grant funds are no longer available.
- (j) Each of the ten parts to be scored will be worth a maximum of ten points. The top score possible for an application will be 100 points.
- (k) The applicant agrees to comply with all requirements of the Technical Assistance Center regarding use of assessment instruments, provision of data, and provision of information necessary for program evaluation.
- (l) The scores of the applications will be based on the subjective opinions of the selection committee as each application is considered in terms of the above stated criteria.
- (m) The grant administrator will add the score of each evaluator and average the six totals to arrive at a single score for each grant application. Applications will then be placed in numeric order from the highest to the lowest average score.
- (n) Upon the completion of the numeric listing, the selection committee will work with the grant administrator to assure that grants are awarded to those applicants who score highest in categories to include one or more of a variety of program proposals targeted for services to limited portions of the high challenge population according to such distinctions as age groupings, rural or urban settings, other cultural characteristics, or innovative service delivery strategies.
- (o) Once the evaluation and funding recommendation process is complete, the grant administrator will prepare and submit a final list of recommended applicants and the recommended grant amount to the State Board of Education.

(p) After the completion of the fiscal year in which the grant funds are awarded, each local educational agency and/or non-profit organization receiving said funds will be audited by the State Department of Education auditors. Grant funds spent for purposes or items other than those approved by the State Board of Education and determined by the audit to be misspent, will be withheld in like amount in state aid funds to the local educational agency or, if a non-profit organization, retribution will be required to include the repayment of any misused funds and the report of misuse will be forwarded to the proper authorities. Any local educational agency or non-profit organization which is determined through audit to have misspent or misused funds will be deemed ineligible for any future high challenge grant.

[Source: Amended at 10 Ok Reg 1389, eff 4-26-93; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 54. GREAT EXPECTATIONS

210:40-54-1. Purpose

The purpose of the program is to provide teachers and principals opportunities for training in the Great Expectations Program.

[Source: Added at 14 Ok Reg 3578, eff 7-30-97 (emergency); Added at 15 Ok Reg 2337, eff 6-11-98]

210:40-54-2. Definitions

The following words or terms, when used in this Subchapter, shall have the following meaning, unless the content clearly indicates otherwise:

"Great Expectations" means a teaching methodology which promotes mutual respect and responsibility between the student and teacher.

"Great Expectations Summer Institutes" means training programs coordinated by an institution within the Oklahoma State System of Higher Education offered to teachers and principals for the purpose of gaining knowledge about the Great Expectations Program.

[Source: Added at 14 Ok Reg 3578, eff 7-30-97 (emergency); Added at 15 Ok Reg 2337, eff 6-11-98]

210:40-54-3. Scholarships and attendance

(a) All public schools shall be eligible to apply for Great Expectations Summer Institute scholarships pursuant to 70 O.S. 6-194.2. Individual scholarships shall be in the amount of \$1,000. Each school site shall be eligible for no more than six scholarships. Priority shall be given to school sites which have never received a scholarship(s).

(b) The principal of a school site which has been chosen to participate in the institute must confirm in writing that he/she will attend all required meetings/sessions.

(c) Scholarships will be awarded based upon criteria developed by the State Superintendent or designee. Applications will be worth 100 points.

(d) A selection committee knowledgeable about the Great Expectations philosophy will be appointed by the State Superintendent or designee to rate each application. Great Expectation Foundation Board members or employees are not eligible to participate in the selection process.

(e) School districts must comply with all laws, rules and application requirements or be subject to revocation of scholarships by the State Superintendent or designee.

[Source: Added at 14 Ok Reg 3578, eff 7-30-97 (emergency); Added at 15 Ok Reg 2337, eff 6-11-98; Amended at 17 Ok Reg 3199, eff 6-16-00 (emergency); Amended at 18 Ok Reg 3017, eff 7-12-01]

SUBCHAPTER 55. CAREER EDUCATION GRANTS [REVOKED]

210:40-55-1. Purpose [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-55-2. Solicitation and acceptance procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-55-3. Evaluation procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-55-4. Guidelines for applications [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 57. COMMUNITY EDUCATION GRANTS

210:40-57-1. Purpose

The purpose of these rules is to guide the application and approval process for Community Education grant funds, and to provide direction for the implementation and operation of programs.

[Source: Added at 15 Ok Reg 2337, eff 6-11-98]

210:40-57-2. Community education grant procedures

(a) The State Department of Education shall notify all LEAs of the eligibility and availability of Community Education grant funds and of the deadline for submitting grant applications.

(b) Community education programs shall address the following: composition of the Community Education advisory committee, assessment of needs, community(ies) to be served, goals and objectives, proposed activities and implementation plan, program evaluation, and proposed budget. Grant funds are not intended for capital improvements or the purchase of technology.

(c) Community education grant applications shall be reviewed by a team of school and community leaders approved by the State Superintendent of Public Instruction.

(d) Community Education grant recipients shall identify a program director and a fiscal officer, and shall maintain financial records according to the Oklahoma Cost Accounting System.

(e) Each funded LEA shall agree to abide by the guidelines, rules, and regulations of the Oklahoma State Department of Education (OSDE) in implementing the Community Education grant program, and shall provide program and budget reports as required by the OSDE.

(f) The amount of funding available for each school district will be dependent on the Average Daily Attendance (ADA) of a school district:

- (1) 800 ADA and below--up to \$5,000;
- (2) 801 ADA to 4,000 ADA--up to \$7,500;
- (3) 4,001 ADA and above--up to \$10,000.

[Source: Added at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 59. INSTRUCTIONAL COMPUTER SERVICES GRANTS [REVOKED]

210:40-59-1. Purpose [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-59-2. Solicitation and acceptance procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-59-3. Evaluation procedure [REVOKED]

[Source: Amended at 13 Ok Reg 99, eff 10-5-95 (emergency); Amended at 13 Ok Reg 1361, eff 5-13-96; Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-59-4. Guidelines for application [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 61. LIBRARY MEDIA IMPROVEMENT GRANTS [REVOKED]

210:40-61-1. Purpose [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-61-2. Definitions [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-61-3. Solicitation and acceptance procedures [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-61-4. Evaluation procedure [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-61-5. Guidelines for application [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 63. SCHOOL/COMMUNITY NETWORK FOR ARTS IN EDUCATION

210:40-63-1. Purpose

The purpose is to develop arts instruction/programming in one or more of the components addressed in the Arts in Education program for one or more of the following blocks; elementary, middle school/junior high, high school.

210:40-63-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

"Arts in Education" program includes:

210:40-63-3. Solicitation and acceptance of applications

- (a) At such point in the legislative session that state funds are appropriated for competitive grant programs to be awarded by the State Board of Education and administered by the State Department of Education, a notification letter will be sent to each district superintendent or dependent district principal announcing the availability of the application form.
- (b) The notification will clearly state those grant programs for which the applications are being solicited, and state the name and telephone number of the contact person at the Department who administers each program.
- (c) Applications for the various grant programs may be obtained by calling or by writing the contact person and requesting an application form.
- (d) Only one application per district per grant will be accepted unless several districts are applying as a cooperative. The signature of the district superintendent or dependent district principal must appear on the application.
- (e) If more than one district wishes to apply for a grant on a cooperative basis, those districts will be eligible for an amount equal to the sum of the amounts each district could qualify for separately. A given district may not apply as part of a cooperative and individually for the same grant program.
- (f) In the event of a cooperative application, one district will be chosen by the cooperative to serve as the fiscal agent for the grant. The signature of each district superintendent or dependent district principal involved in a cooperative must appear on the grant application form.
- (g) The grant application and six copies will be submitted to the grant administrator approximately one month after applications are made available. A specific deadline date will be clearly stated in the application solicitation letter. This date may vary from year to year depending on the point in the legislative session that grant funds are appropriated.
- (h) After evaluation, the State Superintendent will recommend to the State Board of Education those applications which have been determined to be eligible for funding.
- (i) The State Board of Education will make every effort to assure that grant awards are made before the beginning of the fall term for the school year in which the funds will be made available.
- (j) Programs will not be funded for more than three consecutive years.
- (k) Each district funded shall agree to establish an objective procedure for documenting how the Arts in Education program is benefiting the children served. Data collected will be compiled and submitted on forms provided by the State Department of Education. Evidence will be submitted with the final evaluation at the end of the year.

210:40-63-4. Evaluation procedures

- (a) The evaluation of the grant applications will take place within two weeks following the submission deadline. Arts in Education Grant applications shall be read, evaluated, and scored by a committee of no fewer than six educators chosen by the State Superintendent. Each evaluation committee member shall possess knowledge and skills, based on experience, of Arts in Education programs.
- (b) The evaluation committee members will be representative of the geographic dispersion of Oklahoma school districts as well as the range of total size of enrollment of the districts.

(c) No evaluation committee member will serve for more than two consecutive years, and no committee member will evaluate an application from his or her own district.

(d) Each application will be scored in the following areas:

(1) Evidence of Need--10 points

Describe assessment procedures, priority needs, and prior related activities.

(2) Goals and Objectives--20 points

(A) Goals--The goal statement must be based upon one or more of the identified needs and must give the general purpose or intent of the project. Long-term and short-term goals must be identified including the local plans for continuation subsequent to the grant.

(B) Objectives--Short-term objectives should be responsive to the intent of the goals. It is recommended that the objectives include the following components: outcome, target audience, completion date, and method of measurement.

(3) Procedures--20 points

Steps that will be implemented to bring about the desired changes must be described with activities for each objective. The stated activities should be specific enough to convey intent, organized into a timeline sequence, and logically relate to the stated objectives.

(4) Evaluation--20 points

Describe the procedures for evaluation of the activities and the project. This should include the type of instrument to be used for measuring each objective, who is to be measured or tested, when the measurement will occur, who is responsible for which tasks and how the data will be interpreted.

(5) Budget--20 points

The budget must provide a detailed, item by item description of the materials being purchased. All purchased items must assist in achieving the stated objectives and activities.

(6) Internal Consistency--10 points

Application clearly established relationships between/among stated needs, objectives, activities, calendar, time required for each activity, use of resources, budget items, and evaluation.

(e) The committee will score the grant applications based on the criteria listed. The grant administrator will average the totals from each evaluation to arrive at a single score for each application.

(f) The funding amount for these grants will vary according to the size of the district. Districts will be considered in the following two sizes:

(1) Districts of under 3,000 ADA.

(2) Districts of over 3,000 ADA.

(g) Within each group the applications will be recommended for funding in descending order according to the final score.

(h) When the evaluation process and funding recommendation process is complete, the grant administrator will prepare a final list of each recommended district and the recommended grant amount for submission to the State Board of Education.

(i) After the completion of the fiscal year in which the grant funds are awarded, each district receiving said funds will be audited by State Department of Education auditors. Grant funds spent for purposes or items other than those delineated by the State Board of Education and determined by the audit to be so misspent, will be withheld in like amount in state aid funds to that district.

210:40-63-5. Program administration

(a) The LEA agrees to provide inservice training or make provisions for inservice training for teachers and other school personnel involved in implementing the Arts in Education program.

(b) The LEA agrees to organize an Arts Planning Team at the site or district level which represents administration, arts specialists, classroom teachers and (optional) student and community representatives. The purpose of the Arts Planning Team is to assist the LEA in assessing the current status of the arts, identify needs and plan programs to satisfy these needs. Additionally, the Arts Planning Team will assist in incorporating community arts resources as well as monitoring and evaluating the program.

(c) The LEA agrees to name a contact person (Arts Coordinator) who shall carry out the following duties:

(1) Plan and coordinate the use of local and state resources in the Arts in Education program.

(2) Serve as a resource person to the Arts Planning Team.

(3) Review, evaluate, and procure useful and effective Arts in Education instructional materials for school personnel.

(4) Regularly organize or make provisions for inservice training to school personnel and other appropriate community members.

(5) Develop and implement an Arts in Education program as defined in 210:40-63-2.

(6) Initiate Arts In Education programming which complements or extends that which currently exists at the LEA.

(7) Monitor and evaluate the local Arts in Education program and file the necessary reports with the State Department of Education.

(8) Prepare an annual plan of progress and budget reports for submission to the State Department of Education.

(9) Attend a minimum of four state Arts Coordinator meetings during the grant period.

(d) The LEA assures awareness that grant is for a one year period and there is no assurance of further funding. The LEA assures awareness that programs will not be funded for more than three consecutive years.

(e) A copy of the grant application and approved amendments, all records of fund expenditures, program results and other documents relative to this program will be readily available for review. Amendments to the original application will be requested in writing and approved by the grant administrators.

(f) Subsequent to the project, the materials purchased for this program will continue to be used for purposes specified in the grant unless permission to change is given by the State Department of Education.

(g) After the completion of the fiscal year in which the grant funds are awarded, each district receiving said funds will be audited by State Department of Education auditors. Grant funds spent for purposes or items other than those delineated by the State Board of Education and determined by the audit to be so misspent, will be withheld in like amount in state aid funds to that district.

SUBCHAPTER 65. SCHOOL IMPROVEMENT GRANTS [REVOKED]

210:40-65-1. Purpose [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-65-2. Procedure for solicitation and acceptance of district applications [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-65-3. Guidelines and criteria [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-65-4. Procedure for evaluation [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-65-5. Assurances [REVOKED]

[Source: Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 67. SMALL SCHOOL COOPERATIVE GRANTS

210:40-67-1. Purpose

The rules of this subchapter have been adopted for the purpose of providing procedures for solicitation and acceptance, evaluation, and application guidelines for state funded Small School Cooperative Grants. The Small School Cooperative Grant has been established for the purpose of allowing two or more districts or a district and a university to share a teacher and curriculum to strengthen rural instructional programs.

210:40-67-2. Solicitation and acceptance procedures

- (a) Following appropriation of state funds for small school cooperative grant programs, a notification letter will be sent to each school district superintendent or dependent district principal announcing the availability of application forms. These grants are to be awarded by the Oklahoma State Board of Education and administered by the Oklahoma State Department of Education
- (b) The notification letter will clearly state those grant programs for which applications are being solicited and state the name and telephone number of the administrator of each program in the State Department of Education.
- (c) Applications for the Small School Cooperative Grant program may be obtained by calling or writing the administrator of that program.
- (d) For a cooperative application with more than one district participating, one district should be chosen by the cooperative to serve as the fiscal agent for the grant. The signatures of each of the school district superintendents or dependent district principals participating in the cooperative must appear on the application.
- (e) For a cooperative with a higher education institution, the name and address of the institution as well as a contact person for that institution must be listed. The signature of the school district superintendent or dependent district principal must appear on the application.
- (f) Grant application forms are to be completed and returned to the grant administrator approximately one month after applications are made available. A specific deadline date will be clearly stated in the application notification letter as well as the application form. The date will vary from year to year depending on the time the grant funds are appropriated by the Oklahoma State Legislature.
- (g) The review and evaluation of the grant applications will take place within two weeks following the submission deadline. Each Small School Cooperative Grant

application shall be reviewed, evaluated and scored by a committee of school administrators and educators selected by the State Superintendent of Public Instruction. The evaluation committee shall consist of nine public school administrators and educators from Oklahoma school districts. The committee shall consist of three superintendents or dependent district principals; three principals; and three classroom teachers. Each evaluation committee member shall possess knowledge and skills, based on experience, of math, science, foreign language, computer education and/or music. No evaluation committee member shall serve for more than two consecutive years. No committee member shall evaluate a grant application from his or her own district.

(h) After review and evaluation of the applications received, the grant administrator will recommend to the State Superintendent those applications which have been determined to be eligible for funding.

(i) The Oklahoma State Board of Education will make final grant awards approximately two weeks alter the submission deadline. Every effort will be made by the State Board to assure that grant awards are made before the beginning of the fall semester of the school year in which funds will be available.

(j) The Small School Cooperative Grant awards are not final until action has been taken by the Oklahoma State Board of Education.

210:40-67-3. Evaluation procedure

(a) The State Superintendent will select members of the grant review and evaluation committee from a list submitted by the grant administrator. The committee will consist of three superintendents or dependent school principals, three principals, and three teachers. The review and evaluation committee members will be representative of the geographic dispersion of Oklahoma public school districts as well as school districts under 800 in average daily attendance.

(b) Review and evaluation committee members will be reimbursed for travel and per diem for the task of serving as an evaluator/reviewer for the applications submitted to the Small School Cooperative Grant Program.

(c) No committee member will serve for more than two consecutive years.

(d) The grant administrator will insure that during the evaluation process a committee member will not be asked to review, evaluate or score an application from his or her district.

(e) The application shall be received by the grant program administrator on or before the grant application submission deadline.

(f) The review and evaluation committee will meet to review, evaluate and score the application forms within two weeks after the application submission deadline.

(g) Each application will be reviewed, evaluated and scored by three committee members during separate readings.

(h) Grant applications will be scored in the following areas:

(1) Long-range goal and objectives as they address the need of the cooperative. (20 points) [See (j) (1)]

(2) Cooperative program and curriculum design. (20 points) [(See (j) (2)]

(3) Evaluation design of both program and student progress. (20 points) [See (j) (3)]

(4) Personnel appropriate for the program. (10 points) [(See (j) (4)]

(5) Materials and equipment. (10 points) [(See (j) (5)]

(6) Budget. (20 points) [(See (i) (6) and (i) (7)]

(i) Each of the applications will be scored with a possible 100 points.

- (j) The review and evaluation committee members will review, evaluate and score each application based on the following criteria:
- (1) The appropriateness of the cooperative in terms of meeting the long-term goal and learning objectives of the school districts.
 - (2) The feasibility of the cooperative program design based on information from all members of the cooperative.
 - (3) The adequacy of the evaluation design for both program and student progress.
 - (4) The appropriateness of the instruction-related personnel requirements for the cooperative.
 - (5) The appropriateness of the materials and equipment as they relate directly to the course offerings.
 - (6) The appropriateness of the projected costs based on the review of the budget justification statement.
 - (7) The accuracy of the cost estimate for the materials and equipment including hardware, software, satellite dishes, etc.
- (k) The scoring of the grant applications will be based on the subjective opinions of the members of the review and evaluation committee as they consider each grant application in terms of the above stated criteria and grant guidelines.
- (l) The grant administrator will add the score of each evaluator and average the three totals to arrive at a single score for each grant application.
- (m) The applications will be recommended for funding in descending order according to the average score.
- (n) If, at the conclusion of the above stated process, there is remaining an amount of funds that will not fully fund a grant, the next eligible district will be contacted to determine if said district would be willing to accept partial funding.
- (o) Subsequent to the review and evaluation process, the grant administrator will prepare a final list of recommended cooperatives for submission to the State Superintendent.
- (p) After the completion of the fiscal year in which grant funds are awarded, each district receiving said funds will be audited by the Oklahoma State Department of Education auditors. Grant funds spent for purposes or items other than those delineated by the Oklahoma State Board of Education and determined by the audit to be so, will be withheld in like amount in state aid funds to said district(s).

210:40-67-4. Guidelines for application

- (a) The LEA making application for the grant and serving as fiscal agent for the cooperative shall have an average daily attendance (ADA) of 800 or less.
- (b) A cooperative may be formed by a school district with an average daily attendance of 800 or less with one or more districts of any size.
- (c) The term of the grant shall be for one year, with no assurance of future funding. No school site shall receive funding for more than three years.
- (d) Although districts of any size can participate in a cooperative grant program, funding for this grant can only be expended for the cooperative districts' members with an average daily attendance of 800 or less.
- (e) A cooperative may be formed by a school district with an average daily attendance of 800 or less and an accredited institution of higher education.
- (f) Classes may be offered in this cooperative arrangement in mathematics, science, foreign language, computer education, or music.
- (g) Cooperative programs can be developed to serve elementary or secondary students. Priority will be given to those programs that emphasize classes required

for high school graduation and college admission.

(h) Funding provided in these grants shall be expended for instructional related personnel, instructional equipment, transportation and/or materials.

(i) No funds provided shall be used for construction of buildings, furniture, or utilities including telecommunication service charges.

(j) A cooperative of two districts will qualify for the funding of no more than one shared teacher.

(k) A cooperative of more than two districts will qualify for the funding of no more than two shared teachers.

(l) A given district may not receive funding for more than one Small School Cooperative project in the same fiscal year.

(m) A cooperative with an institution of higher education for the purposes of delivering satellite instruction in one of the qualifying subjects will be limited to \$10,000. These grants are one year only, and may not be expended for salaries.

(n) The maximum level of funding for a cooperative program shall be subject to legislation.

(o) Each calculated award shall be reduced by 25 percent for each district participating whose previous year-per-child revenue less federal revenue is greater than 150 percent of the state average.

SUBCHAPTER 69. TELECOMMUNICATIONS GRANTS

210:40-69-1. Purpose

The rules of this subchapter have been adopted for the purpose of providing procedures for solicitation and acceptance, evaluation, and application guidelines for state funded Telecommunications Grants. The Telecommunications Grants Program has been established to allow one or more universities to develop and implement a program of instruction using telecommunication to inspire statewide educational opportunities.

210:40-69-2. Solicitation and acceptance procedures

(a) Following appropriation of state funds for telecommunications grants programs, a notification will be sent to each university and other interested parties. The notice will include name and address of the grant administrator.

(b) An application may be obtained by calling or writing the grant administrator.

(c) Grant application forms are to be completed and returned to the grant administrator after applications are made available. A specific deadline date will be stated in the solicitation letter.

(d) The review and evaluation of the grant application(s) will take place approximately two weeks after the submission deadline.

(e) After the review and evaluation of the applications received, the grant administrator will recommend to the State Superintendent those applications which have been determined to be eligible for funding.

(f) The Oklahoma State Board of Education will make final grant awards approximately two weeks after the submission deadline. Letters of determination will be sent to all applicants.

210:40-69-3. Evaluation procedure

(a) The review and evaluation committee will be selected by the State Superintendent of Public Instruction from a list of teachers and administrators submitted by the grant administrator. The evaluation committee shall consist of five

members with knowledge and skills in emerging areas of instructional design and technology.

(b) No committee member shall serve more than two consecutive years.

(c) No committee member shall evaluate his/her own application.

(d) The application shall be received by the grant administrator on or before the submission deadline.

(e) Grant applications will be scored in the following areas:

(1) Need for the project (15 points)

(2) Qualification of key personnel (10 points)

(3) Significance of the project (45 points)

(4) Budget and cost-effectiveness (15 points)

(5) Evaluation plan (15 points)

(f) The committee will use the following criteria to evaluate the applications.

(1) The magnitude of the need for the project to meet specific educational objectives for students K-12.

(2) The quality of the key personnel and their training in fields related to the project.

(3) Significance of the project: This includes—

(A) The extent to which the plan of management ensures efficient administration.

(B) How well the objectives relate to the purpose of the program.

(C) The extent to which the proposed project will improve instruction.

(D) The use of new and emerging technology in the instructional design.

(4) Budget is adequate and cost-effective in relation to the objectives of the project.

(5) The quality of the evaluation plan for determining student progress in relation to stated objectives.

(g) The scoring of the grant applications will be based on the subjective opinions of the members of the committee as they consider each application in terms of the criteria listed.

(h) The grant administrator will average the totals from each evaluation to arrive at a single score for each application.

210:40-69-4. Guidelines for application

(a) Grant funds are available for the development and implementation of instruction using telecommunications to improve statewide educational opportunities in Oklahoma public schools.

(b) The instructional design of the proposal must address curriculum areas that have been identified by the applicant as an area of need.

(c) Funding provided in the grant(s) shall be expended for instructional related personnel, equipment, and materials.

(d) No funds provided shall be used for construction, remodeling or furniture.

(e) The term of the grant is for one year, with no assurance of future funding.

(f) Submit three copies of the application to the Oklahoma State Department of Education grant administrator.

(g) The application must consist of five distinct narrative parts in addition to the applicant information.

(h) The narrative parts of the application must address the following areas: need for project, qualification of key personnel, significance of the project, budget and cost-

effectiveness, and evaluation plan, in sufficient detail to fully explain the proposed project.

(i) After the completion of the fiscal year in which grant funds are awarded, each project will be audited by the Oklahoma State Department of Education auditors. Grant funds must be spent for purposes or items consistent with the approved application.

SUBCHAPTER 71. OPTIONAL EXTENDED SCHOOL YEAR PROGRAM (OESYP)

210:40-71-1. Purpose

The purpose of these program grants is to expand opportunities to enhance student learning and provide increased time for professional planning and school site development.

[Source: Added at 9 Ok Reg 1809, eff 5-26-92]

210:40-71-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Optional Extended School Year Program (OESYP)" means a program in which the school year consists of eleven (11) or twelve (12) months and in which school is offered in excess of two hundred (200) days of at least six (6) hours each. The program may be established at the district, site or class level and must be administered under current school law (including HB 1017 mandates).

[Source: Added at 9 Ok Reg 1809, eff 5-26-92]

210:40-71-3. Goals outcomes/measurement and evaluation

Plan must address three or more of the goals below:

- (1) to enhance student outcomes;
- (2) to provide opportunities for professional growth;
- (3) to improve the likelihood of success of at-risk students;
- (4) to provide opportunities for curriculum enhancement;
- (5) to expand curriculum enrichment and core subject offerings;
- (6) to provide increased opportunities for the gifted and talented;
- (7) to provide an opportunity for innovative projects that will show evidence of effectiveness; and
- (8) to provide an opportunity for increased parental involvement.

[Source: Added at 9 Ok Reg 1809, eff 5-26-92]

210:40-71-4. Criteria for participation

Approved OESYP must meet the following criteria:

- (1) A competitive application process based upon requests for proposals
- (2) A continuation plan must be submitted
- (3) Program must be more than 200 days
- (4) Meet six hours per day
- (5) Program must be designed to meet the needs of the district
- (7) Plan of evaluation must be included (The application must present an appropriate evaluation design not necessarily limited to standardized measures of achievement. The district will provide data showing the outcomes of the objectives of the extended school year program.)

[Source: Added at 9 Ok Reg 1809, eff 5-26-92]

210:40-71-5. Allocation of funds

(a) The allocation of funds for the Optional Extended School Year Program Grant shall be made to the recipient school districts immediately following the approval of the awards. The allocation shall be the school district's estimated extended school year membership times the per diem amount times the number of extended days in the program.

(b) The per diem amount shall be the annual per diem amount divided by 175. The annual per diem amount shall be determined by multiplying the annual student fee by the extended year pupil factor.

(c) The annual student fee shall be the sum of the Foundation Aid factor and the product of the Salary Incentive Aid factor multiplied by 20. The extended year pupil factor shall be the sum of the state average weighted ADM plus an additional weight based on a sliding scale of 0.0 to 0.2 to be determined and awarded by a grant selection committee.

[Source: Added at 9 Ok Reg 1809, eff 5-26-92]

210:40-71-6. Payment of funds

The payment of the allocation of funds for the Optional Extended School Year Program Grant shall be made in two parts. The first payment will be made midway through the period. The remaining portion of the allocation will be paid at the end of the program period upon completion of a membership audit.

[Source: Added at 9 Ok Reg 1809, eff 5-26-92]

SUBCHAPTER 73. OKLAHOMA HIGHER LEARNING ACCESS PROGRAM (OHLAP) [REVOKED]

210:40-73-1. Purpose [REVOKED]

[Source: Added at 10 Ok Reg 1379, eff 4-26-93; Amended at 11 Ok Reg 4771, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1367, eff 5-25-95; Revoked at 13 Ok Reg 99, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1361, eff 5-13-96]

210:40-73-2. Eligible participants [REVOKED]

[Source: Added at 10 Ok Reg 1379, eff 4-26-93; Amended at 11 Ok Reg 4771, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1367, eff 5-25-95; Revoked at 13 Ok Reg 99, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1361, eff 5-13-96]

210:40-73-3. Application participation requirements [REVOKED]

[Source: Added at 10 Ok Reg 1379, eff 4-26-93; Amended at 11 Ok Reg 4771, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1367, eff 5-25-95; Revoked at 13 Ok Reg 99, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1361, eff 5-13-96]

210:40-73-4. Terms of contractual agreement [REVOKED]

[Source: Added at 10 Ok Reg 1379, eff 4-26-93; Amended at 11 Ok Reg 4771, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1367, eff 5-25-95; Revoked at 13 Ok Reg 99, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1361, eff 5-13-96]

210:40-73-5. Securing OHLAP benefits [REVOKED]

[Source: Added at 10 Ok Reg 1379, eff 4-26-93; Amended at 11 Ok Reg 4771, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1367, eff 5-25-95; Revoked at 13 Ok Reg 99, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1361, eff 5-13-96]

210:40-73-6. Administrative responsibilities [REVOKED]

[Source: Added at 10 Ok Reg 1379, eff 4-26-93; Amended at 11 Ok Reg 4771, eff 9-14-94 (emergency); Amended at 12 Ok Reg 1367, eff 5-25-95; Revoked at 13 Ok Reg 99, eff 10-5-95 (emergency); Revoked at 13 Ok Reg 1361, eff 5-13-96]

SUBCHAPTER 75. PARENT EDUCATION PROGRAMS

210:40-75-1. Purpose

The purpose of the Parent Education Programs is to emphasize the importance of parents as their children's first and most influential teachers. The goal of the Parent Education Program is to strengthen the capacity of parents to be effective first teachers. The program is designed to maximize a child's overall development during the first three years of life, lay the foundation for school success, and minimize developmental problems that interfere with the child's learning.

[Source: Added at 10 Ok Reg 4291, eff 7-15-93 (emergency); Added at 11 Ok Reg 2003, eff 5-26-94]

210:40-75-2. Definitions

The following words and terms, when used in the Subchapter, shall have the following meaning, unless the context clearly indicates otherwise:

"Community Advisory Committee" means a local school district committee whose membership includes interested citizens representing a variety of community organizations.

"Consortium" means one or more school districts joined together to total a minimum of 500 students.

"Internal Coordinating Committee" means a committee comprised of local school district personnel whose membership shares with the parent education program administrator the ongoing responsibility for successful implementation of the program.

"Family Support Provider" means a person who has completed training approved by the Oklahoma State Department of Education. The Family Support Provider plans and implements the program of parent education in accordance with the guidelines and the rules and regulations of the Oklahoma State Department of Education. In some situations the Family Support Provider may serve as a part-time parent educator.

"Parent Education Program Administrator" means a person employed by the local school district who is designated as responsible for the implementation of the program.

"Parent Educator" means a person employed through the local school district who has completed training approved by the Oklahoma State Department of Education.

[Source: Added at 10 Ok Reg 4291, eff 7-15-93 (emergency); Added at 11 Ok Reg 2003, eff 5-26-94; Amended at 33 Ok Reg 731, eff 8-25-16]

210:40-75-3. Overview

The program is designed to foster an early partnership between home and school so that parents take a far more active role during their children's formal years of schooling. Other intended benefits of the program include:

- (1) positive parental attitudes toward the school district;
- (2) early identification of learning, sensory (hearing and vision), or developmental problems interfering with learning; and
- (3) reduction in the need for expensive remediation and special education programs.

210:40-75-4. Requirements for the program of parent education

(a) Programs funded by the State Department of Education with funds provided in support of the parent education program legislation (70 O.S. § 10-105.3) must meet the following basic program requirements. The program of parent education must:

- (1) Be voluntary and free to parents.
- (2) Employ as parent educator(s), persons who have earned a minimum of sixty hours of college credit and completed training approved by the Oklahoma State Department of Education.
- (3) Employ a Family Support Provider who has a minimum of a bachelor's degree in early childhood development or related field and has completed training approved by the State Department of Education, if more than one parent educator is required. In some situations, the Family Support Provider may serve as a part-time parent educator.
- (4) Implement the curriculum approved by the State Department of Education.
- (5) Be conducted a minimum of 10 months of the year.
- (6) Include ten personalized contacts per year with each parent/family group involved in the program, including:
 - (A) monthly home visits to each parent/family group involved in the program, and scheduled at the convenience of the parent/family group (during evening hours or on Saturday, if necessary); and
 - (B) monthly Family Support Meetings.
- (7) Include an internal coordinating committee and a community advisory committee.
- (8) Provide evidence of coordination of services with other community programs with similar purposes.
- (9) Be open to all parents in the community, with a demonstrated effort to balance participation among various groups through active encouragement of the involvement of first time parents, teen parents, and high challenge families.
- (10) Conduct child developmental screening, including but not limited to, vision, hearing, the understanding and use of language, motor development and eye-hand coordination, and health and physical development, use forms designated by the State Department of Education.
- (11) Serve parents with children from birth to age 3 (0-36 months).
- (12) Provide reports and program information as determined necessary by the State Department of Education.
- (13) Designate a room, or space in an existing room, for parenting and child growth and development materials for use by parents and children participating in the program.
- (14) Be operated by the district or the district may contract with private, nonprofit corporations or associations or with any public or private agency or institution (i.e., Head Start).

(b) School district must have an enrollment of at least 500 students or form a consortium with other districts to total a minimum of 500 students for the development and operation of a program of parent education.

210:40-75-5. Program requirements for the Parent Education Training Program

The Parent Education Training Program for parents of children birth to three must:

- (1) Be voluntary and free to parents.
- (2) Serve parents of children from ages birth to three (0–36 months).
- (3) Be coordinated by a staff member who has received a two-day training conducted by the State Department of Education.
- (4) Provide group meetings for parents.
- (5) Provide education to the community on parental involvement.
- (6) Be available to all parents of children birth to three with an effort to balance participation among first time parents, teen parents and high challenge families.
- (7) Refer children and families with special needs to appropriate services.

[Source: Added at 10 Ok Reg 4291, eff 7-15-93 (emergency); Added at 11 Ok Reg 2003, eff 5-26-94]

210:40-75-6. Funding

- (a) In order to receive state funds for the development and operation of a program of parent education or a Parent Education Training Program, a local board of education shall submit to the State Department of Education an application and description of the program.
- (b) The application and description shall be prepared in such form and manner as the State Department of Education shall require and shall be submitted at a time determined and specified by State Department of Education.
- (c) In the application for state funds the applicant must assure that he/she is aware that this grant is to be spent between July 1 and June 30 of the current fiscal year.

[Source: Added at 10 Ok Reg 4291, eff 7-15-93 (emergency); Added at 11 Ok Reg 2003, eff 5-26-94; Amended at 33 Ok Reg 731, eff 8-25-16]

210:40-75-7. Solicitation, acceptance, and evaluation of district applications for state-funded grants for programs of parent education

- (a) **Purpose; Grants to serve eligible school districts.** Grants for programs of parent education shall be awarded to local school districts or consortia for programs serving school districts approved by the State Department of Education.
- (b) The State Department of Education shall notify all school districts of the eligibility and availability of grant funds for programs of parent education and of the deadline for submitting grant applications.
- (c) Programs shall address the following: composition of the advisory committee, assessment of needs, community(ies) to be served, goals and objectives, proposed activities and implementation plan, and proposed budget.
- (d) Grant applications shall be reviewed by a committee and approved by the State Department of Education.
- (e) Grant recipients shall identify a program administrator or Family Support Provider, and shall maintain financial records according to the Oklahoma Cost Accounting System (OCAS).
- (f) Each funded school district shall agree to abide by the guidelines, rules, and regulations of the Oklahoma State Department of Education (OSDE) in implementing the grant program, and shall provide program and budget reports as required by the OSDE.

(g) The amount of funding available for each school district will be determined based on the annual appropriation and the following categories:

- (1) Districts/Consortia with ADM of 30,000 or more students;
- (2) Districts/Consortia with ADM of 18,000 or more students;
- (3) Districts/Consortia with ADM of 3,000 or more students
- (4) Districts/Consortia with ADM of 1,000 or more students;
- (5) Districts/Consortia with ADM of 500 or more students.

[Source: Added at 14 Ok Reg 54, eff 10-14-96 (emergency); Added at 14 Ok Reg 1597, eff 5-27-97; Amended at 17 Ok Reg 2918, eff 7-13-00; Amended at 33 Ok Reg 731, eff 8-25-16]

SUBCHAPTER 76. [RESERVED]

SUBCHAPTER 77. ALTERNATIVE EDUCATION ACADEMIES GRANTS PROGRAM

210:40-77-1. Purpose

This Subchapter contains rules which pertain to the procedures for solicitation, acceptance, and evaluation of applications for state-funded Alternative Education Academy Grants.

[Source: Added at 12 Ok Reg 33, eff 9-29-94 (emergency); Added at 12 Ok Reg 1367, eff 5-25-95]

210:40-77-2. Definitions [REVOKED]

[Source: Added at 12 Ok Reg 33, eff 9-29-94 (emergency); Added at 12 Ok Reg 1367, eff 5-25-95; Revoked at 14 Ok Reg 3379, eff 5-5-97 (emergency); Revoked at 15 Ok Reg 2337, eff 6-11-98]

210:40-77-3. Procedures for solicitation and acceptance of applications for state-funded Alternative Education Academy Grants

(a) Pursuant to Section 1210.563 of Title 70, Oklahoma Statutes, the State Board of Education will identify the counties with the highest numbers of juvenile justice referrals and the school districts, within those counties, with the highest numbers of students who dropped out of school.

(b) Upon identification by the State Board of Education, service providers in these districts identified pursuant to the provisions of Subsection (a) of this Section become eligible to compete for designated state funds to serve students in these identified school districts.

(c) Districts that have been assessed the five percent penalty for failing to submit and implement effective alternative education academies (per provisions of 70 O.S. §1210.564) may file an appeal with the State Board of Education within sixty days of the notification that the penalty will be assessed.

[Source: Added at 12 Ok Reg 33, eff 9-29-94 (emergency); Added at 12 Ok Reg 1367, eff 5-25-95; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

210:40-77-4. Procedures for evaluation of Alternative Education Academy Grants

(a) The grant administrator will recommend six educational professionals with expertise relating to alternative education programs to the State Superintendent as candidates for the evaluation committee. The State Superintendent will choose four committee members and two alternate committee members.

(b) Evaluation committee members will not serve for more than two consecutive years.

- (c) Evaluation committee members will not evaluate an application from his or her own district.
- (d) The evaluation committee will come together at the State Department of Education administration building in Oklahoma City to read, evaluate, and score the application forms within two weeks after the application submission deadline.
- (e) The grant administrator will ensure that during the evaluation process, a committee member is not asked to read, evaluate, or score an application from his or her own district.
- (f) Each application will be read and scored four times-once by each of the four members of the committee.
- (g) Each application will consist of sixteen parts which will be evaluated and scored by the committee.
- (h) The sixteen parts that will be scored are found at 70 O.S. 1710.563.
- (i) Each of the 16 application parts to be scored (Subsection h) will be worth a maximum of 10 points. The top score possible for an application would be 160 points.
- (j) The evaluation committee will read, evaluate and score each application based on the appropriateness of the expected goals.
- (k) The scores of the applications will be based on analysis of data by the evaluation committee as they consider each application in terms of the above stated criteria. (Subsection h).
- (l) The grant administrator will add the score of each evaluator and average the four totals to arrive at a single score for each grant application.
- (m) The grant administrator will prepare a final list of programs recommended for funding for submission to the State Board of Education when the evaluation process and funding recommendation process are complete.

[Source: Added at 12 Ok Reg 33, eff 9-29-94 (emergency); Added at 12 Ok Reg 1367, eff 5-25-95; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

SUBCHAPTER 78. [RESERVED]

SUBCHAPTER 79. ALTERNATIVE EDUCATION ACADEMIES GRANTS PROGRAM FOR MID-SIZED AND SMALL SCHOOLS

210:40-79-1. Purpose

The purpose of this Subchapter is to set forth rules pertaining to the Alternative Education Academies Grants Program for Mid-Sized and Small Schools.

[Source: Added at 13 Ok Reg 551, eff 11-14-95 (emergency); Added at 13 Ok Reg 1361, eff 5-13-96]

210:40-79-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

"Alternative Education Academies Grants Programs for Mid-Sized and Small Schools" means the alternative education grant programs located in counties identified as having a high number of juvenile justice referrals and a high number of students who have dropped out of school.

[Source: Added at 13 Ok Reg 551, eff 11-14-95 (emergency); Added at 13 Ok Reg 1361, eff 5-13-96]

210:40-79-3. Procedures for solicitation and acceptance of applications for state-funded Alternative Education Academies Grants Program for Mid-Sized and Small Schools funds

(a) Pursuant to Section 1210.563 of Title 70, Oklahoma Statutes, the State Board of Education will identify counties that have a high number of juvenile justice referrals and a high number of students who have dropped out of school.

(b) Upon identification by the State Board of Education, service providers in school districts located in counties identified pursuant to the provisions of Subsection (a) of this Section become eligible to compete for designated state funds to serve students in school districts in identified eligible counties.

(1) Counties that are considered to have a high number of dropouts and juvenile justice referrals for purposes of the Alternative Education Academies Grants Program for Mid-Sized and Small Schools are those counties that rank in the top half when all seventy-seven (77) counties are ranked from the highest to the lowest.

(2) A school district must be located within a county that has a high number of dropouts and juvenile justice referrals to be eligible to participate in the program.

(3) Programs eligible for funding shall include, but not be limited to, programs provided directly by an eligible school district, cooperative agreements among school districts that serve students in eligible school districts, cooperative agreements involving eligible school districts and area vocational and technical school districts, or nonprofit organizations.

(c) Funding levels for school districts and/or cooperatives are as follows:

(1) \$75,000 for Local Education Agencies (LEAs) that have an average daily attendance (ADA) of eight hundred (800) or less.

(2) \$100,000 for LEAs that have an ADA of eight hundred one (801) or more.

(d) No Alternative Education Academy grant recipient that received funding in 1994-95 is eligible to receive funding from the Alternative Education Academies Grants Program for Mid-Sized and Small Schools.

(e) Programs that receive funding will serve as models for future alternative academies.

[Source: Added at 13 Ok Reg 551, eff 11-14-95 (emergency); Added at 13 Ok Reg 1361, eff 5-13-96; Amended at 14 Ok Reg 3379, eff 5-5-97 (emergency); Amended at 15 Ok Reg 2337, eff 6-11-98]

210:40-79-4. Procedures for evaluation of Alternative Education Academies Grants Program for Mid-Sized and Small Schools applications

(a) The State Department of Education will choose an external committee comprised of educators to serve on the evaluation committee.

(b) The evaluation committee will meet to read, evaluate, and score the application forms after the application submission deadline.

(c) The grant administrator will ensure that during the evaluation process, a committee member is not asked to read, evaluate, or score an application from his or her own district.

(d) The evaluation committee will read, evaluate and score each application based on the appropriateness of the expected goals.

(e) The scores of the applications will be based on analysis of data by the evaluation committee as they consider each application in terms of stated criteria.

(f) The grant administrator will add the score of each evaluator to arrive at a single score for each grant application.

(g) The grant administrator will prepare a final list of programs recommended for funding and submit them to the State Board of Education for approval.

[Source: Added at 13 Ok Reg 551, eff 11-14-95 (emergency); Added at 13 Ok Reg 1361, eff 5-13-96]

SUBCHAPTER 80. STATEWIDE ALTERNATIVE ACADEMIES PROGRAM

210:40-80-1. Definitions

The following words or terms, when used in this Subchapter, shall have the following meaning, unless the context clearly indicates otherwise.

"Alternative academies program" means a school district that has been identified by the State Board of Education as having the highest percentage of dropouts and juvenile justice referrals based upon the audited Average Daily Membership (ADM) of grades 6–12 of the school district.

[Source: Added at 13 Ok Reg 4023, eff 9-20-96 (emergency); Added at 14 Ok Reg 1597, eff 5-27-97]

210:40-80-2. Identification, funding, and program implementation [REVOKED]

[Source: Added at 13 Ok Reg 4023, eff 9-20-96 (emergency); Added at 14 Ok Reg 1597, eff 5-27-97; Revoked at 17 Ok Reg 24, eff 9-10-99 (emergency); Revoked at 17 Ok Reg 1094, eff 5-11-00]

210:40-80-3. Restriction

Existing grant-funded alternative education academies will not be eligible to participate in this program for the 1996–97 school year.

[Source: Added at 13 Ok Reg 4023, eff 9-20-96 (emergency); Added at 14 Ok Reg 1597, eff 5-27-97]

SUBCHAPTER 81. FOUNDATION GRANTS [RESERVED]

SUBCHAPTER 83. QUALIFIED ZONE ACADEMY BONDS

210:40-83-1. Purpose

The rules of this Subchapter have been adopted in accordance with the federal Taxpayer Relief Act of 1997 for the purpose of providing procedures for solicitation, acceptance, and evaluation of applications for Qualified Zone Academy status.

[Source: Added at 15 Ok Reg 4273, eff 9-3-98 (emergency); Added at 16 Ok Reg 1755, eff 6-11-99]

210:40-83-2. Definitions

The following words and terms, when used in this Subchapter, shall have the following meaning unless the context clearly indicates otherwise.

"Qualified contribution" means any contribution of a type and quality acceptable to the eligible local education agency (LEA) of equipment to be used in the qualified zone academy; technical assistance in developing curriculum or in training teachers in order to promote appropriate market-driven technology in the classroom; services of employees as volunteer mentors; internships, field trips, or other educational opportunities outside the academy for students; or any other property or service specified by the eligible local education agency.

"Qualified purpose" means rehabilitating or repairing the public school facility in which the academy is established, providing equipment for use at such academy, developing course materials for education to be provided at such academy, and training teachers and other school personnel in such academy.

"Qualified Zone Academy" means any public school or academic program within a public school which is established by and operated under the supervision of an eligible local education agency to provide education or training below the postsecondary level if such school or program is designed in cooperation with business to enhance the academic curriculum, increase graduation and employment rates, and better prepare students for the rigors of college and the increasingly complex work force; students in such public school or program will be subject to the same academic standards and assessments as other students educated by the LEA; the comprehensive education plan of such school or program is approved by the LEA; and the school is located in an empowerment zone or enterprise community or there is a reasonable expectation that at least 35 percent of the students attending the school or program will be eligible for free or reduced-cost lunches under the National School Lunch program.

[Source: Added at 15 Ok Reg 4273, eff 9-3-98 (emergency); Added at 16 Ok Reg 1755, eff 6-11-99]

210:40-83-3. Procedures for solicitation and acceptance of district applications

(a) A notification letter will be sent by the State Department of Education to each district superintendent or elementary superintendent announcing the availability of the application forms for Qualified Zone Academy status.

(b) The notification will clearly state the name and telephone number of the contact person at the Department who administers the program.

(c) The signature of the superintendent of the local education agency must appear on the application.

(d) The application and three copies must be submitted to the contact person. A specific deadline will be clearly stated in the application solicitation letter. This date may vary from year to year depending upon availability of funds.

(e) The applications will be accepted and funds allocated on a first-come, first-served basis.

(f) Applications must be fully completed and satisfy all criteria in order to be considered.

(g) All applications must include the following:

(1) Public school must be located in an empowerment zone or enterprise community OR have 35 percent of the students (or participants in the program) must be eligible for free or reduced-cost lunches under the Federal school lunch program.

(2) The school must enter a public-private partnership.

(3) The academic program of the school must be designed in cooperation with business to enhance the academic curriculum, increase graduation and employment rates, and better prepare students for the rigors of college and the increasingly complex work force.

(4) The school must have commitments for substantial business support and qualified contributions of at least 10 percent of the capital provided.

Qualified contributions include: equipment for use in the school, technical assistance in developing the curriculum or in training the teachers, services of employees as volunteer mentors, internships, field trips, or other educational opportunities outside the academy, or other property or service specified by the local school board.

- (5) Ninety-five percent or more of the proceeds of the issue must be used for a qualified purpose.
- (6) The issuer of the bond or loan must certify that it has written assurances that the private business contribution requirement will be met with respect to the school.
- (7) The issuer of the bond or loan must certify that it has the written approval of the local school board for the issuance.
- (h) The maximum bonding amount which can be requested under the Qualified Zone Academy Bond program is \$1,000,000.
- (i) After evaluation, the State Superintendent will recommend to the State Board of Education those applications which have been determined to be eligible for funding.

[Source: Added at 15 Ok Reg 4273, eff 9-3-98 (emergency); Added at 16 Ok Reg 1755, eff 6-11-99]

210:40-83-4. Evaluation procedure

Applications will be evaluated to ensure that all criteria set out in the enabling legislation has been met. The applications will be accepted and allocations granted on a first-come, first-served basis for the amount requested in the application to the extent possible under Oklahoma's allocation. If an application can only be partially-funded, the local education agency requesting the allocation will be given the option of taking a lesser amount or deferring to the next applicant on the list.

[Source: Added at 15 Ok Reg 4273, eff 9-3-98 (emergency); Added at 16 Ok Reg 1755, eff 6-11-99]

210:40-83-5. Return of unused allocation

- (a) Any local education agency which receives an allocation under the Qualified Zone Academy Bond program but does not utilize the full amount of the allocation will notify the contact person at the State Department of Education of the amount not used. Notification will occur at such time as the local education agency is reasonably sure a portion of the allocation will not be used. The purpose of the notification will be to "return" the unused portion of the allocation to the State Department of Education for reallocation to other qualified applicants.
- (b) Upon notification by a local education agency of an unused portion of an allocation, the administrator of the program at the State Department of Education will determine if qualified applications for the Qualified Zone Academy Bond program remain unfunded. If such applications exist, the procedures for funding cited in section 210:40-83-3 (i) of this subchapter will be followed. If no qualified applications exist, the returned allocation will be held over to the next funding year and allocated at that time.

[Source: Added at 17 Ok Reg 152, eff 10-12-99 (emergency); Added at 17 Ok Reg 2920, eff 7-13-00]

SUBCHAPTER 85. CHARTER SCHOOLS INCENTIVE FUND

210:40-85-1. Purpose

Pursuant 70 O.S. Supp 1999, sec. 3-144 , the State Board of Education shall adopt rules to implement the Charter Schools Incentive Fund.

[Source: Added at 16 Ok Reg 3483, eff 8-3-99 (emergency); Added at 17 Ok Reg 2921, eff 7-13-00]

210:40-85-2. Procedures for notification and acceptance of applications

- (a) The State Department of Education will provide notification including an application, grant requirements, criteria and funding cycle deadlines to all individuals and organizations which have expressed interest in applying for a grant from the Charter School Incentive Fund.
- (b) The State Department of Education shall use any other means it deems useful to notify potential applicants of the opportunities and requirements of grants through the Charter School Incentive Fund.

[Source: Added at 16 Ok Reg 3483, eff 8-3-99 (emergency); Added at 17 Ok Reg 2921, eff 7-13-00]

210:40-85-3. Guidelines for awards

- (a) Awards will be made to applicants for the purposes of providing financial support for start-up costs, including costs associated with initial planning and application to a charter sponsor, and costs associated with renovating or remodeling existing facilities for use by the charter school. Awards will be made to applicants who have been approved by an eligible sponsor.
- (b) To be considered for an award out of the Charter School Incentive Fund, applicants are required to meet the requirements and deadlines stated in the application and listed within this rule.
- (c) Applicants must meet the following criteria in compliance with HB 1511 sec. 21. The criteria will be:
 - (1) Location of proposed charter school within boundaries of eligible school districts designated in 70 O.S. Supp 1999, sec. 3-132, 3-133;
 - (2) Identifying goals which will further the applicants ability to develop a quality charter school;
 - (3) Applicants plan to accomplish identified goals;
 - (4) Feasibility of obtaining identified goals in application;
 - (5) Adequacy of budget submitted to support accomplishing identified goals.
- (d) The State Department of Education shall provide the application and annual funding cycles to interested applicants.
- (e) Pursuant to HB 1511 sec. 21, the maximum any charter school site may receive out of the Charter School Incentive Fund will be \$50,000. The \$50,000 maximum funding may be awarded based on multiple applications and awards from the same applicant.

[Source: Added at 16 Ok Reg 3483, eff 8-3-99 (emergency); Added at 17 Ok Reg 2921, eff 7-13-00]

210:40-85-4. Evaluation procedure

Applications will be evaluated to ensure that all criteria have been met. Approved applications will be awarded in the order of receipt so long as funding is sufficient to award all applications timely received within a funding cycle. If available funding is insufficient to award all applications received within a funding period, awards will be made on a competitive basis determined by satisfaction of criteria adopted by the State Department of Education.

[Source: Added at 16 Ok Reg 3483, eff 8-3-99 (emergency); Added at 17 Ok Reg 2921, eff 7-13-00]

SUBCHAPTER 87. CHARTER SCHOOLS

210:40-87-1. Purpose

Pursuant to 70 O.S. § 3-142, the State Board of Education shall adopt rules to implement the policies and procedures relating to payments to charter schools.

[Source: Added at 17 Ok Reg 315, eff 10-19-99 (emergency); Added at 17 Ok Reg 2922, eff 7-13-00; Amended at 24 Ok Reg 140, eff 10-8-06 (emergency); Amended at 24 Ok Reg 1230, eff 5-25-07]

210:40-87-2. Definition [REVOKED]

[Source: Added at 17 Ok Reg 315, eff 10-19-99 (emergency); Added at 17 Ok Reg 2922, eff 7-13-00; Revoked at 24 Ok Reg 140, eff 10-8-06 (emergency); Revoked at 24 Ok Reg 1230, eff 5-25-07]

210:40-87-3. Distribution and reporting of state appropriated funds to charter school sponsors and charter schools

(a) **Distribution and disbursement.** Distribution and disbursement of all State Aid allocations and any other state appropriated revenue to a charter school and its sponsor in accordance with the requirements of 70 O.S. § 3-142 shall be conducted in accordance with the following provisions:

(1) **Requirements for distribution of funds; sponsor administrative costs.** The State Department of Education (OSDE) shall not distribute state appropriated funds to a charter school sponsor for disbursement to its charter school until all of the following requirements have been met:

(A) The charter school sponsor must provide the State Department of Education with financial records documenting any state funds retained by the sponsor for administrative services rendered during the previous fiscal year. Fees for administrative services shall comply with the provisions of 70 O.S. § 3-142, not to exceed three percent (3%) of the charter school's State Aid allocation. A sponsor of a charter school shall not retain any additional State Aid allocation or charge the charter school any additional fee above the amounts allowed under 70 O.S. § 3-142(A), unless the additional fees are for services rendered, as evidenced by itemized records detailing the additional services provided and the actual costs of providing the services.

(B) Financial transactions for all state appropriated funds for the previous fiscal year have been reported to the State Department of Education by the charter school sponsor and/or the charter school in accordance with the requirements of 70 O.S. § 5-135.2, with all reports submitted on time and as required by subsection (b) of this Section.

(C) In addition to the above requirements, prior to the charter school's initial year of operation, the charter school sponsor shall ensure that the charter school has met all of the following requirements no later than June 30 prior to the charter school's initial year of operation:

- (i) The charter school shall submit a copy of the approved and executed charter school charter and a copy of the approved and executed contract with the sponsor to the State Department of Education;
- (ii) The charter school shall provide the State Department of Education with documentation that it has established and will maintain a student information system that meets the requirements of 70 O.S. § 18-200.1;
- (iii) The charter school shall provide the State Department of Education with documentation that it has established an approved financial accounting system that meets the

requirements of the Oklahoma Cost Accounting System (OCAS); and

(iv) The charter school shall have been issued a county and district identification number from the Accreditation Division of the State Department of Education.

(2) **Distribution to charter school.** A charter school sponsor shall distribute state flow-through funding to the charter school within ten (10) business days from the date of receipt of funds by electronic transfer from the State Department of Education.

(3) **Effect of disbursement.** Disbursement of funds to a charter school from the charter school's sponsor shall result in the charter school having fiscal control over the funds received.

(b) **Reporting requirements.** In addition to any other requirements imposed by statute or rule, including but not limited to 70 O.S. § 5-200, charter school sponsors and charter schools shall meet the following reporting requirements:

(1) **Annual statement of income and expenditures.** Every sponsor of a charter school and every charter school shall annually prepare and submit a statement of actual income and expenditures as follows, in accordance with Oklahoma Administrative Code 210:25-5-4:

(A) **Charter school sponsors.** No later than September 1 of each year, every sponsor of a charter school shall prepare a statement of actual income and expenditures of the sponsor for the fiscal year that ended on the preceding June 30 and transmit the income and expenditure data to the State Department of Education in accordance with the requirements of 70 O.S. § 5-135.2. At the time of submitting the statement of actual income and expenditures, and upon request at any time by the OSDE or the State Board of Education, the charter school sponsor shall submit financial records documenting any state funds retained by the sponsor for administrative services rendered for the previous year. A sponsor of a charter school shall not retain any additional State Aid allocation or charge the charter school any additional fee above the percentage provided for in the charter sponsorship contract, not to exceed three percent (3%) of the charter school's State Aid appropriation, unless the additional fees are for services rendered. Documentation for any additional fees above three percent (3%) charged to a charter school by its sponsor shall include the parties' written agreement, itemized records detailing the additional services provided, and the actual costs of providing the services. The State Department of Education (OSDE) shall post the income and expenditure data and the administrative services data on the Department's website in a form that is accessible to the public.

(B) **Charter schools.** No later than September 1 of each year, every charter school shall prepare a statement of actual income and expenditures for the fiscal year that ended on the preceding June 30 and transmit the income and expenditure data to the OSDE in accordance with the requirements of 70 O.S. § 5-135, 70 O.S. § 5-135.2, and Oklahoma Administrative Code 210:25-5-4. The OSDE shall post the income and expenditure data and the administrative services data on the Department's website in a form that is accessible to the public. In all financial operations and reporting,

each charter school shall be separate and distinct from every other charter school, including those charter schools sponsored by the same entity.

(2) Financial statement and estimate of needs. No later than October 1 of each year, every charter school shall prepare and submit the following to its sponsor and the State Department of Education:

- (A) A sworn financial statement showing the true fiscal condition of the charter school as of the close of the previous fiscal year ended June 30 that meets the requirements of 68 O.S. § 3002; and
- (B) A written itemized statement of estimated needs and probable income from all sources for the current fiscal year that meets the requirements of 68 O.S. § 3002.

(3) Amendments to charter school charter or sponsorship contract affecting state funding. Within thirty (30) calendar days of the date of execution of any amendment of a charter school's charter and/or contract for sponsorship, the charter school shall notify the State Department of Education in writing of any modifications to terms of the charter/contract that could affect or potentially affect calculation and/or distribution of state funding. Examples of modifications include, but shall not be limited to amendments to the following terms:

- (A) Requirements and procedures for program and financial audits;
- (B) Grade levels served by the charter school;
- (C) School day of early childhood and kindergarten programs (e.g., half-day or full-day);
- (D) Minimum or maximum numbers of pupils served;
- (E) Participation in state employee benefit programs (e.g., OTRS);
- and
- (F) Provisions specifying disposition of property acquired by the charter school upon expiration or termination of a contract for sponsorship.

(4) Required reports upon closure of a charter school. Upon expiration or termination of contract for charter school sponsorship, or upon failure of the charter school to continue operations, the charter school sponsor shall be responsible for ensuring that the State Department of Education is provided with a final audit that complies with the annual audit requirements of the Oklahoma Public School Audit Law and accompanying regulations, and an itemized statement detailing the disposition of all charter school real and personal property. All statements required pursuant to the provisions of this paragraph shall be provided to the State Department of Education no later than ninety (90) days from the date of termination or expiration of the contract for sponsorship or the last date classes are held by the charter school, whichever occurs first. Eligibility for Charter School Closure Fund reimbursement to a sponsor for costs incurred due to the closure of a charter school shall be governed by 70 O.S. § 3-134 and Oklahoma Administrative Code 210:40-87-10.

[Source: Added at 17 Ok Reg 315, eff 10-19-99 (emergency); Added at 17 Ok Reg 2922, eff 7-13-00; Amended at 19 Ok Reg 40, eff 9-12-01 (emergency); Amended at 19 Ok Reg 1004, eff 5-13-02; Amended at 24 Ok Reg 140, eff 10-8-06 (emergency); Amended at 24 Ok Reg 1230, eff 5-25-07; Amended at 31 Ok Reg 1235, eff 9-12-14; Amended at 38 Ok Reg 946, eff 8-26-21]

210:40-87-4. Penalty for noncompliance

Upon notice of noncompliance and verification by the charter school of a sponsor's failure to disburse state funding to the charter school as outlined in Oklahoma Administrative Code 210:40-87-3, the State Department of Education may make a recommendation to the State Board of Education to withhold future payments of funds until the sponsor disburses payments to the charter school in accordance with 70 O.S. § 3-142 and these administrative rules. In the event such a recommendation is made, the sponsor shall be notified in writing and given an opportunity to appear and provide information prior to any decision by the State Board of Education to invoke the penalty within this section.

[Source: Added at 17 Ok Reg 315, eff 10-19-99 (emergency); Added at 17 Ok Reg 2922, eff 7-13-00; Amended at 24 Ok Reg 140, eff 10-8-06 (emergency); Amended at 24 Ok Reg 1230, eff 5-25-07; Amended at 36 Ok Reg 840, eff 7-25-19]

210:40-87-5. Charter school application

(a) **Training.** Prior to submission of any additional applications to a proposed sponsor to establish a charter school, the prospective charter school applicant shall complete training as provided by the State Department of Education. The training shall include but not be limited to the following:

- (1) Process and requirements for establishing a charter school
- (2) Relevant Rules and Statutes pertaining to Charter Schools
- (3) Child Nutrition/Free and Reduced Lunch
- (4) Audits/State Aid/OCAS Reporting
- (5) School Personnel/Transportation
- (6) Curriculum/Gifted and Talented/Student Assessment
- (7) The WAVE Requirements
- (8) Open Meeting/Open Records/Ethics
- (9) Special Education

(b) **Establishment of a new charter school.** A new charter school will be considered established when a charter school application complies with 70 O.S. § 3-134 and is approved by the governing board of a sponsoring entity set forth in 70 O.S. § 3-132, or by the State Board of Education following a successful appeal under the procedure established pursuant to state law.

(c) **Processing the receipt of approved charter school applications.** All charter schools must file charter documents with the State Department of Education Office of Accreditation. The following documents must be filed:

- (1) A copy of the sponsor's board minutes approving the charter school application;
- (2) A copy of the completed charter school application;
- (3) A copy of the approved contract for the new charter school; and
- (4) A letter addressed to the Office of Accreditation that includes the following:
 - (A) A request for the school to be assigned a county code, district code, and site code;
 - (B) The physical and mailing addresses of the charter school;
 - (C) Contact information for the school administrator or a designee;
 - (D) Grades served; and
 - (E) The month and year the charter school will begin operation.

(d) **Application requirements.** An applicant seeking to establish a charter school shall submit a written application to the proposed sponsor. The application must include all statutorily required items listed in 70 O.S. § 3-134(B).

(e) **School district sponsors.** A school district may sponsor a charter school located within the geographic boundaries of the sponsoring district, subject to the virtual

education restrictions of 70 O.S. § 3-145.6. Pursuant to 70 O.S. § 3-132(A)(8), an applicant that has been denied a charter by the local school district in which it seeks to operate shall be eligible to appeal to the State Board of Education under the provisions of 210:40-87-8.

(f) **Other sponsors.** A non-school-district sponsor shall give priority to applicants that have demonstrated a record of operating at least one school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed charter school seeks to serve. In making this assessment, a sponsor must consider the statutory factors listed in 70 O.S. § 3-132(C).

(g) **Arbitration available if non-school-district sponsor denies application.** If a non-school-district sponsor rejects an application which has been revised and re-submitted pursuant to 70 O.S. § 3-134(E), the applicant may proceed to binding arbitration under the commercial rules of the American Arbitration Association. The costs of arbitration will be borne by the proposed sponsor. Arbitration is not available to applicants for charter schools proposed to be sponsored by school district boards of education, which may appeal to the State Board under the provisions of 210:40-87-8 if the proposed district sponsor rejects an application which has been revised pursuant to 70 O.S. § 3-134(E).

[Source: Added at 25 Ok Reg 1510, eff 4-11-08 (emergency); Added at 26 Ok Reg 1029, eff 5-11-09; Amended at 33 Ok Reg 733, eff 8-25-16]

210:40-87-6. Charter school insurance and surety bonding

(a) **Liability insurance.** Each charter school shall be required to furnish and maintain liability insurance coverage and fidelity bonding of the same terms, conditions, types and amounts required of public schools under Oklahoma law. The provisions of this subsection shall not be interpreted to preclude any charter school from obtaining liability insurance coverage or fidelity bonds in addition to or in excess of the requirements of this section.

(b) **Surety bonds.** Charter school officers and/or employees shall be required to furnish and maintain surety bonds with the same terms, conditions, penalty, types and amounts required of public school officers and/or employees under Oklahoma law.

(1) All surety bonds shall comply with the requirements set forth in 70 O.S. § 5-116a, provided that in the case of a charter school established in accordance with the provisions of the Oklahoma Charter Schools Act, the surety bond shall be made payable to the charter school.

(2) The provisions of this subsection shall not be interpreted to preclude any charter school officer and/or employee from furnishing and maintaining a surety bond in excess of the requirements of this section.

(3) Further, the provisions of this subsection shall not be interpreted to preclude a charter school sponsor from requiring a charter school officer and/or employee charged with custody of public funds from furnishing a surety bond as a prerequisite of employment unless otherwise prohibited by law.

[Source: Added at 30 Ok Reg 1616, eff 7-11-13; Amended at 36 Ok Reg 840, eff 7-25-19]

210:40-87-7. Charter school contracts

(a) **Contract requirement.** The sponsor of a charter school must enter into a written contract with the governing body of the charter school. The initial contract for sponsorship shall be for a period of five (5) years. The contract must meet all

statutory requirements listed in 70 O.S. § 3-135(A). A charter contract may provide for one or more schools by the same applicant, to the extent approved by the sponsor and consistent with applicable law. An applicant or the governing board of an applicant may hold one or more charter contracts. Each charter school that is part of a charter contract shall be separate and distinct from any other charter school under the same charter contract, and the sponsor shall evaluate each charter school's performance separately.

(b) **Written procedure for consideration, approval, and disapproval.** Sponsors shall establish a written procedure and criteria for accepting, approving, and disapproving charter school applications in accordance with 70 O.S. § 3-134(E). A copy of this procedure and criteria shall be made available on request to charter school applicants, potential applicants, and members of the public.

(c) **Performance provisions.** Each charter contract shall contain performance provisions based on a performance framework that sets forth the academic and operational performance indicators, measures, and metrics that will guide the sponsor's evaluations of the charter school. The sponsor shall not request any metric or data from a charter school that it does not produce or publish for all school sites in the district or under its sponsorship, unless the metric or data is unique to the charter school. To avoid duplication of administrative efforts, the sponsor shall require that data submitted under the performance provisions must be submitted by the charter school in the exact format required for submission of data to the Oklahoma State Department of Education (OSDE). Alternately, a sponsor may allow a charter school to provide permission to OSDE to share data required by the performance framework with the sponsor of the school. The performance framework must include measures that indicate, at a minimum:

- (1) Student academic proficiency;
- (2) Student academic growth;
- (3) Achievement gaps in both proficiency and growth among major student subgroups;
- (4) Student attendance;
- (5) Recurrent enrollment from year to year as determined by the methodology used for public schools in Oklahoma;
- (6) In the case of high schools, graduation rates as determined by the methodology used for public schools in Oklahoma;
- (7) In the case of high schools, postsecondary readiness;
- (8) Financial performance and sustainability; and
- (9) Governing board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

(d) **Copies of all modified contracts to be sent to State Department of Education.** A charter school must provide the OSDE Office of Accreditation with a copy of any modified contract within thirty (30) calendar days of execution. The requirement to send a copy of any modified charter contract to the OSDE Office of Accreditation applies to any change in terms, not only to changes that could potentially affect state funding.

(e) **Contracts for charter schools sponsored by the State Board of Education.** Contracts for sponsorship between the State Board of Education and the governing body of a charter school sponsored pursuant to a successful appeal authorized under 70 O.S. § 3-132(A)(9) shall include terms that meet all of the following requirements:

- (1) The contract shall incorporate the provisions of the charter of the school in accordance with the requirements of 70 O.S. § 3-135, and the charter

shall comply with the provisions of 70 O.S. § 3-136.

(2) The contract shall contain terms addressing all of the requirements set forth in 70 O.S. § 3-135.

(3) The contract shall contain terms setting forth measurable goals and objectives for student performance.

(4) The contract shall contain terms specifying standards for fiscal accounting and management that ensure the compliance of the charter school with all applicable provisions of state and federal statutes and regulations pertaining to requests for appropriations and recording and reporting receipt and expenditures of public funds, including, but not limited to:

(A) Terms providing that the charter school shall conduct annual financial audits in accordance with the requirements of the Oklahoma Public School Audit Law;

(B) Terms providing that the charter school shall comply with all State Department of Education deadlines necessary for budgeting, calculation of appropriations and/or disbursements of state aid and/or federal aid;

(C) Terms providing that the charter school shall comply with all deadlines for recording and reporting of state aid revenue and expenditures;

(D) Terms providing that the charter school shall comply with all requirements of the Oklahoma Cost Accounting System (OCAS);

(E) Terms providing that the charter school shall comply with all provisions of the School District Transparency Act at 70 O.S. § 5-135.4;

(F) Terms providing that the charter school will provide any and all records of the school including, but not limited to, financial records upon request by the sponsor;

(G) Terms providing that the charter school will provide any and all school records including, but not limited to, financial records from education service providers upon request by the sponsor;

(H) Terms providing that the school is subject to requests for audit by the State Auditor's office;

(I) Terms providing that the charter school shall adopt a viable conflict of interest policy and a code of ethics;

(J) Terms providing that the charter school submit at least three data-driven goals and measurement criteria, including one non-academic goal, and included in the Performance Framework.

(5) The policies and procedures governing administration and operation of the charter school shall be incorporated into the terms of the contract.

(6) The term of the initial contract shall be effective for five (5) years from the first day of operation in accordance with the provisions of 70 O.S. § 3-137.3

(7) The term of the contract shall designate at least one contact name and address of record of the governing body of the charter school to which all notices required by the terms of the contract and/or this Section shall be served, including the name, title, mailing address, email address, and phone number of all individual(s) authorized to receive service of notices required by this Section and pursuant to the terms of the contract.

(8) The contract shall contain any other terms necessary to ensure compliance with applicable provisions of state and/or federal law.

[Source: Added at 33 Ok Reg 733, eff 8-25-16; Amended at 37 Ok Reg 1217, eff 9-11-20]

210:40-87-8. Appeals for sponsorship to the State Board of Education

(a) **Circumstances permitting appeal.** When an applicant has been denied a charter by the local school district in which it seeks to operate following submission of a revised application, the applicant may apply to the State Board of Education for sponsorship, subject to the limitations on number of State Board sponsored charter schools under 70 O.S. § 3-132(A)(8).

(b) **Submission of an appeal to the State Board.** A charter school applicant that has been denied a charter by a school district and wishes to appeal to the State Board for sponsorship must submit a request in writing to the Executive Secretary of the Board within thirty (30) days of the denial. In considering whether the conditions for State Board sponsorship have been met, the Board will not conduct a de novo consideration of the application, but will review the record on appeal. The written request submitted by the applicant must therefore include, at a minimum:

- (1) The original charter application, the revised application submitted pursuant to 70 O.S. § 3-134(E), and all supporting documentation submitted by the applicant to the sponsor; and
- (2) The written record of the local board of education's decision.

(c) **Timeframe for hearing appeal.** The State Board of Education shall hear the appeal no later than sixty (60) calendar days from the date received by the Executive Secretary. Appeals may be considered at any regular or special meeting of the Board.

(d) **Determination of the number of new charter schools sponsored by the State Board.** The county code assigned to the school district by the Oklahoma State Department of Education (OSDE) Office of Accreditation shall be the basis for determining whether the district is located in a county with a population of fewer than five hundred thousand (500,000). The State Board is authorized to sponsor no more than five (5) charter schools per year in counties with a population of fewer than five hundred thousand (500,000), with no more than one (1) new charter school sponsored in a single school district per year. Requests for appeal that meet the requirements in subsection (b) shall be scheduled for hearing in the order in which they are received by the Executive Secretary of the State Board. There is no annual limitation on the number of charter schools the State Board is authorized to sponsor in counties with a population greater than five hundred thousand (500,000).

(e) **Conditions required for State Board sponsorship.** In order to authorize a charter school that has been denied a charter by the local district, the State Board must find evidence of the following:

- (1) A thorough and high-quality charter school application from the applicant, based on the authorizing standards in 70 O.S. § 3-134(B);
- (2) A clear demonstration of community support for the charter school; and
- (3) The grounds and basis of objection by the school district for denying the operation of the charter are not supported by the greater weight of evidence and the strength of the application.

[Source: Added at 33 Ok Reg 733, eff 8-25-16]

210:40-87-9. Applications for renewal of charter school contracts

(a) **General requirements.** All applications for renewal of a charter contract must meet the requirements of 70 O.S. § 3-137. Every charter contract renewed after

August 20, 2015, must incorporate the requirements of 70 O.S. § 3-135 as amended by Senate Bill 782 (2015), even if the original contract was entered prior to August 20, 2015. Prior to the beginning of the next-to-last year of operation of a charter school under its existing contract, the sponsor shall issue a charter school performance report and renewal application guidance to the school and the charter school board. Prior to the beginning of the last year of operation under its existing contract, the charter school may apply for renewal of the contract with the sponsor.

(b) Duration of renewed charter contract. A charter contract may be renewed for successive five (5) year terms of duration. The sponsor may also vary the renewal term to a period other than five (5) years based on the performance, demonstrated capacities, and particular circumstances of each charter school. If the sponsor determines that a duration other than five (5) years is appropriate for a renewal contract, the renewal contract shall state the reason(s) for the varied term.

(c) Renewal with conditions. A sponsor may grant renewal with specific conditions for necessary improvements to a charter school. If a sponsor grants a renewal under which specific conditions must be met, the conditions shall be explicitly stated in the renewal contract.

(d) Performance report requirements. A charter school shall have forty-five (45) calendar days to respond to the performance report and submit any corrections or clarifications to the sponsor. The charter school performance report issued by the sponsor prior to the next-to-last year of operation shall provide to the charter school:

- (1) A summary of the performance record of the charter school to date, based on the data required by the Oklahoma Charter Schools Act and the charter contract, and taking into consideration the percentage of at-risk students enrolled in the school; and
- (2) Notice of any weaknesses or concerns perceived by the sponsor that may jeopardize the charter school's position in seeking renewal if not timely rectified.

(e) Renewal application guidance requirements. The renewal application guidance issued by the sponsor to the charter school prior to the next-to-last year of operation shall include or explicitly refer to the criteria that will guide the renewal decisions of the sponsor, which shall be based on the performance framework set forth in the charter contract and consistent with the Oklahoma Charter Schools Act. The renewal application guidance shall, at a minimum, provide an opportunity for the charter school to:

- (1) Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;
- (2) Describe improvements undertaken or planned for the school; and
- (3) Detail the plan for the next charter term for the school.

(f) Guidelines for renewal decisions. A sponsor which does not intend to renew a charter contract must give written notice of its intent to deny a request for renewal at least eight (8) months prior to the expiration of the contract. In making renewal decisions, a sponsor shall:

- (1) Ground decisions on evidence of the school's performance over the term of the charter contract, evaluated in accordance with the performance framework set forth in the contract, and taking into consideration the school's percentage of at-risk students;
- (2) Grant renewal to schools that have achieved the standards and performance expectations set forth in the contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and all

applicable laws and administrative rules;

(3) Ensure that data used in making renewal decisions are available to the school and the public; and

(4) Provide a public report summarizing the evidence used as the basis for the decision.

(g) **Binding arbitration upon request of charter school denied renewal.** If a sponsor other than a school district has denied a charter school's request for renewal, the school may request that the governing board of the sponsor proceed to binding arbitration as provided for in 70 O.S. § 3-134(G). If a school district sponsor has denied a charter school's request for renewal, the school may appeal to the State Board of Education under the procedure set forth in 210:40-87-8.

[Source: Added at 33 Ok Reg 733, eff 8-25-16]

210:40-87-10. Charter School Closure Fund

(a) **Purpose.** This Section lays out contribution requirements, and sponsor reimbursement eligibility provisions, for the Charter School Closure Fund established pursuant to 70 O.S. § 3-142.

(b) **Contributions by charter schools.** As required under the Oklahoma Charter Schools Act, every school year each charter school shall pay to the Charter School Closure Fund five dollars (\$5) per student, based on Average Daily Membership (ADM) as defined by 70 O.S. § 18-107. This payment must be submitted within thirty (30) days of the end of the first nine (9) weeks of the applicable school year. If the Charter School Closure Fund has a balance of one million dollars (\$1,000,000) or more on July 1, no payments to the fund will be required for the upcoming school year.

(c) **Eligibility for reimbursement to a sponsor from the Charter School Closure Fund.** Prior to filing claims with the Office of Management and Enterprise Services (OMES) for reimbursement of costs incurred due to the closure of a charter school under its sponsorship, a charter school sponsor must document that it has fulfilled all duties of a sponsor under the Oklahoma Charter Schools Act and associated rules. Evidence of proper execution of the duties of charter school sponsorship shall be submitted to the State Department of Education (OSDE) for verification and must include all of the following:

(1) A copy of the charter school sponsor's procedure for accepting, approving, and disapproving charter school applications in accordance with 70 O.S. § 3-134(E).

(2) As required by 70 O.S. § 3-134(K), a copy of the charter school sponsor's policies and practices consistent with recognized principles and standards for quality charter authorizing, including:

(A) Organizational capacity and infrastructure;

(B) Soliciting and evaluating charter applications;

(C) Performance contracting;

(D) Ongoing charter school oversight and evaluation; and

(E) Charter renewal decision-making.

(3) Beginning with school year 2020-2021, financial records documenting any state funds retained by the sponsor for administrative services rendered to the charter school. If the state funds retained by the sponsor exceed three percent (3%) of the charter school's State Aid for any school year after 2020-2021, this documentation must include itemized records detailing what additional services were provided by the sponsor and the actual costs of providing the additional services to the charter school.

[Source: Added at 38 Ok Reg 946, eff 8-26-21]

SUBCHAPTER 89. ROBOTICS GRANT PROGRAM

210:40-89-1. Purpose

This rule prescribes procedures to be used in selecting schools to participate in the grant for Robotics programs for public schools at the high school level. Pursuant to the provisions of the state statute, grants to school districts are for the purpose of providing funds to establish remote-controlled robot projects.

[Source: Added at 25 Ok Reg 86, eff 9-4-07 (emergency); Added at 25 Ok Reg 867, eff 5-12-08]

210:40-89-2. Robotics Programs for Public Schools

(a) The State Department of Education shall select public schools based on the following criteria:

- (1) Schools shall be selected based on a competitive grant process.
- (2) There shall be representation from urban, suburban, and rural districts provided that such schools complete the grant application.
- (3) There shall be representation from each quadrant of the state provided that such schools complete the grant application.

(b) Each selected school shall:

- (1) Establish teams of students who will design and build a remote-controlled robot.
- (2) Utilize funds for registration fees and related expenses for remote-controlled robot competitions.
- (3) Utilize teachers and volunteers to provide assistance to the student teams.
- (4) Participate in Oklahoma regional and national robotics competitions.
- (5) Provide an end-of-project report on project implementation and utilization of funds to the State Department of Education.

[Source: Added at 25 Ok Reg 86, eff 9-4-07 (emergency); Added at 25 Ok Reg 867, eff 5-12-08]

SUBCHAPTER 91. COMPREHENSIVE STATEWIDE SCHOOL DISTRICT CHARACTER EDUCATION GRANTS

210:40-91-1. Purpose

This rule prescribes procedures for a competitive grant process to be used in selecting classroom(s), programs, sites within school districts, or entire school districts statewide to implement model comprehensive character programs.

[Source: Added at 25 Ok Reg 87, eff 9-4-07 (emergency); Added at 25 Ok Reg 868, eff 5-12-08]

210:40-91-2. Procedures for solicitation, determination of eligibility, and acceptance of applications for Districtwide Comprehensive Character Education Programs

(a) At such time that state funds are appropriated for the Character Education Grant program grants to be awarded by the State Board of Education and administered by the State Department of Education, a notification letter will be sent to each district superintendent announcing the availability of the grant application. Such notice will also be posted on the State Department of Education website at <www.sde.state.ok.us>.

(b) The notification will clearly state the name and telephone number of the contact person for the Character Education Grant at the State Department of Education who administers the program.

(c) Only one application per district per grant will be accepted. The signature of the district superintendent must appear on the application.

(d) School districts, sites within a district, programs and classrooms may be eligible as a pilot for the grant with the intent of replication throughout the district.

[Source: Added at 25 Ok Reg 87, eff 9-4-07 (emergency); Added at 25 Ok Reg 868, eff 5-12-08]

210:40-91-3. Procedures for evaluation and recommendation of eligible grant applications

(a) The State Department of Education shall identify and make grant awards to pilot sites based on the following criteria and the availability of funding:

(1) Programs, sites or classrooms within school districts, or entire school districts shall be selected as a comprehensive character education pilot based on a competitive grant process.

(2) The grant application shall be designed by the Oklahoma State Department of Education staff. Local Boards of Education shall submit the application to the SDE Grant Review and Selection Committee, Office of Innovation, Support, and Alternative Education.

(3) A Grant Review and Selection Committee will be chosen by the State Superintendent. The committee shall identify the grantees who meet the criteria for selection to establish innovative pilot character education programs and make a recommendation to the State Superintendent of Public Instruction and the State Board of Education for approval and funding. The number of grants to be awarded will be based on the total appropriated funds.

(b) Each school district applying for the Character Education grant shall:

(1) Describe the process that will enable the classroom, program, site within the district, or the entire district to become a "pilot."

(2) Describe the strategies or methods that will promote and maintain a character education model.

(3) Describe the materials, curricula and models to be used in the program.

(4) Describe the leadership roles and expectations of program participants in the school district, program, classroom, or site.

(5) Provide examples of communication and public relations efforts that will highlight the elements of character being promoted.

(6) Describe the methodology as well as the commitment to submitting the data necessary to support being named to the Character Education Honor Roll.

(7) Describe an objective procedure for documenting how the Character Education Grant program benefits the children served. Data and documentation will be collected, compiled and submitted to the State Department of Education.

(c) Districts, programs, sites or classrooms within a district that successfully implement a comprehensive character education program will be eligible for recognition by the Oklahoma State Board of Education for the "Character Education Honor Roll."

[Source: Added at 25 Ok Reg 87, eff 9-4-07 (emergency); Added at 25 Ok Reg 868, eff 5-12-08]

210:40-91-4. Procedures for awarding grants

After committee review and scoring of the eligible applications, the State Superintendent will provide a list of recommended eligible applicants to the State Board of Education for approval and possible funding.

[Source: Added at 25 Ok Reg 87, eff 9-4-07 (emergency); Added at 25 Ok Reg 868, eff 5-12-08]