

1 STATE OF OKLAHOMA

2 1st Session of the 59th Legislature (2023)

3 HOUSE BILL 2158

By: Lowe (Dick)

4
5
6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2021,
8 Section 11-103.6, as amended by Section 51, Chapter
9 228, O.S.L. 2022 (70 O.S. Supp. 2022, Section 11-
10 103.6), which relates to subject matter standards;
11 modifying graduation requirement to complete a
12 personal financial literacy course; specifying grade-
13 level eligibility to fulfill requirement; amending 70
14 O.S. 2021, Section 11-103.6h, which relates to
15 personal financial literacy education; modifying
16 areas of instruction; requiring certain students to
17 complete certain financial literacy course to
18 graduate; mandating instruction to be provided in
19 separate semester course; allowing districts to
20 integrate instruction in certain grades with other
21 courses; deleting provision for identification of
22 online curricula; providing resources to assist
23 schools; identifying resources for certain students;
24 updating statutory citation; modifying how Department
may use certain funds; modifying requirements for
students who transfer in-state after certain grade
level; removing authorization to use certain online
assessment in certain circumstances; permitting
districts to develop certain assessment; allowing
teachers with certain certifications to teach
personal financial literacy; amending 70 O.S. 2021,
Section 11-103.6h-1, which relates to the Personal
Financial Literacy Education Revolving Fund; updating
statutory references; providing an effective date;
and declaring an emergency.

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

1 SECTION 1. AMENDATORY 70 O.S. 2021, Section 11-103.6, as
2 amended by Section 51, Chapter 228, O.S.L. 2022 (70 O.S. Supp. 2022,
3 Section 11-103.6), is amended to read as follows:

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

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

14 3. All students shall gain literacy at the elementary and
15 secondary levels. Students shall develop skills in reading,
16 writing, speaking, computing and critical thinking. For purposes of
17 this section, critical thinking means a manner of analytical
18 thinking which is logical and uses linear factual analysis to reach
19 a conclusion. They shall learn about cultures and environments -
20 their own and those of others with whom they share the earth. All
21 students shall receive the instruction needed to lead healthy and
22 physically active lifestyles. Students, therefore, shall study
23 social studies, literature, languages, the arts, health, mathematics
24 and science. Such curricula shall provide for the teaching of a

1 hands-on career exploration program in cooperation with technology
2 center schools.

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

9 5. The subject matter standards shall be designed with rigor as
10 defined in paragraph 3 of subsection G of this section.

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

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

20 8. The subject matter standards for history, social studies and
21 United States Government shall include study of important historical
22 documents, including the United States Constitution, Declaration of
23 Independence, Emancipation Proclamation, Federalist Papers and other
24 documents with significant history and heritage of the United

1 States, and the content of the United States naturalization test,
2 with an emphasis on the specific content of the test and the ideas
3 and concepts it references. Beginning with the 2022-2023 school
4 year, the United States naturalization test shall be administered in
5 accordance with subsection F of this section.

6 9. The subject matter standards for United States Government
7 shall include an emphasis on civics, the structure and relationship
8 between the national, state, county and local governments and
9 simulations of the democratic process. For the purposes of this
10 section, "civics" means the study of the rights and duties of
11 Oklahoma and United States citizens and of how those governments
12 work.

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

1 activities in multiple environments that benefit the healthy
2 development of the whole person.

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

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

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

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

24

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

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

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

19 7. One-half (1/2) unit or set of competencies of personal
20 financial literacy, as provided in the Passport to Financial
21 Literacy Act, whether taught as an elective course or when taught
22 during instruction as provided in and subject to the standards of
23 subsection A of Section 11-103.6h of this title in coursework
24 offered by the school district or partnering technology center

1 school by a teacher certified in a relevant secondary subject area
2 and taken in the tenth, eleventh, or twelfth grade; and

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

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

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

22 1. Language Arts - Four units or sets of competencies, to
23 consist of one unit or set of competencies of grammar and
24

1 composition, and three units or sets of competencies which may
2 include, but are not limited to, the following courses:

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

9 2. Mathematics - Three units or sets of competencies to consist
10 of one unit or set of competencies of Algebra I or Algebra I taught
11 in a contextual methodology, and two units or sets of competencies
12 which may include, but are not limited to, the following courses:

- 13 a. Algebra II,
- 14 b. Geometry or Geometry taught in a contextual
15 methodology,
- 16 c. Trigonometry,
- 17 d. Math Analysis or Precalculus,
- 18 e. Calculus,
- 19 f. Statistics and/or Probability,
- 20 g. Computer Science or acceptance and successful
21 completion of one (1) year of a full-time, three-hour
22 career and technology program leading to an industry
23 credential/certificate or college credit. The State
24 Board of Career and Technology Education shall

1 promulgate rules to define the provisions of this
2 section related to the accepted industry-valued
3 credentials which are industry-endorsed or industry-
4 aligned. The list of accepted industry-valued
5 credentials shall be reviewed annually and updated at
6 least every three (3) years by the Board,

7 h. (1) contextual mathematics courses which enhance
8 technology preparation, or

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

14 (a) comprehensive high school, or

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

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

1 j. any other mathematics course with content and/or rigor
2 equal to or above Algebra I;

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

- 8 a. Chemistry I,
- 9 b. Physics,
- 10 c. Biology II,
- 11 d. Chemistry II,
- 12 e. Physical Science,
- 13 f. Earth Science,
- 14 g. Botany,
- 15 h. Zoology,
- 16 i. Physiology,
- 17 j. Astronomy,
- 18 k. Applied Biology/Chemistry,
- 19 l. Applied Physics,
- 20 m. Principles of Technology,
- 21 n. qualified agricultural education courses,
- 22 o. (1) contextual science courses which enhance
23 technology preparation, or
24

1 (2) a science, technology, engineering and math
2 (STEM) block course meeting the requirements for
3 course competencies listed in paragraph 3 of
4 subsection B of this section, whether taught at
5 a:

6 (a) comprehensive high school, or

7 (b) technology center school when taken in the
8 tenth, eleventh or twelfth grade, taught by
9 a certified teacher, and approved by the
10 State Board of Education and the independent
11 district board of education,

12 p. science courses taught at a technology center school
13 by a teacher certified in the secondary subject area
14 when taken in the tenth, eleventh or twelfth grade
15 upon approval of the State Board of Education and the
16 independent district board of education, or

17 q. other science courses with content and/or rigor equal
18 to or above Biology I;

19 4. Social Studies - Three units or sets of competencies, to
20 consist of one unit or set of competencies of United States History,
21 one-half (1/2) to one unit or set of competencies of United States
22 Government, one-half (1/2) unit or set of competencies of Oklahoma
23 History, and one-half (1/2) to one unit or set of competencies which
24 may include, but are not limited to, the following courses:

- a. World History,
- b. Geography,
- c. Economics,
- d. Anthropology, or
- e. other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History;

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

6. One-half (1/2) unit or set of competencies of personal financial literacy, as provided in the Passport to Financial Literacy Act, whether taught as an elective course or when taught during instruction as provided in and subject to the standards of subsection A of Section 11-103.6h of this title in coursework offered by the school district or partnering technology center school by a teacher certified in a relevant secondary subject area and taken in the tenth, eleventh, or twelfth grade; and

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

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

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

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

19 F. 1. In addition to the curriculum requirements of either
20 subsection B or D of this section, beginning with ninth graders in
21 the 2021-22 school year, in order to graduate from a public high
22 school accredited by the State Board of Education, students shall
23 pass the United States naturalization test pursuant to the
24 provisions of this subsection.

1 2. School districts shall offer the United States
2 naturalization test to students at least once per school year,
3 beginning as early as eighth grade at the discretion of the school
4 district; provided, any student may retake the exam upon request,
5 and as often as desired, until earning a passing score. For
6 purposes of this subsection, a passing score shall be 60 out of 100
7 questions.

8 3. School districts shall exempt students with disabilities
9 whose individualized education program (IEP), consistent with state
10 law, indicates that the student is to be assessed with alternate
11 achievement standards through the Oklahoma Alternate Assessment
12 Program (OAAP).

13 G. For purposes of this section:

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

17 2. "Qualified agricultural education courses" means courses
18 that have been determined by the State Board of Education to offer
19 the sets of competencies for one or more science content areas and
20 which correspond to academic science courses. Qualified
21 agricultural education courses shall include, but are not limited
22 to, Horticulture, Plant and Soil Science, Natural Resources and
23 Environmental Science, and Animal Science. The courses shall be
24 taught by teachers certified in agricultural education and comply

1 with all rules of the Oklahoma Department of Career and Technology
2 Education;

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

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

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

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

17 2. The State Board of Education shall allow as much flexibility
18 at the district level as is possible without diminishing the rigor
19 or undermining the intent of providing these courses. To accomplish
20 this purpose, the State Department of Education shall work with
21 school districts in reviewing and approving courses taught by
22 districts that are not specifically listed in subsections B and D of
23 this section. Options may include, but shall not be limited to,
24

1 courses taken by concurrent enrollment, advanced placement, or
2 correspondence, or courses bearing different titles.

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

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

20 5. If a student enrolls in a concurrent course, the school
21 district shall not be responsible for any costs incurred for that
22 course, unless the school district does not offer enough course
23 selection during the student's secondary grade years to allow the
24 student to receive the courses needed to meet the graduation

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

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

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

21 7. The three units or sets of competencies in mathematics
22 required in subsection B or D of this section shall be completed in
23 the ninth through twelfth grades. If a student completes any
24 required courses or sets of competencies in mathematics prior to

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

6 8. The one-half (1/2) unit or set of competencies in personal
7 financial literacy required in subsection B or D of this section
8 shall be completed in the tenth, eleventh, or twelfth grade to
9 fulfill the requirements for graduation.

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

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

19 J. 1. Academic and vocational-technical courses designed to
20 offer sets of competencies integrated or embedded within the courses
21 that provide for the teaching and learning of the appropriate skills
22 and knowledge in the subject matter standards, as adopted by the
23 State Board of Education, may, upon approval of the Board, in
24 consultation with the Oklahoma Department of Career and Technology

1 Education if the courses are offered at a technology center school
2 district, be counted for academic credit and toward meeting the
3 graduation requirements of this section.

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

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

19 4. Courses offered by a supplemental education organization
20 that is accredited by a national accrediting body and that are
21 taught by a certified teacher and provide for the teaching and
22 learning of the appropriate skills and knowledge in the subject
23 matter standards may, upon approval of the State Board of Education
24 and the school district board of education, be counted for academic

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

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

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

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

17 N. Students who enter the ninth grade in or prior to the 2007-
18 08 school year who are enrolled in an alternative education program
19 and meet the requirements of their plans leading to high school
20 graduation developed pursuant to Section 1210.568 of this title
21 shall be awarded a standard diploma.

22 O. Any student who completes the curriculum requirements of the
23 International Baccalaureate Diploma Program shall be awarded a
24 standard diploma.

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

6 Q. For purposes of this section, the courses approved for
7 college admission requirements shall be courses which are approved
8 by the Oklahoma State Regents for Higher Education for admission to
9 an institution within The Oklahoma State System of Higher Education.

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

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

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

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

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

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

- 1 ~~9.~~ 10. Understanding insurance;
- 2 ~~10.~~ 11. Identity fraud and theft;
- 3 ~~11.~~ 12. Charitable giving;
- 4 ~~12.~~ 13. Understanding the financial impact and consequences of
- 5 gambling;
- 6 ~~13.~~ 14. Earning an income; and
- 7 ~~14.~~ 15. Understanding state and federal income taxes.

8 B. ~~In~~ Beginning with students entering the ninth grade in the

9 2023-2024 school year, in order to graduate from a public high

10 school accredited by the State Board of Education with a standard

11 diploma, students shall fulfill the ~~requirements for~~ requirement by

12 ~~satisfactorily completing~~ a personal financial literacy ~~passport~~

13 ~~course or coursework containing the areas of instruction for~~

14 ~~personal financial literacy as provided in subsection A of this~~

15 ~~section during the tenth, eleventh, or twelfth grade. The~~

16 ~~requirements for a personal financial literacy passport shall be~~

17 ~~satisfactory completion in all areas of instruction in personal~~

18 ~~financial literacy as listed in subsection A of this section during~~

19 ~~grades seven through twelve or demonstration of satisfactory~~

20 ~~knowledge as provided for in subsection E of this section.~~

21 C. ~~School districts shall provide instruction in personal~~

22 ~~financial literacy to students during grades seven through twelve.~~

23 ~~School districts shall have the option of determining when each area~~

24

1 ~~of instruction listed in subsection A of this section shall be~~
2 ~~presented to students.~~

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

22 ~~E.~~ D. Students with the most significant cognitive disabilities
23 (MSCD) who have an Individualized Education Program (IEP) that
24 directs that the student is to be assessed with alternate

1 achievements standards through the Oklahoma Alternative Assessment
2 Program may demonstrate satisfactory knowledge in each area of
3 instruction listed in subsection A of this section upon a
4 determination, supported by documentation, by the school district
5 that the student has met the following criteria:

6 1. Receives substantive and substantial instruction in life-
7 skills curriculum; and

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

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

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

17 1. Develop guidelines and material designed to enable schools
18 to ~~infuse personal financial literacy within any course of study~~
19 ~~currently offered by the school district or offer personal financial~~
20 literacy as a separate course and shall develop guidelines and
21 material designed to enable schools flexibility to integrate
22 personal financial literacy within coursework as determined by the
23 school district. The guidelines shall outline the areas of
24

1 instruction to be taught based on the curriculum standards adopted
2 by the Board;

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

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

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

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

19 The Department may ~~further use a third-party organization to deliver~~
20 ~~professional development for teachers in the area of~~ work with these
21 organizations for the purposes of developing personal financial
22 literacy standards, curricula, and guidelines; providing materials
23 and resources; and development of professional teacher learning
24 programs.

1 ~~H. The Department may work with one or more not for profit~~
2 ~~organizations that have proven expertise in the development of~~
3 ~~standards and curriculum and delivery of teacher professional~~
4 ~~development in personal financial literacy for the purpose of~~
5 ~~developing and providing guidelines, materials, resources, including~~
6 ~~online curricula, and professional development.~~

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

1 ~~demonstrate satisfactory knowledge in one or more of the areas of~~
2 ~~personal financial literacy instruction~~ developed and provided by
3 the State Department of Education or the Department of Career and
4 Technology Education as approved by the Board. School districts may
5 develop personal financial literacy assessments for transfer
6 students as provided in this subsection.

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

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

18 ~~K. I.~~ I. ~~In order to deliver high quality consistent personal~~
19 ~~financial literacy instruction, school~~ School districts ~~shall to the~~
20 ~~extent possible~~ may assign the responsibility for teaching personal
21 financial literacy to ~~the same teacher or teachers~~ with secondary
22 education certifications closely related to agricultural education,
23 business and information technology, economics, family and consumer
24 sciences, history and social studies, marketing, or mathematics.

1 Upon request of a school district, the State Department of Education
2 may review a teacher's certification to determine qualifications
3 under this subsection. School districts may assign the
4 responsibility for teaching personal financial literacy to one
5 teacher or group of teachers with appropriate qualifications on a
6 continuing basis.

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

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

14 Section 11-103.6h-1 There is hereby created in the State
15 Treasury a revolving fund for the State Department of Education to
16 be designated the "Personal Financial Literacy Education Revolving
17 Fund". The fund shall be a continuing fund, not subject to fiscal
18 year limitations, and shall consist of all monies directed to be
19 deposited in the fund pursuant to Section ~~30~~ 3-211 of ~~this act~~ Title
20 14A of the Oklahoma Statutes and any other monies received by the
21 Department for such purpose from any other public or private source.
22 All monies accruing to the credit of the fund are hereby
23 appropriated and may be budgeted and expended by the Department for
24 the purposes set forth in Section 11-103.6h of ~~Title 70 of the~~

1 ~~Oklahoma Statutes~~ this title. Expenditures from the fund shall be
2 made upon warrants issued by the State Treasurer against claims
3 filed as prescribed by law with the Director of the Office of
4 Management and Enterprise Services for approval and payment.

5 SECTION 4. This act shall become effective July 1, 2023.

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

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