

An Act

ENROLLED HOUSE
BILL NO. 1521

By: Lowe (Dick) of the House

and

Pugh of the Senate

An Act relating to schools; amending 70 O.S. 2021, Section 11-103.6, as last amended by Section 1, Chapter 384, O.S.L. 2024 (70 O.S. Supp. 2024, Section 11-103.6), which relates to subject matter standards; adding certain unit of personal financial literacy to required curriculum units; requiring unit to be taken in certain grades; allowing certain Advanced Placement courses to fulfill certain requirements; requiring certain math courses to be above a certain rigor; removing language requiring completion of certain personal financial literacy passport; allowing issuance of an alternate diploma to certain students; prohibiting the termination of a Free and Appropriate Public Education for certain students; allowing an alternate diploma to count as a standard diploma under certain circumstances; prescribing curriculum units for an alternate diploma; allowing the State Board of Education to promulgate certain rules regarding aviation courses; repealing 70 O.S. 2021, Section 11-103.6, as last amended by Section 1, Chapter 264, O.S.L. 2024 (70 O.S. Supp. 2024, Section 11-103.6), which relates to subject matter standards; repealing 70 O.S. 2021, Section 11-103.6, as last amended by Section 166, Chapter 452, O.S.L. 2024 (70 O.S. Supp. 2024, Section 11-103.6), which relates to subject matter standards; providing an effective date; and declaring an emergency.

SUBJECT: Schools

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

SECTION 1. AMENDATORY 70 O.S. 2021, Section 11-103.6, as last amended by Section 1, Chapter 384, O.S.L. 2024 (70 O.S. Supp. 2024, Section 11-103.6), is amended to read as follows:

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

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

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

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

5. The subject matter standards shall be designed with rigor as defined in paragraph 6 of subsection F N of this section.

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

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

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

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

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

B. Subject to the provisions of subsection C or subsection D of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students enrolled in grades eight through twelve in the 2024-2025 school year 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 Grammar, Composition, Literature, or any English course approved for college admission requirements;

2. Three (3) units or sets of competencies of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

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

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

5. Two (2) units or sets of competencies of the same world or non-English language or two units of computer technology approved for college admission requirements, whether taught at a high school or a technology center school including computer programming, hardware, and business computer applications, such as word processing, databases, spreadsheets, and graphics, excluding keyboarding or typing courses;

6. One (1) additional unit or set of competencies selected from paragraphs 1 through 5 of this subsection or career and technology education courses, concurrently enrolled courses, advanced placement courses, or International Baccalaureate courses approved for college admission requirements; and

7. One (1) unit or set of competencies of fine arts, such as music, art, or drama, or one unit or set of competencies of speech.

C. In lieu of the requirements of subsection B or subsection D of this section which requires a college preparatory/work ready curriculum, a student enrolled in grades eight through twelve in the 2024-2025 school year may enroll in the core curriculum as provided in this subsection upon written approval of the parent or legal

guardian of the student. For students under the age of eighteen (18), school districts shall require a parent or legal guardian of the student to meet with a designee of the school prior to enrollment in the core curriculum. The State Department of Education shall develop and distribute to school districts a form suitable for this purpose, which shall include information on the benefits to students of completing the college preparatory/work ready curriculum as provided for in subsection B of this section.

In order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students enrolled in grades eight through twelve in the 2024-2025 school year shall complete the following core curriculum units or sets of competencies at the secondary level:

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

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

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

- a. Algebra II,
- b. Geometry or Geometry taught in a contextual methodology,
- c. Trigonometry,
- d. Math Analysis or Precalculus,

- e. Calculus,
 - f. Statistics and/or Probability,
 - g. Computer Science or acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit. The State Board of Career and Technology Education shall promulgate rules to define the provisions of this section related to the accepted industry-valued credentials which are industry-endorsed or industry-aligned. The list of accepted industry-valued credentials shall be reviewed annually and updated at least every three (3) years by the Board,
 - h.
 - (1) contextual mathematics courses which enhance technology preparation, or
 - (2) a science, technology, engineering, and math (STEM) block course meeting the requirements for course competencies listed in paragraph 2 of subsection B of this section, whether taught at a:
 - (a) comprehensive high school, or
 - (b) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,
 - i. mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the independent district board of education, or
 - j. any other mathematics course with content and/or rigor equal to or above Algebra I;
3. Science - ~~3~~ Three (3) units or sets of competencies to consist of ~~1~~ one (1) unit or set of competencies of Biology I or

Biology I taught in a contextual methodology, and \geq 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:

- a. Chemistry I,
- b. Physics,
- c. Biology II,
- d. Chemistry II,
- e. Physical Science,
- f. Earth Science,
- g. Botany,
- h. Zoology,
- i. Physiology,
- j. Astronomy,
- k. Applied Biology/Chemistry,
- l. Applied Physics,
- m. Principles of Technology,
- n. qualified agricultural education courses,
- o. (1) contextual science courses which enhance technology preparation, or
 - (2) a science, technology, engineering, and math (STEM) block course meeting the requirements for course competencies listed in paragraph 3 of subsection B of this section, whether taught at a:
 - (a) comprehensive high school, or

- (b) technology center school when taken in the tenth, eleventh, or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,
- p. science courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh, or twelfth grade upon approval of the State Board of Education and the independent district board of education, or
- q. other science courses with content and/or rigor equal to or above Biology I;

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

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

5. Arts - ~~4~~ One (1) unit or set of competencies which may include, but is not limited to, courses in Visual Arts and General Music; and

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

7. 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. The one-half (1/2) unit in personal financial literacy required under this paragraph may be fulfilled through an Advanced Placement (AP) course whose content substantially addresses the required concepts.

D. Beginning with the 2024-2025 school year, students whose parent or legal guardian approve modification of the existing graduation track as outlined in subsections B and C of this section, subject to school approval, may complete a minimum of twenty-three (23) curriculum units or sets of competencies at the secondary level as listed below; and students entering the eighth grade in the 2025-2026 school year, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete a minimum of the following twenty-three (23) curriculum units or sets of competencies at the secondary level:

1. Four (4) units or sets of competencies of English to include Grammar, Composition, Literature, or any English course including an Advanced Placement Seminar taught as an English course;

2. Four (4) units or sets of competencies of mathematics, two of which shall be Algebra I and either Algebra II or Geometry. The other two units shall be at or above the rigor of Algebra I and may include Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Statistics, Math of Finance, Computer Science, college courses approved for dual credit, an approved full-time postsecondary career and technology program, or locally approved math based application course, or any mathematics course with content and/or rigor above Algebra I;

3. Three (3) units or sets of competencies of laboratory science approved for college admission requirements including one unit or set of competencies of life science meeting the standards for Biology I; one (1) unit or set of competencies of physical science meeting the standards for Physical Science, Chemistry, or Physics; and one (1) unit or set of competencies from the domains of physical science, life science, or earth and space science, or

approved full-time postsecondary career and technology program or locally approved science-based application course, or any science course with content and/or rigor above Biology I or Physical Science;

4. Three (3) units or sets of competencies of history and citizenship skills including one unit of American History, 1/2 one-half (1/2) unit of Oklahoma History, 1/2 one-half (1/2) unit of United States Government, and one (1) unit from the subjects of History, Government, Geography, Economics, Civics, or non-Western culture;

5. Six (6) pathway units or sets of competencies approved at the discretion of the school district board of education which align with each student's Individual Career and Academic Plan (ICAP) and may include, but are not limited to, any additional units or sets of competencies as provided in paragraphs 1 through 4 of this subsection, world or non-English language, computer technology, Junior Reserve Officers' Training Corps (JROTC), internship or apprenticeship programs, career and technology education courses, concurrently enrolled courses, advanced placement courses, International Baccalaureate courses approved for college admission requirements, music, art, drama, speech, dance, media arts, or other approved courses; and

6. Three (3) units or sets of competencies of elective courses approved by the school district board of education; and

7. 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. The one-half (1/2) unit in personal financial literacy required under this paragraph may be fulfilled through an Advanced Placement (AP) course whose content substantially addresses the required concepts.

E. A school district shall determine the specific description of the locally approved math and science based application courses allowed pursuant to paragraphs 2 and 3 of subsection D of this section. Formal notification with the specific course description shall be provided to the State Department of Education prior to July

1 of each school year. The notification shall include what courses will be coded as locally approved math and science based application courses for the ensuing school year.

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

2. 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 curriculum requirements of this section.

3. A school district shall not be required to offer every course listed in subsections B, C, and D of this section but shall offer sufficient courses to allow a student to meet the graduation requirements during the secondary grade years of the student. A school district may issue an alternate diploma to a student who meets the definition of a student with the most significant cognitive disabilities and who participates in the Oklahoma Alternate Assessment Program (OAAP) beginning in the 2023-2024 school year. An alternate diploma shall be standards-based, aligned with requirements for a standard diploma, and obtained by the school year in which a student turns twenty-two (22) years of age.

G. An alternate diploma shall not terminate a Free and Appropriate Public Education (FAPE) for students with an Individualized Education Program (IEP) unless they reach the maximum age of FAPE. The IEP team shall determine subsequent courses and services for students who receive an alternate diploma.

H. Students participating in the OAAP shall not be precluded from attempting to meet the requirements of a standard diploma, and participation in the OAAP shall be assessed by alternate achievement standards that promote access to and progress in the general education curriculum, and shall not determine a student's educational setting under the Individuals with Disabilities Education Act (IDEA).

I. Students who meet the requirements for an alternate diploma may count as having received a standard diploma for purposes of calculating and reporting the adjusted cohort graduation rate (ACGR) .

J. A student may be awarded an alternate diploma upon completion of the following curriculum units or sets of competencies at the secondary level:

1. Language Arts - Four (4) units or sets of competencies based on alternate academic achievement standards to consist of reading literature, reading informational text, writing, speaking and listening, and language in the following courses:

- a. English 1 Alternate,
- b. English 2 Alternate,
- c. English 3 Alternate, and
- d. English 4 Alternate;

2. Mathematics - Four (4) units or sets of competencies based on alternate academic achievement standards to consist of quantities or measurement, algebra, functions or statistics, probability, and geometry in the following courses:

- a. Math Alternate 1,
- b. Math Alternate 2,
- c. Math Alternate 3, and
- d. Math Alternate 4;

3. Science - Three (3) units or sets of competencies based on alternate academic achievement standards to consist of life science, physical science, and earth science in the following courses:

- a. Life Science Alternate,
- b. Physical Science Alternate, and
- c. Earth Science Alternate;

4. Social Studies - Three (3) units or sets of competencies based on alternate academic achievement standards to consist of United States History, United States Government, Oklahoma History, Geography, and Social Studies in the following courses:

- a. Social Studies Alternate 1,
- b. Social Studies Alternate 2, and
- c. Social Studies Alternate 3;

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

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

7. Career Readiness - At least two (2) units of Career Readiness, including Career Readiness I, Career Readiness II, Career Readiness III, or Career Readiness IV. Each Career Readiness course may be substituted for Careers/Exploration, Internship I, or Internship II; and

8. Life Skills - At least two (2) units of Life Skills, such as Life Skills I, Life Skills II, Life Skills III, or Life Skills IV. Each Life Skills course may be substituted for the Life Skills or Family and Consumer Science course.

K. Courses in the core curriculum may be used as a substitute for corresponding courses required by the alternate diploma. Other courses may be substituted as determined by the State Board of Education.

L. 1. In addition to the curriculum requirements of either subsection B, C, or D of this section, in order to graduate from a public high school accredited by the State Board of Education, students shall complete any additional course requirements or recommended elective courses as may be established by the State Board of Education and the district school board. School districts

shall strongly encourage students to complete two (2) units or sets of competencies of world languages and two (2) units or sets of competencies of physical and health education.

2. 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 curriculum requirements of this section.

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

M. The State Board of Education may develop rules to determine if courses on aviation are eligible for nonelective academic credit toward meeting the graduation requirements set forth in subsections B and D of this section.

E. N. For purposes of 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. "Locally approved" means approved by the local school district board of education;

3. "Math based application course" means a course that teaches math content within a real-world application;

4. "Pathway unit" means a course taken by a high school student that is aligned with the student's current Individualized Career and Academic Plan (ICAP);

5. "Qualified agricultural education courses" means courses that have been determined by the State Board of Education to offer the sets of competencies for one or more science content areas and which correspond to academic science courses. Qualified agricultural education courses shall include, but are not limited to, horticulture, plant and soil science, natural resources and environmental science, and animal science. The courses shall be taught by teachers certified in agricultural education and comply with all rules of the Oklahoma Department of Career and Technology Education;

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

7. "Science-based application course" means a course that teaches science content within a real-world application;

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

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

H. O. 1. The State Board of Education, State Board of Career and Technology Education, and State Regents for Higher Education shall adopt a joint plan and electronically submit it to the Speaker of the Oklahoma House of Representatives and the President Pro Tempore of the Oklahoma State Senate by January 1, 2025, to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements specified in subsection D of this section.

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

3. Technology center school districts may offer programs designed in cooperation with institutions of higher education. Students in the tenth grade may be allowed to attend these programs for up to one-half (1/2) of a school day and credit for the units or sets of competencies required in paragraphs 2, 3, and 6 of subsection B or C and paragraphs 2 and 3 of subsection D of this section shall be given if the courses are taught by a teacher certified in the secondary subject area; provided, credit for units or sets of competencies pursuant to subsection B of this section shall be approved for college admission requirements.

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

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

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

6. The units or sets of competencies in mathematics required in subsection B, C, or D of this section may be completed at any time during the eighth through twelfth grades. If a student completes any required courses or sets of competencies in mathematics prior to eighth grade, the student may take any other mathematics courses or sets of competencies to fulfill the requirement to complete the units or sets of competencies in grades eight through twelve after the student has satisfied the requirements of subsection B, C, or D of this section.

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

I. P. As a condition of receiving accreditation from the State Board of Education, all students in grades nine through twelve shall 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.

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

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

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

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

K. R. The State Board of Education shall provide an option for high school graduation based upon attainment of the desired levels of competencies as required in tests pursuant to the provisions of

Section 1210.508 of this title. Such option shall be in lieu of the amount of course credits earned.

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

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

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

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

P. W. For purposes of this section, the courses approved for college admission requirements shall be 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.

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

SECTION 2. REPEALER 70 O.S. 2021, Section 11-103.6, as last amended by Section 1, Chapter 264, O.S.L. 2024 (70 O.S. Supp. 2024, Section 11-103.6), is hereby repealed.

SECTION 3. REPEALER 70 O.S. 2021, Section 11-103.6, as last amended by Section 166, Chapter 452, O.S.L. 2024 (70 O.S. Supp. 2024, Section 11-103.6), is hereby repealed.

SECTION 4. This act shall become effective July 1, 2025.

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

Passed the House of Representatives the 21st day of May, 2025.

Presiding Officer of the House
of Representatives

Passed the Senate the 7th day of May, 2025.

Presiding Officer of the Senate

OFFICE OF THE GOVERNOR

Received by the Office of the Governor this _____
day of _____, 20_____, at _____ o'clock _____. M.
By: _____

Approved by the Governor of the State of Oklahoma this _____
day of _____, 20_____, at _____ o'clock _____. M.

Governor of the State of Oklahoma

OFFICE OF THE SECRETARY OF STATE

Received by the Office of the Secretary of State this _____
day of _____, 20_____, at _____ o'clock _____. M.
By: _____