

# Minutes of the Regular Meeting of the State Board of Education

December 18, 2025



**STATE BOARD OF EDUCATION OKLAHOMA STATE DEPT. OF  
EDUCATION OLIVER HODGE BUILDING  
2500 NORTH LINCOLN BOULEVARD  
STATE BOARD ROOM, SUITE 1-20  
OKLAHOMA CITY, OKLAHOMA**

**Meeting Minutes  
Thursday, December 18, 2025**

The State Board of Education met in a regular meeting session on or about 1:00 p.m., Thursday, December 18, 2025, in the Board Room of the Oliver Hodge Education Building at 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. The final agenda was posted at 9:29 a.m. on Wednesday, December 17, 2025.

The following were present:

Ms. Jacki Phelps, General Counsel to the Oklahoma State Department of Education Mr. Ryan Leonard, General Counsel to the Oklahoma State Board of Education  
Dr. Jennifer Hembree, Executive Secretary

Members of the State Board of Education present:

State Superintendent, Lindel Fields, Chairman of the Board Mr.  
Mike Tinney, Norman  
Mr. Chris Van Denhende, Tulsa  
Ms. Becky Carson, Edmond Mr.  
Wes Nofire, Park Hill  
Mr. Brian Bobek, Oklahoma City Mr.  
Ryan Deatherage, Kingfisher

Others in attendance are shown as an attachment.

**1. CALL TO ORDER, ROLL CALL:**

State Superintendent Lindel Fields called the State Board of Education regular meeting to order on or about 1:00 p.m. Executive Secretary Jennifer Hembree called the roll and ascertained there was a quorum.

**2. PLEDGE OF ALLEGIANCE, OKLAHOMA FLAG SALUTE, MOMENT OF SILENCE:**

Superintendent Fields welcomed everyone to the meeting and led Board Members and all present in the Pledge of Allegiance to the American Flag, a salute to the Oklahoma Flag, and a moment of silence.

**3. BOARD – ADMINISTRATIVE:**

State Board of Education—Administrative (Action) Discussion and possible action on the minutes of the November 20, 2025, Regular Meeting of the State Board of Education.

Board Member Ryan Deatherage moved to approve the November 20, 2025, board meeting minutes. Board Member Carson, seconded the motion. **The motion was approved** with all members voting in favor, none opposed, and no abstentions. **APPROVED.**

**4. SUPERINTENDENT REMARKS: (No Action)**

**5. DEPARTMENT—ADMINISTRATIVE:**

State Department of Education—Administrative (No Action) Departmental Updates from the Deputy Superintendents: Dr. Romel Muex-Pullen, Deputy Superintendent of Instruction and Ms. Kristen Stephens, Deputy Superintendent of Operations.

**6. Emergency (Provisional) Teacher Certification**

**Discussion and possible action on requests for exceptions to the State Board of Education teacher certification regulations to permit emergency (provisional) certificates. 70 O.S. § 6-187(G):**

Board Member Deatherage moved to approve the request. Board Member Van Denhende seconded the motion. **The motion was approved** with all members voting in favor, none opposed, and no abstentions. **APPROVED.**

**7. Oklahoma Cost Accounting System (OCAS) Penalty Waivers**

**Discussion and possible action on requests for OCAS penalty waivers pursuant to 70 O.S. § 5-135.2(B) and OAC 210:25-5-4:**

Board Member Bobek moved to disapprove the request. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, no; Superintendent Fields, yes. **DISAPPROVED.**

**8. Discussion and possible action to convene into Executive Session pursuant to 25 O.S. §§ 307(b)(4), (7), and (8) for the purpose of discussing possible action on the following issues:**

Board Member Bobek moved to transition into Executive Session. Board Member Van Denhende seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

**9. Vote to Acknowledge Return to Open Session**

Board Member Deatherage moved to return from Executive Session. Board Member Carson seconded the motion. **The motion was approved** with all members voting in favor, none opposed, and no abstentions. **APPROVED.**

**10. Applications to Revoke Teacher Certificates and Certificate Numbers Applications for emergency orders pursuant to OAC 210:1-5-6(d)(1) summarily suspending the teaching certificates and certificate numbers and setting the matters before a hearing officer of:**

Board Member Nofire moved to issue emergency suspension of teaching certificates of the persons named in Agenda Item 9, and to set the matters for a hearing before an Administrative Law Judge. Board Member Deatherage seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

**11. Motion to Dismiss**

**Respondent requests dismissal of the Application to Revoke and requests reinstatement of her teaching credentials:**

Board Member Bobek moved to deny the respondent request for dismissal of the Application to Revoke and the request for reinstatement of the teaching credentials of the persons named in Agenda Item 11 and to have the matter proceed to a revocation hearing. Board Member Deatherage seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

**12. Findings of Fact and Conclusions of Law**

**Motion to accept the Findings of Fact and Conclusions of Law issued by the Administrative Law Judge based on evidence and testimony presented at revocation hearing:**

Board member Bobek moved to dismiss the Application to Revoke certificates for persons named in Agenda Item 12 under the condition of one year probation with the details of the one year probation to be determined. Board member Carson seconded the motion. **The motion carried** with the following votes: Mr. Deatherage, yes; Mr. Van Denhende, yes; Mr. Nofire, yes; Mr. Bobek, yes; Ms. Carson, yes; Mr. Tinney, yes; Superintendent Fields, yes. **APPROVED.**

**13. New Business (Any business not known about which could not have been reasonably foreseen prior to the time of posting of the Agenda pursuant to Title 25 O.S. § 311.)**

**14. ADJOURNMENT:**

Board member Bobek moved to adjourn the meeting. Board member Deatherage seconded the motion. **The motion was approved** with all members voting in favor, none opposed, and no abstentions. **APPROVED.**

The next regular meeting of the State Board of Education will be held on Thursday, January 22, 2026, at 9:30a.m. The meeting will convene at the State Department of Education-State Board Room, 2500 North Lincoln Blvd., Oklahoma City, Oklahoma.

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Lindel Fields, Chairperson of the Board

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Jennifer Hembree, Executive Secretary



OKLAHOMA STATE  
DEPARTMENT *of* EDUCATION

**MEMORANDUM**

**TO:** The Honorable Members of the State Board of Education

**FROM:** Lindel Fields, State Superintendent of Public Instruction

**DATE:** January 22, 2026

**SUBJECT:** Proposed Oklahoma Academic Standards for Health Education and Physical Education for Consideration of Approval.

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The State Department of Education is requesting approval of the proposed Oklahoma Academic Standards for Health Education and Physical Education.

“The subject matter standards shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle. After review, the State Board shall adopt any revisions in such subject matter standards deemed necessary to achieve further improvements in the quality of education of the students of this state.” 70 O.S. § 11-103.6a

Health Education and Physical Education are a part of the upcoming textbook adoption cycle, and the Oklahoma State Department of Education recognizes the opportunity for the expectations to be clearly communicated for students in grades Pre-K-12. The standards specify what students should know and be able to do as learners in health and physical education at the end of each grade band, level, or course. These standards and expectations identified therein are critical to the knowledge and skills our students will be expected to have mastered as they enter college and career. The Health Education and Physical Education standards were last updated in 2023.

# Oklahoma Academic Standards Review and Revision Process 2025-26

January 22, 2026



# Standards & Learning



**Sharon Morgan,  
Program Director,  
Standards & Learning**



**Shana Classen, Project  
Manager, Health &  
Physical Education**

# Revision of Oklahoma Academic Standards

“The subject matter standards shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle. After review, the State Board shall adopt any revisions in such subject matter standards deemed necessary to achieve further improvements in the quality of education for the standards of this state.”

~ 70 O.S. § 11-103.6a

# Revision Process

## Executive Committee

**Support OSDE Directors in guiding the revision process**

## Writing Committee

**Review/revise standards, respond to feedback from Draft Committee and Public Comment**

## Draft Committee

**Review early drafts of the standards revised by the Writing Committee and provide feedback**

# Revision Process

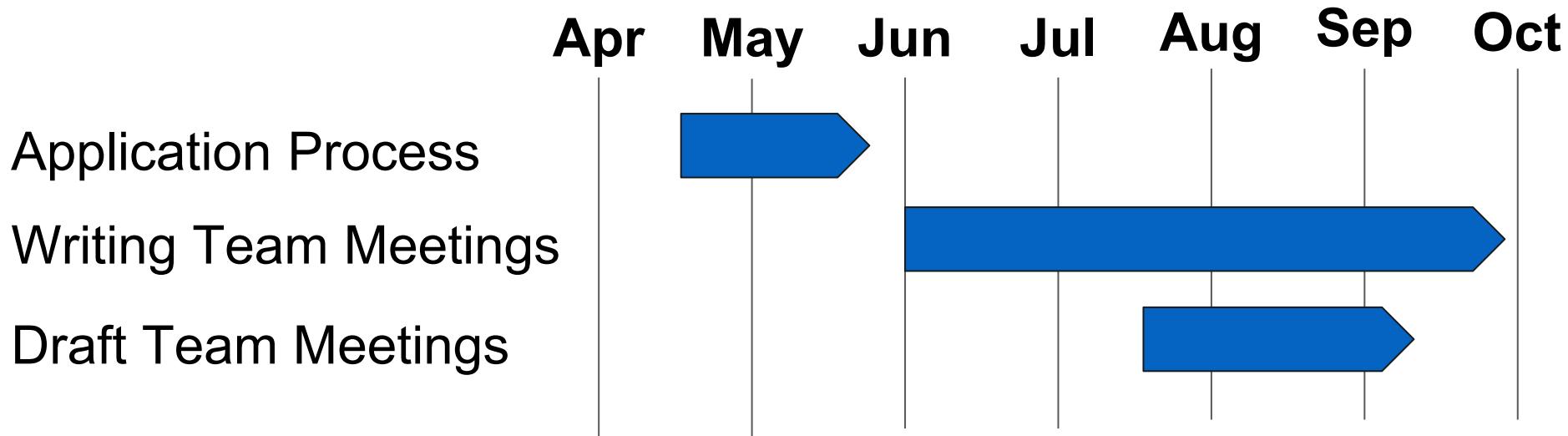
## Focus Groups

**Support OSDE Directors in guiding the revision process**

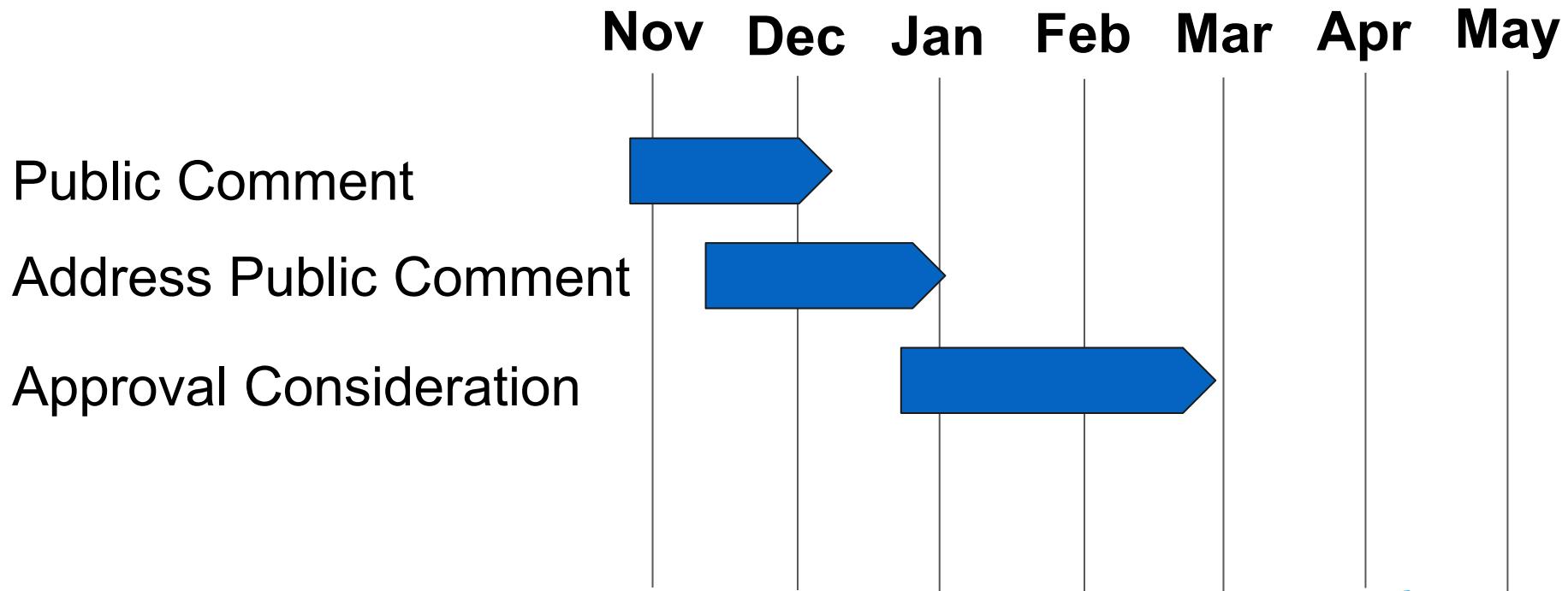
## Public Comment

**Review/revise standards, respond to feedback from Draft Committee and Public Comment**

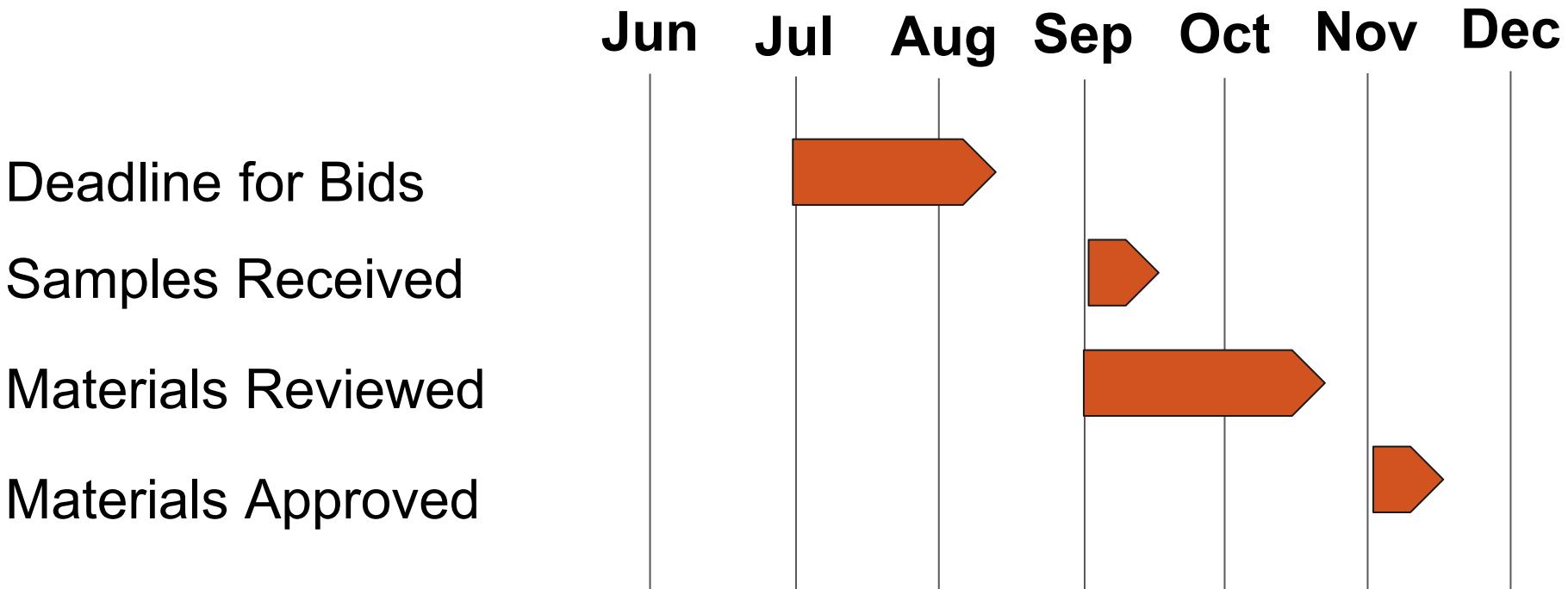
# Standards Review and Revision Timeline



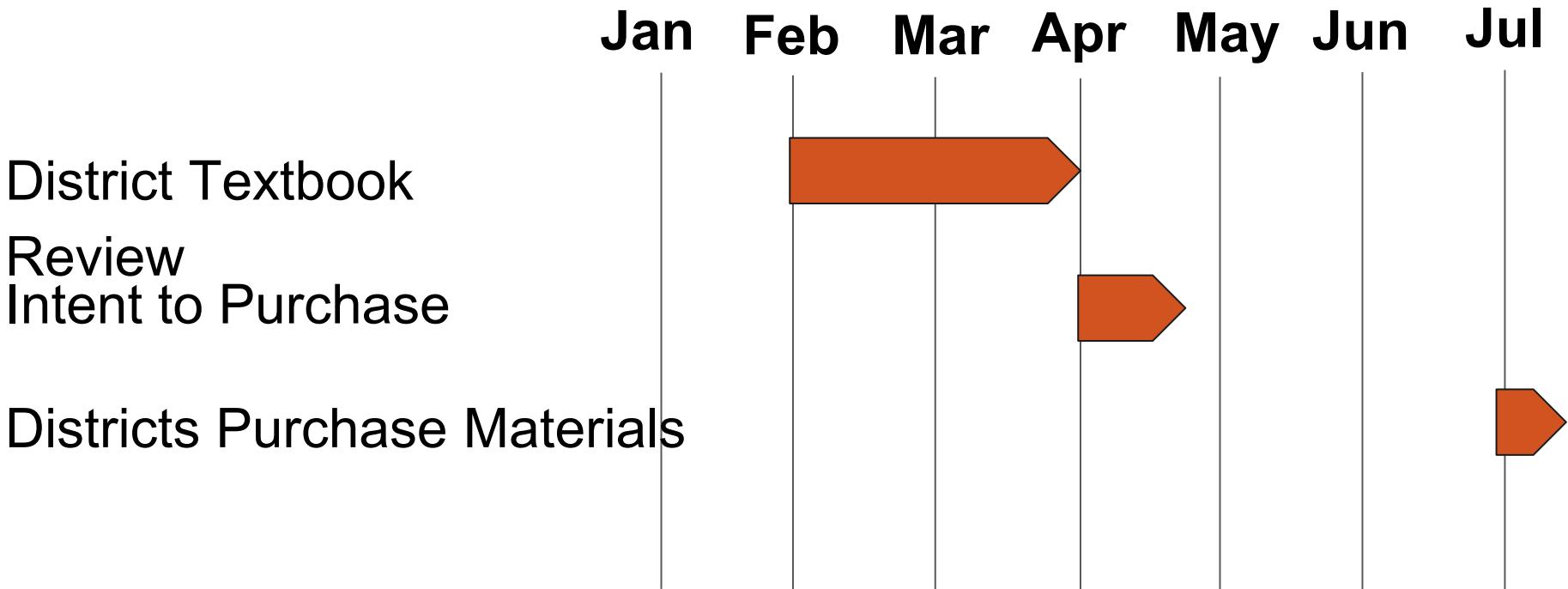
# Standards Review and Revision Timeline



# Textbook Adoption Cycle



# Textbook Adoption Cycle



# Oklahoma Academic Standards for Health and Physical Education



# Executive Committee

- ❑ **Jennifer Weber**, Oklahoma State Department of Education
- ❑ **Rachael Hernandez**, Oklahoma State Department of Education
- ❑ **Gayle Black**, Oklahoma State Department of Health
- ❑ **Aaron Rios**, Yukon Public Schools
- ❑ **Whitney Tucker**, Morris Public Schools
- ❑ **Dr. Lauren Loucks**, University of Central Oklahoma
- ❑ **Sarah Ehrlich**, Stillwater Public Schools
- ❑ **Brendan Hackett**, St. John Nepomuk

# Committee Compositions

## Writing Committee

- ❑ 17 members
- ❑ 9 school districts
- ❑ 3 higher education institutions
- ❑ 3 community organization/ agency

## Draft Committee

- ❑ 10 members
- ❑ 6 school districts
- ❑ 1 higher education institution
- ❑ 3 community organization/ agency

# Legislative Requirements

Beginning with the 2022-2023 school year, the State Board of Education shall require that all schools, as part of any health education curriculum, **include instruction in mental health**, with an emphasis on the **interrelation of physical and mental well-being**.

In consultation with the Department of Mental Health and Substance Abuse Services, the Board shall revise the Oklahoma Academic Standards for Health and Physical Education to **include a focus on mental health**.

~ 70 O.S. § 11-103.9b



# Legislative Requirements Continued

By the 2023-2024 school year, the subject matter standards for health and physical education shall 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.

~ 70 O.S. § 11-103.6

# Shifts: Physical Education Standards

- 1 Moved from grade level to grade band objectives for elementary physical education and from grade level to level 1 and level 2 objectives in middle school.
- 2 Emphasized the components of physical literacy: motor competence, challenge, personal relevance, social interaction, and enjoyment.
- 3 Ensured objectives were clear, concise, and horizontally aligned.

# Shifts: Health Education Standards

- 1 Ensured objectives were clear and concise. Several health skill objectives were combined.
- 2 Ensured objectives were age- and developmentally-appropriate in a horizontal and vertical progression.

# Emphasis on Physical Literacy

2023

## Physical Education

### PreK-K: S5.E4 Social Interaction

Demonstrates socially acceptable conflict resolution skills.

2025

## Physical Education

### PK-5th grade: Social Interaction

PLE.PK-5.2 Demonstrate and reflect on positive social behaviors in physical activity, including conflict resolution, cooperation, encouragement, teamwork, and communication.

# Combined Health Skill Objectives

2023

## Health Education

### 6th-8th grade: Decision-Making

5.DM.8.1 Examine circumstances that help or hinder healthy decision making.

2025

## Health Education

### 6th-8th grade: Decision-Making

5.DM.8.1 Explain circumstances that help or hinder healthy decision making and determine when a decision can be made individually or collaboratively.

# Questions?





# **The Review and Revision Process:**

## **Oklahoma Academic Standards for Health Education**

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- 1. Oklahoma Academic Standards for Health Education**
- 2. Letters of Support**
- 3. Side by Side Document**



## **Oklahoma Academic Standards for Health Education**

### **PreK-12<sup>th</sup> grade**



Oklahoma Academic Standards

# HEALTH EDUCATION





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### Introduction

The overarching goal of PreK-12 health education in Oklahoma is to ensure that school-aged youth become health literate 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 skills, 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.

### Defining Standards, Curriculum, and Instruction

It is important to note that standards are neither curriculum, instructional practices or strategies; standards serve as a foundation for curriculum. See below for the distinction between standards, curriculum, and instruction:

- **Standards:** The concepts, content, and skills students should master by the end of a specific grade.
- **Curriculum:** The materials and resources used for teaching the standards.
- **Instruction:** The practices teachers use to deliver academic content to students. Teachers should utilize a variety of instructional techniques and strategies to ensure students master academic standards.

The 2026 Oklahoma Academic Standards for Health Education are the result of the contributions of educators and experts in health and health education from across the state of Oklahoma. This document reflects a balanced synthesis of the work of all members of the Oklahoma Academic Standards for Health Education Writing Committee and feedback from educators, external reviews, and numerous education stakeholders.



### The 8 Standards of the Oklahoma Academic Standards for Health Education

The Oklahoma Academic Standards for Health Education are divided into eight standards. An overview of each standard, along with the abbreviations used in the coding of the standards, are provided below.

#### **Standard 1: Essential Knowledge**

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors. This standard focuses on both health promotion and risk reduction.

#### **Standard 2: Analyze Influences (AN)**

Analyzing influences allows students to learn about different environmental elements that affect their health. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth.

#### **Standard 3: Access Information (AC)**

Access to valid health information, products, and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources.

#### **Standard 4: Interpersonal Communication (IC)**

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

#### **Standard 5: Decision Making (DM)**

Decision-making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps needed to make healthy decisions. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

#### **Standard 6: Goal Setting (GS)**

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to reach long-term health goals.

#### **Standard 7: Self-Management (SM)**

Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

#### **Standard 8: Advocacy (AD)**

Advocacy skills help students promote healthy behaviors. This standard helps students to advocate for their own health and the health of others.



### The Six Strands for Essential Health Knowledge (Standard 1)

Standard 1, Essential Health Knowledge, includes the following strands and represents the health education concepts all students should know in order to lead a healthy lifestyle. The learning objectives associated with the Six Strands for Essential Health Knowledge (Standard 1) are intended to be taught in conjunction with the health skills in Standards 2-8 and not in isolation. For example, objective 1.NU.2.1 *Explain what foods are in a healthy breakfast* from the Nutrition strand could be taught with Standard 2, *Goal Setting*. A brief rationale for the Six Essential Strands of Health Knowledge are provided below.

#### **Nutrition (NU)**

Nutrition education plays an important role in preventing chronic diseases and supporting good health. The specific knowledge included in the nutrition strand was developed to help students in grades PreK-12 adopt and maintain healthy eating patterns. Research has proven that students who are properly nourished have higher rates of academic achievement.

#### **Physical Activity (PA)**

Regular physical activity can help students improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions. Teaching the importance of physical activity provides students the knowledge and skills necessary to establish healthy practices that contribute to overall wellness.

#### **Mental Health and Wellness (MH)**

Students who can effectively express their feelings, thoughts, and emotions are better able to cope with stress, develop and maintain healthy relationships, and practice empathy. The number of students reporting poor mental health is increasing. Building strong bonds and connecting to students can help protect their mental health and provide a foundation for achieving life-long wellness.

#### **Substance Use and Abuse Prevention (SU)**

Increased stress can lead to alcohol and substance use, so it is essential that students are educated on how substances can affect the body and mind. Learning the negative consequences of substance use and abuse can deter students from using substances as coping mechanisms. Effective substance use and abuse prevention education will equip students with the knowledge and skills to avoid abusing substances.

#### **Healthy Relationships (HR)**

Creating and maintaining healthy relationships is an important skill for students and can be a strategy for coping with and managing trauma. Teaching skills to develop healthy relationships will enable students to manage feelings and communicate in a healthy way. These skills will be beneficial throughout students' educational experience when interacting with peers and will transfer into adulthood to create a more engaged and more productive society.

#### **Injury Prevention and Personal Health (IP)**

Unintentional injuries are the leading cause of death for school-aged youth. Educating students on how to take the necessary safety precautions to eliminate or reduce the risk of injury or death is imperative. This strand also allows students to explore the importance of practicing personal healthy behaviors.



## Reading the Oklahoma Academic Standards for Health Education

Comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Standard 1	Grades 3-5	Grade Band
Strand/Skill	1.NU.2.1	1.NU.5.1	1.NU.8.1	1.NU.12.1
	Explain what foods are in a healthy breakfast.	Describe the benefits of eating a healthy breakfast every day.	Analyze the importance of eating a healthy breakfast every day.	Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.
Objective Code Standard.Strand/Skill. Highest grade in grade band. Objective number	1.NU.2.2	1.NU.5.2	1.NU.8.2	1.NU.12.2
	Identify a variety of healthy foods and snacks in the 5 food groups.	Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein, and whole grains).	Examine why the daily recommended amount of food differs for each food group.	Analyze the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.
1.NU.2.3	1.NU.5.3	1.NU.8.3	1.NU.12.3	
	Identify the benefits of drinking water and limiting sugary beverages.	Compare nutritious and non-nutritious beverages.	Differentiate between nutritious and non-nutritious beverages.	Analyze the benefits of limiting the consumption of non-nutritious beverages.

## Standard 1

Comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Nutrition (NU)	<b>1.NU.2.1</b> Explain what foods are in a healthy breakfast.	<b>1.NU.5.1</b> Describe the benefits of eating a healthy breakfast every day.	<b>1.NU.8.1</b> Analyze the importance of eating a healthy breakfast every day.	<b>1.NU.12.1</b> Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.
	<b>1.NU.2.2</b> Identify a variety of healthy foods and snacks in the five food groups.	<b>1.NU.5.2</b> Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein, and whole grains).	<b>1.NU.8.2</b> Examine why the daily recommended amount of food differs for each food group.	<b>1.NU.12.2</b> Analyze the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.
	<b>1.NU.2.3</b> Identify the benefits of drinking water and limiting sugary beverages.	<b>1.NU.5.3</b> Compare nutritious and non-nutritious beverages.	<b>1.NU.8.3</b> Differentiate between nutritious and non-nutritious beverages.	<b>1.NU.12.3</b> Analyze the benefits of limiting the consumption of non-nutritious beverages.

## Standard 1 continued

Comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Physical Activity (PA)	<b>1.PA.2.1</b> Identify the recommended amount of physical activity for children.	<b>1.PA.5.1</b> Identify different types of physical activities.	<b>1.PA.8.1</b> Explain how physical activity can be incorporated into daily life without special exercise equipment.	<b>1.PA.12.1</b> Determine how a person can incorporate physical activity into daily life without relying on a structured exercise plan.
	<b>1.PA.2.2</b> Describe a variety of ways to be physically active.	<b>1.PA.5.2</b> Describe the importance of choosing a variety of ways to be physically active.	<b>1.PA.8.2</b> Describe ways to increase daily physical activity and decrease inactivity.	<b>1.PA.12.2</b> Analyze ways to increase physical activity and decrease inactivity.
	<b>1.PA.2.3</b> Describe the benefits of being physically active.	<b>1.PA.5.3</b> Identify short-term 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).	<b>1.PA.8.3</b> Explain the short-term 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).	<b>1.PA.12.3</b> Evaluate the short-term 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).

## Standard 1 continued

Comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Mental Health and Wellness (MH)	<b>1.MH.2.1</b> Identify healthy ways to express and cope with needs, wants, feelings, and/or difficult experiences.	<b>1.MH.5.1</b> Describe healthy ways to express and cope with needs, wants, feelings, and/or difficult experiences.	<b>1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, experiences, and/or trauma.	<b>1.MH.12.1</b> Explain how feelings, emotions, experiences, and trauma can positively and negatively influence behavior.
	<b>1.MH.2.2</b> Recognize the relationship between feelings and behavior.	<b>1.MH.5.2</b> Identify and explain characteristics of a mentally and emotionally healthy person.	<b>1.MH.8.2</b> Explain how physical, mental, and emotional health are connected and how they influence social interactions with others (e.g., families, peers, adults).	<b>1.MH.12.2</b> Analyze how physical, mental, and emotional health are connected and how they influence social interactions with others (e.g., families, peers, adults).
	<b>1.MH.2.3</b> Explain the importance of respecting the boundaries of self and others (e.g., self-awareness).	<b>1.MH.5.3</b> Identify feelings of worry, sadness, and hopelessness and determine when and how to seek help with coping skills.	<b>1.MH.8.3</b> Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine healthy coping skills.	<b>1.MH.12.3</b> Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice healthy coping skills.

## Standard 1 continued

Comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Substance Use and Abuse (SU)	<b>1.SU.2.1</b> Identify safe and unsafe use of medicines and prescriptions.	<b>1.SU.5.1</b> Describe potential risks associated with inappropriate use of medicines, prescriptions, alcohol, and drugs.	<b>1.SU.8.1</b> Differentiate between proper use, misuse, and abuse of medicines and prescriptions.	<b>1.SU.12.1</b> Describe how alcohol, illicit drugs, controlled substances, and prescription drug misuse can affect physical health, and school and/or job performance (e.g., attendance, job loss).
	<b>1.SU.2.2</b> Identify school rules and the use of medicines and prescriptions.	<b>1.SU.5.2</b> Identify school rules about alcohol use.	<b>1.SU.8.2</b> Explain school policies and community laws about alcohol and other drug use.	<b>1.SU.12.2</b> Compare and contrast family and school rules and community laws about alcohol and other drug-use.
	<b>1.SU.2.3</b> Identify a variety of tobacco products (e.g., cigarettes, cigars, electronic cigarettes [e-cigarettes], vaping products, hookah, heated tobacco products, smokeless tobacco) that have negative health effects.	<b>1.SU.5.3</b> Identify short-term and long-term negative physical effects of using tobacco products (e.g., cigarettes, cigars, electronic cigarettes [e-cigarettes], vaping products, hookah, heated tobacco products, smokeless tobacco).	<b>1.SU.8.3</b> Summarize the dangers of experimenting with alcohol (e.g., beer, wine, spirits) and tobacco products (e.g., vapor products, e-cigarettes, nicotine-only products, cigarettes, smokeless tobacco).	<b>1.SU.12.3</b> Summarize long-term health benefits of abstaining from or discontinuing tobacco use (e.g., cigarettes, cigars, e-cigarettes, vaping products, hookah, heated tobacco products, smokeless tobacco).

## Standard 1 continued

Comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Healthy Relationships (HR)	<b>1.HR.2.1</b> Identify a trusted adult (e.g., parent, guardian, health professional) and describe characteristics of a trusted adult.	<b>1.HR.5.1</b> Describe examples of what and when to report to a trusted adult (e.g., parent, guardian, health professional).	<b>1.HR.8.1</b> Summarize the benefits of talking with trusted adults (e.g., parent, guardian, health professional) about feelings.	<b>1.HR.12.1</b> Summarize the importance of talking with trusted adults (e.g., parent, guardian, health professional) about issues related to growth and development, relationships, and related services.
	<b>1.HR.2.2</b> Identify the characteristics of healthy family and peer relationships.	<b>1.HR.5.2</b> Describe the benefits of healthy family and peer relationships.	<b>1.HR.8.2</b> Summarize how the characteristics of healthy relationships influence health behaviors.	<b>1.HR.12.2</b> Analyze how the characteristics of healthy relationships influence health behaviors.
	<b>1.HR.2.3</b> Distinguish between wanted and unwanted touch (e.g., high-five, handshake, hug).	<b>1.HR.5.3</b> Explain why everyone has the right to consent to being touched (e.g., high-five, handshake, hug).	<b>1.HR.8.3</b> Explain why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).	<b>1.HR.12.3</b> Summarize why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).

## Standard 1 continued

Comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Injury Prevention and Personal Health (IP)	<b>1.IP.2.1</b> Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth).	<b>1.IP.5.1</b> Describe the benefits of personal health care practices (e.g., brush and floss teeth, wash hair, regularly bathe, sleep adequately, wear sunscreen).	<b>1.IP.8.1</b> Summarize the benefits of good hygiene practices and adequate sleep for promoting health and maintaining positive social relationships.	<b>1.IP.12.1</b> Analyze the personal physical, emotional, mental, social, and cognitive health and vocational performance benefits of personal hygiene, rest, and sleep.
	<b>1.IP.2.2</b> Identify situations that can lead to risk of injuries at home, school, and in the community (e.g., pedestrian, motor/recreational vehicles, playground, fire, firearms, bike, all bodies of water).	<b>1.IP.5.2</b> Explain safe and responsible behaviors that prevent injuries at home, school, and in the community (e.g., pedestrian, motor/recreational vehicles, playground, fire, firearms, bike, all bodies of water).	<b>1.IP.8.2</b> Demonstrate safe and responsible behaviors to prevent injuries at home, school, and in the community (e.g., motor/recreational vehicles, sport, weather, firearms, chemicals, all bodies of water).	<b>1.IP.12.2</b> Practice safe and responsible behaviors to prevent injuries at home, school, and in the community (e.g., motor/recreational vehicles, sport, weather, firearms, chemicals, all bodies of water).
	<b>1.IP.2.3</b> Identify people who can help when someone is injured or suddenly ill.	<b>1.IP.5.3</b> 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).	<b>1.IP.8.3</b> Describe first response procedures needed to treat injuries and assess other emergencies.	<b>1.IP.12.3</b> Explain the accepted procedures for basic emergency care and lifesaving skills.

## Standard 2

Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Analyze Influences (AN)</b>	<b>2.AN.2.1</b> Identify how family influences personal health practices and behaviors.	<b>2.AN.5.1</b> Describe how family influences personal health practices and behaviors.	<b>2.AN.8.1</b> Examine how family influences the health of adolescents.	<b>2.AN.12.1</b> Analyze how family influences the health of individuals.
	<b>2.AN.2.2</b> Identify how school culture can support personal health practices and behaviors.	<b>2.AN.5.2</b> Identify the influence of school and family culture on health practices and behaviors.	<b>2.AN.8.2</b> Explain the influence of culture on health beliefs, practices, and behaviors.	<b>2.AN.12.2</b> Analyze how culture supports and challenges health beliefs, practices, and behaviors.
	<b>2.AN.2.3</b> Identify peers who can influence healthy and unhealthy behaviors.	<b>2.AN.5.3</b> Examine how peers can influence healthy and unhealthy behaviors.	<b>2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.	<b>2.AN.12.3</b> Analyze how peers and norms influence healthy and unhealthy practices and behaviors.
	<b>2.AN.2.4</b> Identify how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	<b>2.AN.5.4</b> Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	<b>2.AN.8.4</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	<b>2.AN.12.4</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.

## Standard 2 continued

Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Analyze Influences (AN)</b>	<i>Emerging in grade band 3-5.</i>	<b>2.AN.5.5</b> 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.).	<b>2.AN.8.5</b> Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco-free environment, healthy food access, safe bike routes, walking school buses, etc.).	<b>2.AN.12.5</b> Analyze how the school and community can impact personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).
	<i>Emerging in grade band 6-8.</i>	<i>Emerging in grade band 6-8.</i>	<b>2.AN.8.6</b> Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	<b>2.AN.12.6</b> Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
	<i>Emerging in grade band 6-8.</i>	<i>Emerging in grade band 6-8.</i>	<b>2.AN.8.7</b> Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.	<b>2.AN.12.7</b> Analyze how laws, rules, and regulations influence health promotion and disease prevention.

### Standard 3

Demonstrate the ability to access valid information, products and services to enhance health.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Access Information (AC)</b>	<b>3.AC.2.1</b> Identify trusted adults and professionals who can help promote health information and services.	<b>3.AC.5.1</b> Identify characteristics of valid health information, products, and services based on self-identified need (e.g., reliable, appropriate, accurate, trustworthy).	<b>3.AC.8.1</b> Examine the validity of health information, products, and services.	<b>3.AC.12.1</b> Analyze and investigate the validity of health information, products, and services.
	<b>3.AC.2.2</b> Locate school and community health helpers.	<b>3.AC.5.2</b> Locate resources from home, school, and the community that provide valid health information.	<b>3.AC.8.2</b> Access valid health information from home, school, community, and trustworthy online resources.	<b>3.AC.12.2</b> Utilize medically accurate resources from home, school, and community that provide valid health information.
	<i>Emerging in grade band 6-8.</i>	<i>Emerging in grade band 6-8.</i>	<b>3.AC.8.3</b> Analyze the accessibility of products that enhance health.	<b>3.AC.12.3</b> Analyze the accessibility of products and services that enhance health.
	<i>Emerging in grade band 6-8.</i>	<i>Emerging in grade band 6-8.</i>	<b>3.AC.8.4</b> Describe situations that may require professional health services.	<b>3.AC.12.4</b> Determine when professional health services may be required.
	<i>Emerging in grade band 6-8.</i>	<i>Emerging in grade band 6-8.</i>	<b>3.AC.8.5</b> Locate valid and reliable health products and services.	<b>3.AC.12.5</b> Access medically accurate health products and services.

## Standard 4

Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Interpersonal Communication (IC)	<b>4.IC.2.1</b> Identify healthy ways to express and communicate needs, wants, and feelings.	<b>4.IC.5.1</b> Demonstrate effective verbal and nonverbal communication skills.	<b>4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	<b>4.IC.12.1</b> Practice effective communication skills to enhance health.
	<b>4.IC.2.2</b> Identify personal space and boundaries of self and others to reduce health risks.	<b>4.IC.5.2</b> Demonstrate effective peer resistance skills to avoid or reduce health risks.	<b>4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.	<b>4.IC.12.2</b> Practice effective refusal, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
	<b>4.IC.2.3</b> Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).	<b>4.IC.5.3</b> Demonstrate healthy ways to manage or resolve conflict.	<b>4.IC.8.3</b> Explain healthy ways to prevent, manage, and resolve conflict.	<b>4.IC.12.3</b> Analyze and demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
	<b>4.IC.2.4</b> Identify ways to tell a trusted adult when help is needed.	<b>4.IC.5.4</b> Explain how and when to effectively ask for help to improve personal health.	<b>4.IC.8.4</b> Demonstrate how to effectively ask for assistance to improve personal health.	<b>4.IC.12.4</b> Exhibit how to ask for assistance to enhance the health of self and others.
	<i>Emerging in grade band 3-5.</i>	<b>4.IC.5.5</b> Identify how to effectively communicate support for others.	<b>4.IC.8.5</b> Demonstrate how to effectively communicate support for others.	<b>4.IC.12.5</b> Practice how to effectively offer assistance to improve the health of others.

## Standard 5

Demonstrate the ability to use decision-making skills to enhance health.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Decision-Making (DM)</b>	<b>5.DM.2.1</b> Identify situations that require a health-related decision (e.g., managing conflict, anger, nutrition, or hygiene) and describe if help is needed or not needed to make a healthy choice.	<b>5.DM.5.1</b> Explain situations that require a health-related decision (e.g., managing conflict, emotions, nutrition, hygiene, or safety) and determine when help is needed or not needed to make a healthy choice.	<b>5.DM.8.1</b> Explain circumstances that help or hinder healthy decision making and determine when a decision can be made individually and collaboratively.	<b>5.DM.12.1</b> Evaluate barriers, prepare steps to avoid obstacles, and analyze the value of applying thoughtful decision making skills to a health-related decision, both individually and collaboratively.
	<b>5.DM.2.2</b> Identify how family, peers, culture, technology, and/or media influence a health-related decision.	<b>5.DM.5.2</b> Explain how family, culture, peers, technology, and/or media influence a health-related decision.	<b>5.DM.8.2</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.	<b>5.DM.12.2</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a health and wellness-related decision.
	<i>Emerging in grade band 3-5</i>	<b>5.DM.5.3</b> Identify healthy options and their potential outcomes when making a health-related decision.	<b>5.DM.8.3</b> Explore the potential short-term impact and differentiate between healthy and unhealthy outcomes of a health-related decision.	<b>5.DM.12.3</b> Explore options to health-related issues or problems and predict the potential short and long-term outcomes.
	<i>Emerging in grade band 3-5</i>	<b>5.DM.5.4</b> Choose a healthy option and explain the outcomes and benefits of that health-related choice.	<b>5.DM.8.4</b> Identify a healthy alternative and examine the outcome when making a health-related decision.	<b>5.DM.12.4</b> Utilize evidence to defend the healthy choice when making a health-related decision and analyze the effectiveness of the outcome.

## Standard 6

Demonstrate the ability to use goal setting skills to enhance health.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Goal Setting (GS)</b>	<b>6.GS.2.1</b> Identify a short-term personal health goal and who can help when assistance is needed to achieve a personal health goal.	<b>6.GS.5.1</b> Set a personal health goal and track progress toward achieving that personal health goal.	<b>6.GS.8.1</b> Assess personal health practices and set a realistic health goal.	<b>6.GS.12.1</b> Assess personal health practices and behaviors and develop a plan to attain a personal health goal.
	<b>6.GS.2.2</b> Describe what steps to take in order to achieve a personal health goal.	<b>6.GS.5.2</b> Identify potential barriers and resources that can help achieve a personal health goal.	<b>6.GS.8.2</b> Apply and examine strategies and skills used to overcome barriers to achieve a personal health goal.	<b>6.GS.12.2</b> Formulate an effective long-term plan that includes implementing strategies (e.g. self-monitoring and assessing barriers) to achieve a personal health goal.

## Standard 7

Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Self-Management (SM)</b>	<b>7.SM.2.1</b> Identify practices that prevent or reduce health risks.	<b>7.SM.5.1</b> Describe practices and behaviors that reduce or prevent health risks.	<b>7.SM.8.1</b> Demonstrate practices and behaviors that avoid or minimize health risks to self and others.	<b>7.SM.12.1</b> Evaluate practices and behaviors that avoid or minimize health risks to self and others.
	<b>7.SM.2.2</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.	<b>7.SM.5.2</b> Apply a variety of healthy practices and behaviors to maintain or improve personal health.	<b>7.SM.8.2</b> Apply healthy practices and behaviors to improve the health of oneself and others.	<b>7.SM.12.2</b> Analyze healthy practices and behaviors to improve the health of oneself and others.
	<i>Emerging in grade band 3-5</i>	<b>7.SM.5.3</b> Identify and practice healthy behaviors.	<b>7.SM.8.3</b> Explain the importance of being responsible for personal health behaviors.	<b>7.SM.12.3</b> Analyze the role of individual responsibility in enhancing health.

## Standard 8

Demonstrate the ability to advocate for personal, family and community health.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Advocacy (AD)</b>	<b>8.AD.2.1</b> Identify ways to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).	<b>8.AD.5.1</b> Demonstrate different ways to express opinions and give accurate information about health issues.	<b>8.AD.8.1</b> State a health-enhancing position on a topic and support it with accurate information.	<b>8.AD.12.1</b> Utilize current research and guidelines to formulate an accurate health-enhancing message.
	<b>8.AD.2.2</b> Identify strategies to encourage peers to make positive health choices.	<b>8.AD.5.2</b> Demonstrate strategies to encourage others to make positive health choices.	<b>8.AD.8.2</b> Demonstrate how to influence and support others to make positive health choices.	<b>8.AD.12.2</b> Demonstrate how to influence and support others to make positive health choices.
	<i>Emerging in grade band 6-8</i>	<i>Emerging in grade band 6-8</i>	<b>8.AD.8.3</b> Identify ways that health messages and communication techniques can be adapted for different audiences.	<b>8.AD.12.3</b> Work cooperatively as an advocate for improving personal, family, and community health.



## Letters of Support

# CIMARRON PUBLIC SCHOOLS (I-092)

Tim Wright

*H.S. Principal*

Randy Henderson

*Dean of Students/Athletic Dir.*

*Transportation Dir.*

Joyce Jewell

*Student Information*

**Dr. Jill Henderson, Supt.**

**P.O. Box 8 / 320 Main Street**

**Lahoma, Ok 73754**

**Phone: 580-796-2204**

**Fax: 580-796-2350**

Jeanne Minton

*Elem. Principal*

Ginger Merrill

*Payroll/Benefits*

*Encumbrance Clerk*

Rita Johnson

*Minutes Clerk*

*Child Nutrition*

12/5/2025

To Whom It May Concern,

I am pleased to offer my support for the newly revised *Oklahoma Academic Standards for Health Education (PreK–12)*. It is encouraging to see these standards aligned with the National Health Education and Physical Education Standards while also addressing health topics relevant to Oklahoma students. The new standards will equip Oklahoma students with the knowledge and skills they need to lead healthy, active lives.

According to the Society of Health and Physical Educators (SHAPE America), the goal of quality health education is to develop *health-literate individuals*—students who possess the knowledge, skills, and confidence to enjoy a lifetime of wellness and physical activity.

To achieve this vision, it is critical that Oklahoma adopt health education standards that promote health literacy while encouraging lifelong engagement in physical activity. The *Oklahoma Academic Standards for Health Education*, last revised in 2021, provide the foundation needed to move our state forward in developing healthy, capable students who are prepared for success in school and in life.

The newly revised standards are essential to the future health and productivity of Oklahoma's next generation. Thank you for your time and consideration. Please don't hesitate to contact me with any questions.

Sincerely,

Dr. Jill Henderson

Superintendent

Cimarron Public Schools

Lahoma, Oklahoma



Led  
by



11/5/2025

To Whom It May Concern,

Healthy Schools Oklahoma (HSOK) has extensive experience working directly with schools across the state, partnering with Oklahoma elementary schools since 1997 to promote healthier learning environments and lifestyles for students. Through nearly three decades of collaboration, we have seen firsthand the critical need for updated health education standards that reflect current knowledge and best practices. We are proud to support this effort and remain committed to helping schools provide students with the tools they need to make informed, lifelong health choices.

I am pleased to offer my support for the newly revised *Oklahoma Academic Standards for Health Education (PreK–12)*. These standards are aligned with national benchmarks while addressing health topics specific to Oklahoma. I appreciate that the committees' ensured that the standards are research-based and focus on the health behaviors most relevant to students.

According to SHAPE America, quality health education develops *health-literate individuals* who have the knowledge, skills, and confidence to enjoy a lifetime of wellness and physical activity. The revised standards provide the foundation necessary to promote health literacy, physical literacy, and lifelong engagement in physical activity for all Oklahoma students.

The adoption of these standards is essential to the health and future success of Oklahoma's students. Thank you for your consideration.

Sincerely,

Lindsy Lemons, MPH  
Director  
Healthy Schools Oklahoma  
Bethany, OK



**To Whom It May Concern,**

On behalf of the Oklahoma Association for Health, Physical Education, Recreation and Dance (OAHPERD), we are writing to express our unequivocal support for the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). As an organization dedicated to advancing professional practice and promoting the well-being of all Oklahomans, we recognize the critical role that comprehensive health and physical education play in the development of the whole child.

High-quality health and physical education are essential components of a well-rounded education. OAHPERD believes that every student in Oklahoma deserves a path to become physically literate individuals who possesses the knowledge, skills, and confidence to engage in healthful physical activity throughout life. These individuals understand the benefits of movement, maintain personal fitness, and value physical activity as fundamental to their overall physical, mental, and social well-being. The revised standards reflect this vision by ensuring that every Oklahoma student, regardless of background or life experience, receives developmentally appropriate, evidence-based instruction that fosters lifelong health and success.

The updated Health Education Standards further strengthen this commitment by addressing the realities faced by today's youth. These standards provide clear, age-appropriate guidance for building health literacy, supporting mental and emotional well-being, and equipping students with the decision-making skills necessary to navigate an increasingly complex world. Together, the revised health and physical education standards create a unified framework that promotes resilience, safety, and long-term well-being for all students.

OAHPERD firmly believes high-quality health and physical education instruction is an investment in Oklahoma's future. The skills cultivated through these programs contribute not only to healthier individuals but also to stronger schools, families, and communities. We commend the Oklahoma State Department of Education and all contributors to this revision process for their dedication to evidence-based practice and their commitment to supporting student growth in every dimension.

We are proud to endorse these revised standards and the vision they represent for a healthier, more successful generation of Oklahoma students. Thank you for your leadership and your continued commitment to student health, achievement, and lifelong wellness.

**Sincerely,**

A handwritten signature in black ink, appearing to read "Lauren E. Loucks".

*Lauren Loucks, Executive Director  
Oklahoma Association for Health, Physical Education, Recreation and Dance (OAHPERD)*



**EXTENSION**

Oklahoma County OSU Extension Service  
2500 N.E. 63rd Street  
Oklahoma City, OK 73111  
(405) 713-1125 |

December 2, 2025

To Whom It May Concern,

I am pleased to offer my support for the newly revised *Oklahoma Academic Standards for Health Education (PreK–12)*. These standards are aligned with national benchmarks while addressing health topics specific to Oklahoma. I appreciate that the committees' ensured that the standards are research-based and focus on the health behaviors most relevant to students.

According to **SHAPE America**, quality health education develops *health-literate individuals* who have the knowledge, skills, and confidence to enjoy a lifetime of wellness and physical activity. The revised standards provide the foundation necessary to promote health literacy, physical literacy, and lifelong engagement in physical activity for all Oklahoma students.

The adoption of these standards is essential to the health and future success of Oklahoma's students. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "LaDonna Hines".

LaDonna Hines, MS, RD, LD  
Oklahoma County OSU Extension Director  
Oklahoma State University  
Oklahoma City, OK



DEPARTMENT OF  
**NUTRITIONAL SCIENCES**

Deana Hildebrand, Ph.D., R.D.  
Professor & Associate Department Head  
Department of Nutritional Sciences  
College of Education and Human Sciences  
Community Health State Lead  
Oklahoma Cooperative Extension Service  
Oklahoma State University  
315 Nancy Randolph Davis  
Stillwater, OK 74078

Oklahoma State Board of Education Members,

As the Community Health State Lead for Oklahoma Cooperative Extension Services and Professor in the Department of Nutritional Sciences at Oklahoma State University, I strongly support efforts to ensure that Oklahoma's youth develop sound, science-based knowledge and skills related to healthy lifestyles. In this capacity and after review, I am pleased to offer my support for the newly revised Oklahoma Academic Standards for Health Education (PreK–12). It is encouraging to see standards that are aligned with national benchmarks while thoughtfully addressing the health topics most relevant to Oklahoma students and communities. I appreciate the committees' commitment to ensuring that the revised standards are research-based, developmentally appropriate, and centered on the health behaviors that matter most for student well-being.

According to SHAPE America, quality health education develops health-literate individuals who possess the knowledge, skills, and confidence to sustain a lifetime of wellness and physical activity. These revised standards provide the foundation necessary to advance both health literacy and physical literacy across all grade levels, preparing Oklahoma students to make informed decisions that support their overall health, academic success, and long-term quality of life.

Adoption of these standards is essential to strengthening the health and future productivity of Oklahoma's next generation. Thank you for your thoughtful consideration. Please feel free to contact me with any questions at [deana.hildebrand@okstate.edu](mailto:deana.hildebrand@okstate.edu)

Respectfully,

*Deana Hildebrand*

Deana Hildebrand, Ph.D., R.D., L.D.  
Professor, Nutritional Sciences  
Oklahoma State University

Scott Kempenich  
Superintendent

Diane Tillery  
Asst. Superintendent



## Poteau Public Schools

3003 Broadway  
Poteau, OK 74953  
Phone (918)647-7700  
FAX (918)647-9357

Kristie Smith, PPS Principal  
Andrea Moore, UES Principal  
Dr. Bobbi Gillham, PKMS Principal  
Angel Hogan-Smith, SEC Principal  
Joe Ballard, PHS Principal

November 7, 2025

To Whom It May Concern,

I am pleased to offer my support for the newly revised *Oklahoma Academic Standards for Health Education (PreK–12)*. These standards are thoughtfully aligned with national benchmarks while addressing health topics specific to Oklahoma. I appreciate that the committees ensured the standards are research-based and focus on the health behaviors most relevant to students.

According to SHAPE America, quality health education develops health-literate individuals who possess the knowledge, skills, and confidence to enjoy a lifetime of wellness and physical activity. The revised standards provide the essential foundation to promote health literacy, physical literacy, and lifelong engagement in physical activity for all Oklahoma students.

The adoption of these standards is vital to the health and future success of Oklahoma's students. Thank you for your consideration and continued commitment to the well-being of our youth.

Sincerely,

Dr. Bobbi Gillham,  
Principal  
Pansy Kidd Middle School  
Poteau, Oklahoma



# Silo Public Schools

Kate McDonald, Superintendent

Katie Brister, Early Childhood Principal

Karyn Pierce, Director of Special Education

Brittany Wigington, Early Childhood Counselor

To Whom It May Concern,

I am pleased to offer my support for the newly revised Oklahoma Academic Standards for Health Education (PreK–12). It is encouraging to see these standards aligned with the National Health Education and Physical Education Standards while also addressing health topics relevant to Oklahoma students. The new standards will equip Oklahoma students with the knowledge and skills they need to lead healthy, active lives.

According to the Society of Health and Physical Educators (SHAPE America), the goal of quality health education is to develop health-literate individual students who possess the knowledge, skills, and confidence to enjoy a lifetime of wellness and physical activity.

As an educator at Silo Early Childhood, located at 122 W. Bourne St., Durant, OK 74701, I see daily how early learning environments shape children's lifelong health habits. To achieve this vision, it is critical that Oklahoma adopt health education standards that promote health literacy while encouraging lifelong engagement in physical activity. The Oklahoma Academic Standards for Health Education, last revised in 2021, provide the foundation needed to move our state forward in developing healthy, capable students who are prepared for success in school and in life.

The newly revised standards are essential to the future health and productivity of Oklahoma's next generation. Thank you for your time and consideration. Please don't hesitate to contact me with any questions.

Sincerely,



Brittany Wigington  
Counselor  
Silo Public School

Brandon Frazier, Superintendent  
Administration Building  
(580) 933-7232, ext. 101  
brazier@vpsd.org

Linda Coffman,  
Federal Programs, Child Nutrition  
Administration Building  
(580) 933-7232, ext. 102  
lcoffman@vpsd.org

# Valliant Public Schools

604 East Lucas • Valliant, Oklahoma 74764



*Home of the Bulldogs*

Greg Holt, Principal  
Valliant High School  
(580) 933-7232, ext. 401  
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Aaron Beshears, Principal  
Valliant Middle School  
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abeshears@vpsd.org

Shelbi Golden, Principal  
Valliant Elementary School  
(580) 933-7232, ext. 201  
sgolden@vpsd.org

**11-10-25**

**To Whom It May Concern,**

I am pleased to support the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). These research-based standards align with national benchmarks while addressing the health and wellness needs specific to Oklahoma students.

As a former teacher and administrator, I have seen how health and physical education provide the foundation for student success. High-quality instruction develops health- and physically literate students—those with the knowledge, skills, and confidence to enjoy a lifetime of healthy activity. According to SHAPE America, physically literate individuals understand the benefits of movement, maintain fitness, and value physical activity for personal and social well-being.

The updated standards ensure all Oklahoma students have access to evidence-based, developmentally appropriate instruction that promotes lifelong health, wellness, and engagement in physical activity. Supporting these standards is an investment in the future of our students, schools, and workforce.

Thank you for your leadership and dedication to student health and achievement.

**Sincerely,**

Shelbi Golden  
Valliant Elementary Principal  
Valliant Public Schools  
Valliant, OK  
sgolden@vpsd.org



# CRUTCHO PUBLIC SCHOOL

2401 N. Air Depot Blvd.

Phone 405-427-3771 Fax 405-427-8052



November 21, 2025

To Whom It May Concern,

As a 3rd grade teacher of reading and social studies, I am pleased to support the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK-12). I have seen firsthand how strong health and physical education programs lay the groundwork for student success, helping children grow academically, socially, and personally. High-quality physical education develops students who are knowledgeable, skilled, and confident in making healthy choices for life.

These updated standards guarantee that all Oklahoma students receive evidence-based, age-appropriate instruction that encourages lifelong health, fitness, and wellness. Supporting these standards is an investment in the future of our students, schools, and communities. I am proud to endorse these revisions and the strong commitment they reflect to educating the whole child.

Sincerely,

A handwritten signature in black ink, appearing to read "Deija Chiles".

Deija Chiles  
Teacher-3<sup>rd</sup> Grade  
Crutcho Public School  
Oklahoma City, OK



## Side by Side Document

## Side by Side for Health Education: 2026 Standard Recommendations

### PreK-2 Health Education Standards

**Description of Standard:** Standard #, Health Content/Strand, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: <del>Students will</del> Comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>1.NU.2.1:</b> Explain what foods are in a healthy breakfast.	<b>1.NU.2.1:</b> Explain what foods are in a healthy breakfast.
<b>1.NU.2.2:</b> Identify a variety of healthy foods and snacks.	<b>1.NU.2.2:</b> Identify a variety of healthy foods and snacks <a href="#">in the five food groups</a> .
<b>1.NU.2.3:</b> Identify the benefits of drinking water and limiting sugary beverages.	<b>1.NU.2.3:</b> Identify the benefits of drinking water and limiting sugary beverages.
<b>1.PA.2.1:</b> Identify the recommended amount of physical activity for children.	<b>1.PA.2.1:</b> Identify the recommended amount of physical activity for children.
<b>1.PA.2.2:</b> Describe a variety of ways to be physically active.	<b>1.PA.2.2:</b> Describe a variety of ways to be physically active.
<b>1.PA.2.3:</b> Describe the benefits of being physically active.	<b>1.PA.2.3:</b> Describe the benefits of being physically active.
<b>1.MH.2.1:</b> Identify healthy ways to express and cope with needs, wants, <a href="#">emotions</a> , feelings, and/or <a href="#">trauma</a> .	<b>1.MH.2.1:</b> Identify healthy ways to express and cope with needs, wants, feelings, and/or <a href="#">difficult experiences</a> .

<b>1.MH.2.2:</b> Explain the relationship between feelings and behavior.	<b>1.MH.2.2:</b> Recognize the relationship between feelings and behavior.
<b>1.MH.2.3:</b> Explain the importance of respecting the boundaries of others.	<b>1.MH.2.3:</b> Explain the importance of respecting the boundaries of <b>self</b> and others (e.g., <b>self-awareness</b> ).
<b>1.SU.2.1:</b> Identify safe and unsafe use of medicines.	<b>1.SU.2.1:</b> Identify safe and unsafe use of medicines <b>and prescriptions</b> .
<b>1.SU.2.2:</b> Identify school rules about the use of medicines.	<b>1.SU.2.2:</b> Identify school rules about the use of medicines <b>and prescriptions</b> .
<b>1.SU.2.3:</b> 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.	<b>1.SU.2.3:</b> Identify a variety of tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco] that have <b>negative</b> health effects.
<b>1.HR.2.1:</b> Define a trusted adult (e.g., parent, guardian, health professional) and <b>identify</b> characteristics of a trusted adult.	<b>1.HR.2.1:</b> <b>Identify</b> a trusted adult (e.g., parent, guardian, health professional) and <b>describe</b> characteristics of a trusted adult.
<b>1.HR.2.2:</b> Identify the characteristics of healthy family and peer relationships.	<b>1.HR.2.2:</b> Identify the characteristics of healthy family and peer relationships.
<b>1.HR.2.3:</b> Distinguish between wanted and unwanted touch (e.g., high-five, handshake, hug).	<b>1.HR.2.3:</b> Distinguish between wanted and unwanted touch (e.g., high-five, handshake, hug).
<b>1.IP.2.1:</b> Identify the benefits of personal health care practices (e.g., protection from	<b>1.IP.2.1:</b> Identify the benefits of personal health care practices (e.g., protection from

germs, healthy teeth).	germs, healthy teeth).
<b>1.IP.2.2:</b> Identify <b>responsible decision-making</b> in situations <b>with</b> risk of injuries at home, school, and in the community (e.g., pedestrian, motor vehicle, playground, fire, firearms, bike, water).	<b>1.IP.2.2:</b> Identify situations <b>that can lead to</b> risk of injuries at home, school, and in the community (e.g., pedestrian, motor/ <b>recreational</b> vehicles, playground, fire, firearms, bike, <b>all bodies of</b> water).
<b>1.IP.2.3:</b> Identify people who can help when someone is injured or suddenly ill.	<b>1.IP.2.3:</b> Identify people who can help when someone is injured or suddenly ill.
<b>Standard 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>2.AN.2.1:</b> Identify <b>and describe</b> how <b>the</b> family influences personal health practices and behaviors.	<b>2.AN.2.1:</b> Identify how family influences personal health practices and behaviors.
<b>2.AN.2.2:</b> Identify how school can support personal health practices and behaviors.	<b>2.AN.2.2:</b> Identify how school <b>culture</b> can support personal health practices and behaviors.
<b>2.AN.2.3:</b> Identify <b>how</b> peers, <b>media</b> , and <b>technology</b> (e.g., television/film, video games, advertisements, social media, and <b>other screen time</b> ) influence health practices and behaviors.	<b>2.AN.2.3:</b> Identify peers who can influence healthy and unhealthy behaviors.
<i>Created a new objective to separate peers from media and technology and those influences.</i>	<b>2.AN.2.4:</b> Identify how media and <b>technology</b> (e.g., television/film, video games, advertisements, social media, and <b>other screen time</b> ) influence health

	practices and behaviors.
<b>Standard 3: <del>Students will</del> Demonstrate the ability to access valid information, products and services to enhance health.</b>	
<b>3.AC.2.1:</b> Identify trusted adults and professionals who can help promote health.	<b>3.AC.2.1:</b> Identify trusted adults and professionals who can help promote health information and services.
<b>3.AC.2.2:</b> Locate school and community health helpers.	<b>3.AC.2.2:</b> Locate school and community health helpers.
<b>Standard 4: <del>Students will</del> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>4.IC.2.1:</b> Identify healthy ways to express needs, wants, and feelings.	<b>4.IC.2.1:</b> Identify healthy ways to express and communicate needs, wants, and feelings.
<b>4.IC.2.2:</b> Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.	<b>4.IC.2.2:</b> Identify personal space and boundaries of self and others to reduce health risks.
<b>4.IC.2.3:</b> Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).	<b>4.IC.2.3:</b> Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening, or dangerous situation).
<b>4.IC.2.4:</b> Identify ways to tell a trusted adult when <del>assistance</del> is needed (e.g., enhance personal health, or are in an unwanted, threatening, or dangerous situation).	<b>4.IC.2.4:</b> Identify ways to tell a trusted adult when <del>help</del> is needed.

<b>Standard 5: Students will Demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>5.DM.2.1:</b> Identify situations that <b>need</b> a health-related decision (e.g., <b>dealing with interpersonal</b> conflict, <b>managing</b> anger, nutrition, hygiene).	<b>5.DM.2.1:</b> Identify situations that <b>require</b> a health-related decision (e.g., <b>managing</b> conflict, anger, nutrition, <b>or</b> hygiene) <b>and describe if help is needed or not needed to make a healthy choice.</b>
<b>5.DM.2.2:</b> Describe when help is needed and when it is not needed to make a healthy decision.	<i>Combined with Objective 1</i>
<b>5.DM.2.3:</b> Identify how family, peers, culture, technology, or media influence a health-related decision.	<b>5.DM.2.2:</b> Identify how family, peers, culture, technology, <b>and/or</b> media influence a health-related decision.
<b>Standard 6: Students will Demonstrate the ability to use goal setting skills to enhance health.</b>	
<b>6.GS.2.1:</b> Identify a short-term personal health goal.	<b>6.GS.2.1:</b> Identify a short-term personal health goal <b>and who can help when assistance is needed to achieve a personal health goal.</b>
<b>6.GS.2.2:</b> Identify who can help when assistance is needed to achieve a personal health goal.	<i>Combined with Objective 1</i>
<b>6.GS.2.3:</b> Describe what steps to take in order to achieve a personal health goal.	<b>6.GS.2.2:</b> Describe what steps to take in order to achieve a personal health goal.
<b>Standard 7: Students will Demonstrate the ability to practice health-enhancing</b>	

<p><b>behaviors and avoid or reduce health risks.</b></p>	
<b>7.SM.2.1:</b> Identify practices that prevent or reduce health risks.	<b>7.SM.2.1:</b> Identify practices that prevent or reduce health risks.
<b>7.SM.2.2:</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.	<b>7.SM.2.2:</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.
<p><b>Standard 8: <i>Students will</i> Demonstrate the ability to advocate for personal, family, and community health.</b></p>	
<b>8.AD.2.1:</b> <i>Make requests</i> to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).	<b>8.AD.2.1:</b> <i>Identify ways</i> to promote personal health (e.g., requesting healthy foods and drinks, avoiding second-hand smoke, practicing proper hygiene).
<b>8.AD.2.2:</b> Encourage peers to make positive health choices.	<b>8.AD.2.2:</b> <i>Identify strategies</i> to encourage peers to make positive health choices.

## Side by Side for Health Education: 2026 Standard Recommendations

### Grades 3-5 Health Education Standards

**Description of Standard:** Standard #, Health Content/Strand, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: <del>Students will</del> Comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>1.NU.5.1:</b> Describe the benefits of eating a healthy breakfast every day.	<b>1.NU.5.1:</b> Describe the benefits of eating a healthy breakfast every day.
<b>1.NU.5.2:</b> Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein, and whole grains).	<b>1.NU.5.2:</b> Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein, and whole grains).
<b>1.NU.5.3:</b> Examine nutritious and non-nutritious beverages.	<b>1.NU.5.3:</b> Compare nutritious and non-nutritious beverages.
<b>1.PA.5.1:</b> Identify <del>ways to increase daily physical activity</del> .	<b>1.PA.5.1:</b> Identify <del>different types of physical activities</del> .
<b>1.PA.5.2:</b> Describe the importance of choosing a variety of ways to be physically active.	<b>1.PA.5.2:</b> Describe the importance of choosing a variety of ways to be physically active.
<b>1.PA.5.3:</b> Identify short- and long-term benefits of moderate and vigorous physical activity (e.g., improving mood, self-esteem, attention, cognitive performance,	<b>1.PA.5.3:</b> Identify <del>short-term</del> 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).	cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).
<b>1.MH.5.1:</b> Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or <b>trauma</b> .	<b>1.MH.5.1:</b> Describe healthy ways to express and cope with needs, wants, feelings, and/or <b>difficult experiences</b> .
<b>1.MH.5.2:</b> Identify and explain characteristics of a mentally and emotionally healthy person.	<b>1.MH.5.2:</b> Identify and explain characteristics of a mentally and emotionally healthy person.
<b>1.MH.5.3:</b> Identify feelings of worry, sadness, and hopelessness and determine when to seek help with coping skills.	<b>1.MH.5.3:</b> Identify feelings of worry, sadness, and hopelessness and determine when <b>and how</b> to seek help with coping skills.
<b>1.SU.5.1:</b> Describe potential risks associated with inappropriate use of medicines.	<b>1.SU.5.1:</b> Describe potential risks associated with inappropriate use of medicines, <b>prescriptions, alcohol, and drugs</b> .
<b>1.SU.5.2:</b> Identify school rules about alcohol use.	<b>1.SU.5.2:</b> Identify school rules about alcohol use.
<b>1.SU.5.3:</b> Identify short- and long-term physical effects of using tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].	<b>1.SU.5.3:</b> Identify <b>short-term</b> and long-term <b>negative</b> physical effects of using tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].

<b>1.HR.5.1:</b> Describe examples of what and when to report to a trusted adult (e.g., parent, guardian, health professional).	<b>1.HR.5.1:</b> Describe examples of what and when to report to a trusted adult (e.g., parent, guardian, health professional).
<b>1.HR.5.2:</b> Describe the benefits of healthy family and peer relationships.	<b>1.HR.5.2:</b> Describe the benefits of healthy family and peer relationships.
<b>1.HR.5.3:</b> Explain why everyone has the right to consent to being touched (e.g., high-five, handshake, hug).	<b>1.HR.5.3:</b> Explain why everyone has the right to consent to being touched (e.g., high-five, handshake, hug).
<b>1.IP.5.1:</b> Describe the benefits of personal health care practices (e.g., brushing and flossing teeth, washing hair, regularly bathing, adequate sleep, wear sunscreen).	<b>1.IP.5.1:</b> Describe the benefits of personal health care practices (e.g., brushing and flossing teeth, washing hair, regularly bathing, adequate sleep, wear sunscreen).
<b>1.IP.5.2:</b> 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).	<b>1.IP.5.2:</b> Explain <b>safe and responsible behaviors that prevent</b> injuries at home, school, and in the community (e.g., pedestrian, motor/ <b>recreational</b> vehicles, playground, fire, firearms, bike, <b>all bodies of</b> water).
<b>1.IP.5.3:</b> 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).	<b>1.IP.5.3:</b> 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).
<b>Standard 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>2.AN.5.1:</b> Describe how <b>the</b> family	<b>2.AN.5.1:</b> Describe how family influences

influences personal health practices and behaviors.	personal health practices and behaviors.
<b>2.AN.5.2:</b> Identify the influence of culture on health practices and behaviors.	<b>2.AN.5.2:</b> Identify the influence of <b>school and family</b> culture on health practices and behaviors.
<b>2.AN.5.3:</b> Examine how peers can influence healthy and unhealthy behaviors.	<b>2.AN.5.3:</b> Examine how peers can influence healthy and unhealthy behaviors.
<b>2.AN.5.4:</b> 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.).	<b>2.AN.5.5:</b> 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.).
<b>2.AN.5.5:</b> Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	<b>2.AN.5.4:</b> Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
<b>Standard 3: Students will Demonstrate the ability to access valid information, products and services to enhance health.</b>	
<b>3.AC.5.1:</b> Identify characteristics of valid health information, products, and services based on self-identified need (e.g., reliable, appropriate, accurate, <b>or</b> trustworthy).	<b>3.AC.5.1:</b> Identify characteristics of valid health information, products, and services based on self-identified need (e.g., reliable, appropriate, accurate, trustworthy).
<b>3.AC.5.2:</b> Locate resources from home, school, and the community that provide valid	<b>3.AC.5.2:</b> Locate resources from home, school, and the community that provide valid health information.

health information.	
<b>Standard 4: <del>Students will</del> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>4.IC.5.1:</b> Demonstrate effective verbal and nonverbal communication skills.	<b>4.IC.5.1:</b> Demonstrate effective verbal and nonverbal communication skills.
<b>4.IC.5.2:</b> Demonstrate effective peer resistance skills to avoid or reduce health risks.	<b>4.IC.5.2:</b> Demonstrate effective peer resistance skills to avoid or reduce health risks.
<b>4.IC.5.3:</b> Demonstrate healthy ways to manage or resolve conflict.	<b>4.IC.5.3:</b> Demonstrate healthy ways to manage or resolve conflict.
<b>4.IC.5.4:</b> <del>Demonstrate</del> how to effectively ask for help to improve personal health.	<b>4.IC.5.4:</b> <i>Explain</i> how <i>and when</i> to effectively ask for help to improve personal health.
<b>4.IC.5.5:</b> Identify how to effectively communicate support for others <del>with compassion</del> .	<b>4.IC.5.5:</b> Identify how to effectively communicate support for others.
<b>Standard 5: <del>Students will</del> Demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>5.DM.5.1:</b> Explain situations that <del>need</del> a health-related decision.	<b>5.DM.5.1:</b> Explain situations that <i>require</i> a health-related decision (e.g., managing conflict, emotions, nutrition, hygiene, or safety) and determine when help is needed and not needed to make a healthy choice.
<b>5.DM.5.2:</b> Decide when help is needed and	<i>Combined with Objective 1</i>

when it is not needed to make a healthy decision.	
<b>5.DM.5.3:</b> Explain how family, culture, peers, technology, or media influence a health-related decision.	<b>5.DM.5.2:</b> Explain how family, culture, peers, technology, <b>and/or</b> media influence a health-related decision.
<b>5.DM.5.4:</b> Examine healthy options <b>to a</b> health-related decision.	<b>5.DM.5.3:</b> <b>Identify</b> healthy options <b>and their potential outcomes when making a</b> health-related decision.
<b>5.DM.5.5:</b> Identify options and their potential outcomes when making a health-related decision.	<i>Combined with Objective 4 (now 3)</i>
<b>5.DM.5.6:</b> Choose a healthy option <b>when making a decision.</b>	<b>5.DM.5.4:</b> Choose a healthy option <b>and explain the outcomes and benefits of that</b> health-related choice.
<b>5.DM.5.7:</b> Explain the outcomes and benefits of making a health-related decision.	<i>Combined with Objective 6 (now 4)</i>
<b>Standard 6: <del>Students will</del> Demonstrate the ability to use goal setting skills to enhance health.</b>	
<b>6.GS.5.1:</b> Set a personal health goal.	<b>6.GS.5.1:</b> Set a personal health goal <b>and track progress toward achieving that</b> personal health goal.
<b>6.GS.5.2:</b> Track progress toward achieving a personal health goal.	<i>Combined with Objective 1</i>
<b>6.GS.5.3:</b> Identify potential barriers and	<b>6.GS.5.2:</b> Identify potential barriers and

resources that can help achieve a personal health goal.	resources that can help achieve a personal health goal.
<b>Standard 7: <i>Students will</i> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>7.SM.5.1:</b> Describe practices and behaviors that reduce or prevent health risks.	<b>7.SM.5.1:</b> Describe practices and behaviors that reduce or prevent health risks.
<b>7.SM.5.2:</b> Apply a variety of healthy practices and behaviors to maintain or improve personal health.	<b>7.SM.5.2:</b> Apply a variety of healthy practices and behaviors to maintain or improve personal health.
<b>7.SM.5.3:</b> Commit to practicing healthy behaviors.	<b>7.SM.5.3:</b> Identify and practice healthy behaviors.
<b>Standard 8: <i>Students will</i> Demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>8.AD.5.1:</b> Express opinions and give accurate information about health issues.	<b>8.AD.5.1:</b> Demonstrate different ways to express opinions and give accurate information about health issues.
<b>8.AD.5.2:</b> Encourage others to make positive health choices.	<b>8.AD.5.2:</b> Demonstrate strategies to encourage others to make positive health choices.

## Side by Side for Health Education: 2026 Standard Recommendations

### Grades 6-8 Health Education Standards

**Description of Standard:** Standard #, Health Content/Strand, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: <del>Students will</del> Comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>1.NU.8.1:</b> Analyze the importance of eating a healthy breakfast every day.	<b>1.NU.8.1:</b> Analyze the importance of eating a healthy breakfast every day.
<b>1.NU.8.2:</b> Examine why the daily recommended amount of food differs for each food group.	<b>1.NU.8.2:</b> Examine why the daily recommended amount of food differs for each food group.
<b>1.NU.8.3:</b> Differentiate between nutritious and non-nutritious beverages.	<b>1.NU.8.3:</b> Differentiate between nutritious and non-nutritious beverages.
<b>1.PA.8.1:</b> Explain how physical activity can be incorporated into daily life without special exercise equipment.	<b>1.PA.8.1:</b> Explain how physical activity can be incorporated into daily life without special exercise equipment.
<b>1.PA.8.2:</b> Describe ways to increase daily physical activity and decrease inactivity.	<b>1.PA.8.2:</b> Describe ways to increase daily physical activity and decrease inactivity.
<b>1.PA.8.3:</b> Explain the short- and long-term benefits of moderate and vigorous physical activity <b>including</b> improving mood, self-esteem, attention, cognitive performance, cardiovascular health,	<b>1.PA.8.3:</b> Explain the short-term 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.	strength, endurance, flexibility, and reducing risks for chronic diseases).
<b>1.MH.8.1:</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.	<b>1.MH.8.1:</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, <b>experiences</b> , and/or trauma.
<b>1.MH.8.2:</b> Explain <b>the interrelationship of</b> physical, mental, emotional health <b>and their relationship with social health in engaging with other individuals.</b>	<b>1.MH.8.2:</b> Explain <b>how</b> physical, mental, <b>and</b> emotional health <b>are connected and how they influence social interactions with others</b> (e.g., families, peers, adults).
<b>1.MH.8.3:</b> Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine coping skills.	<b>1.MH.8.3:</b> Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine <b>healthy</b> coping skills.
<b>1.SU.8.1:</b> Differentiate between proper use, misuse, and abuse of prescription <b>medicines</b> .	<b>1.SU.8.1:</b> Differentiate between proper use, misuse, and abuse of <b>medicines and prescriptions</b> .
<b>1.SU.8.2:</b> Explain school policies and community laws about alcohol and other drug use.	<b>1.SU.8.2:</b> Explain school policies and community laws about alcohol and other drug use.
<b>1.SU.8.3:</b> Summarize the dangers of experimenting with tobacco products (e.g., vapor products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).	<b>1.SU.8.3:</b> Summarize the dangers of experimenting with <b>alcohol</b> (e.g., <b>beer, wine, spirits</b> ) and tobacco products (e.g., vapor products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).
<b>1.HR.8.1:</b> Summarize the benefits of talking with trusted adults (e.g., parent, guardian,	<b>1.HR.8.1:</b> Summarize the benefits of talking with trusted adults (e.g., parent,

health professional) about feelings.	guardian, health professional) about feelings.
<b>1.HR.8.2:</b> Summarize how the characteristics of healthy relationships influence health behaviors.	<b>1.HR.8.2:</b> Summarize how the characteristics of healthy relationships influence health behaviors.
<b>1.HR.8.3:</b> Explain why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).	<b>1.HR.8.3:</b> Explain why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).
<b>1.IP.8.1:</b> Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.	<b>1.IP.8.1:</b> Summarize the benefits of good hygiene practices <b>and adequate sleep</b> for promoting health and maintaining positive social relationships.
<b>1.IP.8.2:</b> Demonstrate responsible <b>decision-making in situations with risk of</b> injuries at home, school, and in the community (e.g., <b>water</b> , sport, weather, firearms, chemicals, <b>medicines</b> ).	<b>1.IP.8.2:</b> Demonstrate <b>safe and responsible behaviors to prevent</b> injuries at home, school, and in the community (e.g., <b>motor/recreational vehicles</b> , sport, weather, firearms, chemicals, <b>all bodies of water</b> ).
<b>1.IP.8.3:</b> Describe first response procedures needed to treat injuries and other emergencies.	<b>1.IP.8.3:</b> Describe first response procedures needed to treat injuries and <b>assess</b> other emergencies.
<b>Standard 2: <del>Students will</del> Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>2.AN.8.1:</b> Examine how <b>the</b> family influences the health of adolescents.	<b>2.AN.8.1:</b> Examine how family influences the health of adolescents.
<b>2.AN.8.2:</b> Explain the influence of culture on	<b>2.AN.8.2:</b> Explain the influence of culture

health beliefs, practices, and behaviors.	on health beliefs, practices, and behaviors.
<b>2.AN.8.3:</b> Evaluate how peers influence healthy and unhealthy behaviors.	<b>2.AN.8.3:</b> Evaluate how peers influence healthy and unhealthy behaviors.
<b>2.AN.8.4:</b> Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).	<b>2.AN.8.5:</b> Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).
<b>2.AN.8.5:</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.	<b>2.AN.8.4:</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.
<b>2.AN.8.6:</b> Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	<b>2.AN.8.6:</b> Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
<b>2.AN.8.7:</b> Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.	<b>2.AN.8.7:</b> Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.
<b>Standard 3: <i>Students will</i> Demonstrate the ability to access valid information, products and services to enhance health.</b>	
<b>3.AC.8.1:</b> Examine the validity of health information, products, and services.	<b>3.AC.8.1:</b> Examine the validity of health information, products, and services.

<b>3.AC.8.2:</b> Access valid health information from home, school, community, and trustworthy online resources.	<b>3.AC.8.2:</b> Access valid health information from home, school, community, and trustworthy online resources.
<b>3.AC.8.3:</b> Analyze the accessibility of products that enhance health.	<b>3.AC.8.3:</b> Analyze the accessibility of products that enhance health.
<b>3.AC.8.4:</b> Describe situations that may require professional health services.	<b>3.AC.8.4:</b> Describe situations that may require professional health services.
<b>3.AC.8.5:</b> Locate valid and reliable health products and services.	<b>3.AC.8.5:</b> Locate valid and reliable health products and services.
<b>Standard 4: <i>Students will</i> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>4.IC.8.1:</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	<b>4.IC.8.1:</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
<b>4.IC.8.2:</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.	<b>4.IC.8.2:</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.
<b>4.IC.8.3:</b> Explain healthy ways to prevent, manage, and resolve conflict.	<b>4.IC.8.3:</b> Explain healthy ways to prevent, manage, and resolve conflict.
<b>4.IC.8.4:</b> Demonstrate how to effectively ask for assistance to improve personal health.	<b>4.IC.8.4:</b> Demonstrate how to effectively ask for assistance to improve personal health.
<b>4.IC.8.5:</b> Demonstrate how to effectively	<b>4.IC.8.5:</b> Demonstrate how to effectively

communicate support for others.	communicate support for others.
<b>Standard 5: <del>Students will</del> Demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>5.DM.8.1:</b> Explain circumstances that help or hinder healthy decision making.	<b>5.DM.8.1:</b> Explain circumstances that help or hinder healthy decision making <b>and</b> determine when a decision can be made individually or collaboratively.
<b>5.DM.8.2:</b> Determine when situations require a health-related decision which can be made individually or collaboratively.	<i>Combined with Objective 1</i>
<b>5.DM.8.3:</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.	<b>5.DM.8.2:</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.
<b>5.DM.8.4:</b> Differentiate between healthy and unhealthy outcomes of a health-related decision.	<b>5.DM.8.3:</b> <b>Explore the potential short-term impact and</b> differentiate between healthy and unhealthy outcomes of a health-related decision.
<b>5.DM.8.5:</b> Examine the potential short-term impact of healthy and unhealthy outcomes to a health-related decision.	<i>Combined with Objective 4 (now 3)</i>
<b>5.DM.8.6:</b> <b>Select</b> a healthy alternative when making a health-related decision.	<b>5.DM.8.4:</b> <b>Identify</b> a healthy alternative and <b>examine the outcome</b> when making a health-related decision.
<b>5.DM.8.7:</b> Examine the effectiveness of a final outcome of a health-related decision.	<i>Combined with Objective 6 (now 4)</i>

<b>Standard 6: Students will Demonstrate the ability to use goal setting skills to enhance health.</b>	
<b>6.GS.8.1:</b> Assess personal health practices.	<b>6.GS.8.1:</b> Assess personal health practices and set a realistic health goal.
<b>6.GS.8.2:</b> Set a realistic personal health goal.	<i>Combined with Objective 1</i>
<b>6.GS.8.3:</b> Apply strategies to overcome barriers to achieving a personal health goal.	<b>6.GS.8.2:</b> Apply and examine strategies and skills used to overcome barriers to achieve a personal health goal.
<b>6.GS.8.4:</b> Use strategies and skills to achieve a personal health goal.	<i>Combined with Objective 3 (now 2)</i>
<b>Standard 7: Students will Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>7.SM.8.1:</b> Explain the importance of being responsible for personal health behaviors.	<b>7.SM.8.3:</b> Explain the importance of being responsible for personal health behaviors.
<b>7.SM.8.2:</b> Apply healthy practices and behaviors to improve the health of oneself and others.	<b>7.SM.8.2:</b> Apply healthy practices and behaviors to improve the health of oneself and others.
<b>7.SM.8.3:</b> Demonstrate behaviors that avoid or reduce health risks to self and others.	<b>7.SM.8.1:</b> Demonstrate practices and behaviors that avoid or minimize health risks to self and others.
<b>Standard 8: Students will Demonstrate the ability to advocate for personal, family, and community health.</b>	

<b>8.AD.8.1:</b> State a health-enhancing position on a topic and support it with accurate information.	<b>8.AD.8.1:</b> State a health-enhancing position on a topic and support it with accurate information.
<b>8.AD.8.2:</b> Demonstrate how to influence and support others to make positive health choices.	<b>8.AD.8.2:</b> Demonstrate how to influence and support others to make positive health choices.
<b>8.AD.8.3:</b> Work cooperatively to advocate for healthy individuals, families, and schools.	<i>Removed this objective</i>
<b>8.AD.8.4:</b> Identify ways that health messages and communication techniques can be <b>altered</b> for different audiences.	<b>8.AD.8.3:</b> Identify ways that health messages and communication techniques can be <b>adapted</b> for different audiences.

## Side by Side for Health Education: 2026 Standard Recommendations

### Grades 9-12 Health Education Standards

**Description of Standard:** Standard #, Health Content/Strand, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: <del>Students will</del> Comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>1.NU.12.1:</b> Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.	<b>1.NU.12.1:</b> Summarize the physical, mental, social, and cognitive benefits of eating a healthy breakfast every day.
<b>1.NU.12.2:</b> <del>Describe</del> the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.	<b>1.NU.12.2:</b> <i>Analyze</i> the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.
<b>1.NU.12.3:</b> Analyze the benefits of limiting the consumption of non-nutritious beverages.	<b>1.NU.12.3:</b> Analyze the benefits of limiting the consumption of non-nutritious beverages.
<b>1.PA.12.1:</b> <del>Analyze</del> how a person can incorporate physical activity into daily life <i>(without relying on a structured exercise plan or special equipment).</i>	<b>1.PA.12.1:</b> <i>Determine</i> how a person can incorporate physical activity into daily life without relying on a structured exercise plan.
<b>1.PA.12.2:</b> Analyze ways to increase physical activity and decrease inactivity.	<b>1.PA.12.2:</b> Analyze ways to increase physical activity and decrease inactivity.
<b>1.PA.12.3:</b> Evaluate the short- and long-term benefits of physical activity (e.g., improving	<b>1.PA.12.3:</b> Evaluate the short- <i>term</i> and long-term benefits of physical activity (e.g.,

<p>mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).</p>	<p>improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).</p>
<p><b>1.MH.12.1:</b> Explain how feelings, emotions, and trauma can positively and negatively influence behavior.</p>	<p><b>1.MH.12.1:</b> Explain how feelings, emotions, <b>experiences</b>, and trauma can positively and negatively influence behavior.</p>
<p><b>1.MH.12.2:</b> Analyze <b>the interrelationship of</b> physical, mental, emotional health and <b>their relationship with social health in engaging with other individuals.</b></p>	<p><b>1.MH.12.2:</b> Analyze <b>how</b> physical, mental, <b>and</b> emotional health <b>are connected</b> and <b>how they influence social interactions with others</b> (e.g., families, peers, adults).</p>
<p><b>1.MH.12.3:</b> Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.</p>	<p><b>1.MH.12.3:</b> Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice <b>healthy</b> coping skills.</p>
<p><b>1.SU.12.1:</b> Describe <b>the effects of using</b> alcohol <b>and other</b> drugs <b>on</b> school performance, <b>job performance, job absenteeism, and job loss.</b></p>	<p><b>1.SU.12.1:</b> Describe <b>how</b> alcohol, <b>illicit</b> drugs, <b>controlled substances, and</b> <b>prescription drug misuse can affect</b> <b>physical health, school and/or job performance</b> (e.g., attendance, job loss).</p>
<p><b>1.SU.12.2:</b> Compare and contrast family and school rules, and community laws about alcohol and other drug-use.</p>	<p><b>1.SU.12.2:</b> Compare and contrast family and school rules, and community laws about alcohol and other drug-use.</p>
<p><b>1.SU.12.3:</b> Summarize long-term health benefits of abstaining from or discontinuing</p>	<p><b>1.SU.12.3:</b> Summarize long-term health benefits of abstaining from or discontinuing</p>

<p>tobacco use [e.g., cigarettes, cigars, <b>electronic cigarettes</b> (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].</p>	<p>tobacco use (e.g., cigarettes, cigars, e-cigarettes, vaping products, hookah, heated tobacco products, smokeless tobacco).</p>
<p><b>1.HR.12.1:</b> Summarize the importance of talking with trusted adults (e.g., parent, guardian, health professional) about issues related to growth and development, relationships, and related services.</p>	<p><b>1.HR.12.1:</b> Summarize the importance of talking with trusted adults (e.g., parent, guardian, health professional) about issues related to growth and development, relationships, and related services.</p>
<p><b>1.HR.12.2:</b> Analyze how the characteristics of healthy relationships influence health behaviors.</p>	<p><b>1.HR.12.2:</b> Analyze how the characteristics of healthy relationships influence health behaviors.</p>
<p><b>1.HR.12.3:</b> Summarize why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).</p>	<p><b>1.HR.12.3:</b> Summarize why individuals have the right to refuse uncomfortable situations and/or contact (e.g., physical, virtual).</p>
<p><b>1.IP.12.1:</b> Analyze the personal physical, emotional, mental, social, and cognitive health and vocational performance benefits of rest and sleep.</p>	<p><b>1.IP.12.1:</b> Analyze the personal physical, emotional, mental, social, and cognitive health and vocational performance benefits of <b>personal hygiene</b>, rest, and sleep.</p>
<p><b>1.IP.12.2:</b> Practice responsible <b>decision-making in situations with risk of</b> injuries at home, school, and in the community (e.g., <b>water</b>, sport, weather, firearms, chemicals, <b>medicines</b>).</p>	<p><b>1.IP.12.2:</b> Practice <b>safe and responsible behaviors to prevent</b> injuries at home, school, and in the community (e.g., <b>motor/recreational vehicles</b>, sport, weather, firearms, chemicals, <b>all bodies of water</b>).</p>
<p><b>1.IP.12.3:</b> Explain the accepted procedures</p>	<p><b>1.IP.12.3:</b> Explain the accepted procedures</p>

<p>for basic emergency care and lifesaving.</p>	<p>for basic emergency care and lifesaving skills.</p>
<p><b>Standard 2: Students will Analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p>	
<p><b>2.AN.12.1:</b> Analyze how family influences the health of individuals.</p>	<p><b>2.AN.12.1:</b> Analyze how family influences the health of individuals.</p>
<p><b>2.AN.12.2:</b> Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>	<p><b>2.AN.12.2:</b> Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p>
<p><b>2.AN.12.3:</b> Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p>	<p><b>2.AN.12.3:</b> Analyze how peers and norms influence healthy and unhealthy practices and behaviors.</p>
<p><b>2.AN.12.4:</b> Analyze how the school and community can impact personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).</p>	<p><b>2.AN.12.5:</b> Analyze how the school and community can impact personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).</p>
<p><b>2.AN.12.5:</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.</p>	<p><b>2.AN.12.4:</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.</p>
<p><b>2.AN.12.6:</b> Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>	<p><b>2.AN.12.6:</b> Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>

<b>2.AN.12.7:</b> Analyze how laws, rules, and regulations influence health promotion and disease prevention.	<b>2.AN.12.7:</b> Analyze how laws, rules, and regulations influence health promotion and disease prevention.
<b>Standard 3: Students will Demonstrate the ability to access valid information, products and services to enhance health.</b>	
<b>3.AC.12.1:</b> Examine the validity of health information, products, and services.	<b>3.AC.12.1:</b> Analyze and investigate the validity of health information, products, and services.
<b>3.AC.12.2:</b> Use medically accurate resources from home, school, and community that provide valid health information.	<b>3.AC.12.2:</b> Utilize medically accurate resources from home, school, and community that provide valid health information.
<b>3.AC.12.3:</b> Analyze the accessibility of products and services that enhance health.	<b>3.AC.12.3:</b> Analyze the accessibility of products and services that enhance health.
<b>3.AC.12.4:</b> Determine when professional health services may be required.	<b>3.AC.12.4:</b> Determine when professional health services may be required.
<b>3.AC.12.5:</b> Access medically accurate health products and services.	<b>3.AC.12.5:</b> Access medically accurate health products and services.
<b>Standard 4: Students will Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>4.IC.12.1:</b> Practice effective communication skills to enhance health.	<b>4.IC.12.1:</b> Practice effective communication skills to enhance health.
<b>4.IC.12.2:</b> Practice effective <b>peer resistance</b> , negotiation, and collaboration skills to avoid	<b>4.IC.12.2:</b> Practice effective <b>refusal</b> , negotiation, and collaboration skills to

engaging in unhealthy behaviors.	avoid engaging in unhealthy behaviors.
<b>4.IC.12.3:</b> Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.	<b>4.IC.12.3:</b> Analyze and demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
<b>4.IC.12.4:</b> Practice how to ask for assistance to enhance the health of self and others.	<b>4.IC.12.4:</b> Exhibit how to ask for assistance to enhance the health of self and others.
<b>4.IC.12.5:</b> Practice how to effectively offer assistance to improve the health of others.	<b>4.IC.12.5:</b> Practice how to effectively offer assistance to improve the health of others.
<b>Standard 5: Students will Demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>5.DM.12.1:</b> Evaluate barriers to healthy decision-making and prepare steps to avoid obstacles.	<b>5.DM.12.1:</b> Evaluate barriers, prepare steps to avoid obstacles, and analyze the value of applying thoughtful decision making skills to a health-related decision, both individually or collaboratively.
<b>5.DM.12.2:</b> Analyze the value of applying thoughtful decision-making skills (made individually or collaboratively) in health-related situations.	<i>Combined with Objective 1</i>
<b>5.DM.12.3:</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.	<b>5.DM.12.2:</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a health and wellness-related decision.
<b>5.DM.12.4:</b> Generate alternatives to	<b>5.DM.12.3:</b> Explore options to

health-related issues or problems.	health-related issues or problems and predict the potential short and long-term outcomes.
<b>5.DM.12.5:</b> Predict the potential short and long-term consequences of health-related decisions.	<i>Combined with Objective 4 (now 3)</i>
<b>5.DM.12.6:</b> Use evidence to defend the healthy choice when making a health-related decision.	<b>5.DM.12.4:</b> Utilize evidence to defend the healthy choice when making a health-related decision and analyze the effectiveness of the outcome.
<b>5.DM.12.7:</b> Analyze the effectiveness of a final outcome of a health-related decision.	<i>Combined with Objective 6 (now 4)</i>
<b>Standard 6: Students will Demonstrate the ability to use goal setting skills to enhance health.</b>	
<b>6.GS.12.1:</b> Assess personal health practices and behaviors.	<b>6.GS.12.1:</b> Assess personal health practices and behaviors and develop a plan to attain a personal health goal.
<b>6.GS.12.2:</b> Develop a plan to attain a personal health goal.	<i>Combined with Objective 1</i>
<b>6.GS.12.3:</b> Implement strategies including self-monitoring and assessing barriers, to achieve a personal health goal.	<b>6.GS.12.2:</b> Formulate an effective long-term plan that includes implementing strategies (e.g. self-monitoring and assessing barriers) to achieve a personal health goal.
<b>6.GS.12.4:</b> Formulate an effective long-term	<i>Combined with Objective 3 (now 2)</i>

plan to achieve a health goal.	
<b>Standard 7: <del>Students will</del> Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>7.SM.12.1:</b> Analyze the role of individual responsibility in enhancing health.	<b>7.SM.12.3:</b> Analyze the role of individual responsibility in enhancing health.
<b>7.SM.12.2:</b> Analyze healthy practices and behaviors to improve the health of oneself and others.	<b>7.SM.12.2:</b> Analyze healthy practices and behaviors to improve the health of oneself and others.
<b>7.SM.12.3:</b> Evaluate behaviors that avoid or <b>reduce</b> health risks to self and others.	<b>7.SM.12.1:</b> Evaluate <b>practices and</b> behaviors that avoid or <b>minimize</b> health risks to self and others.
<b>Standard 8: <del>Students will</del> Demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>8.AD.12.1:</b> Utilize current <b>norms</b> to formulate an accurate health-enhancing message.	<b>8.AD.12.1:</b> Utilize current <b>research and guidelines</b> to formulate an accurate health-enhancing message.
<b>8.AD.12.2:</b> Demonstrate how to influence and support others to make positive health choices.	<b>8.AD.12.2:</b> Demonstrate how to influence and support others to make positive health choices.
<b>8.AD.12.3:</b> Work cooperatively as an advocate for improving personal, family, and community health.	<b>8.AD.12.3:</b> Work cooperatively as an advocate for improving personal, family, and community health.
<b>8.AD.12.4:</b> Adapt health messages and communication techniques to a specific	<i>Removed objective</i>

target audience.



# **The Review and Revision Process:**

## **Oklahoma Academic Standards for Physical Education**

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## **Oklahoma Academic Standards for Physical Education**

### **PreK-12<sup>th</sup> grade**



Oklahoma Academic Standards  
**PHYSICAL  
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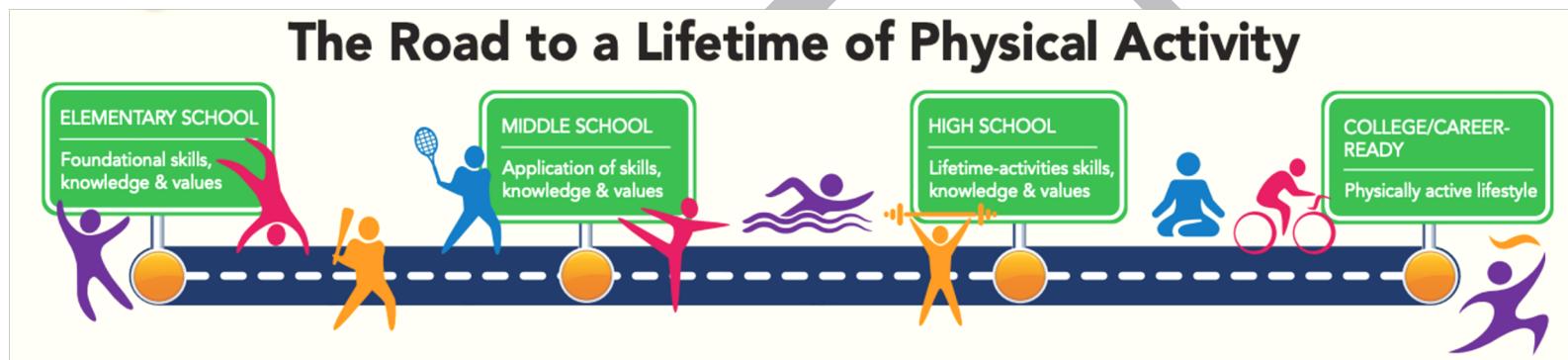
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## Oklahoma Academic Standards for Physical Education

### Introduction

The goal of physical education is to help students become physically literate, developing the knowledge, skills, and confidence to stay active for life. Oklahoma's physical literacy essentials and four physical education standards provide the framework for this growth. Schools play a vital role by offering meaningful, enjoyable experiences that build students' competence, confidence, and motivation to move. In elementary school, students learn foundational skills; in middle school, they apply and expand those skills; and in high school, the focus shifts to lifetime activities that promote a healthy, active lifestyle beyond graduation.



The 2026 Oklahoma Academic Standards for Physical Education are the result of the contributions of educators and experts in physical education from across the state of Oklahoma. This document reflects a balanced synthesis of the work of all members of the Oklahoma Academic Standards for Physical Education Writing Committee and feedback from educators, external reviews, and numerous education stakeholders.

### Defining Standards, Curriculum, and Instruction

It is important to note that standards are neither curriculum, instructional practices, nor strategies; standards serve as a foundation for curriculum. See below for the distinction between standards, curriculum, and instruction:

- **Standards:** The concepts, content, and skills students should master by the end of a specific grade.
- **Curriculum:** The materials and resources used for teaching the standards.
- **Instruction:** The practices teachers use to deliver academic content to students. Teachers should utilize a variety of instructional techniques and strategies to ensure students master academic standards.



### The 5 Standards of the Oklahoma Academic Standards for Physical Education

The Oklahoma Academic Standards for Physical Education include four core standards, and one overarching standard called Physical Literacy Essentials (PLE). These essentials should be integrated into all lessons aligned with Standards 1-4. An overview of each standard is provided below.

#### **Physical Literacy Essentials (PLE): Challenge, Social Interaction, Enjoyment, and Personal Relevance**

This overarching standard identifies the features of meaningful physical education that enable students to develop physical literacy. Challenge, social interaction, enjoyment or fun, and personal relevance are addressed in Physical Literacy Essentials.

#### **Standard 1: Motor Skills and Movement Patterns**

This standard focuses on the fundamental movement skills in locomotors, non-locomotors, and manipulatives (e.g., striking, dribbling, and volleying) that serve as the foundation for all physical education and physical activity. Standard 1 addresses the psychomotor domain.

#### **Standard 2: Knowledge of Concepts, Principles, Strategies and Tactics**

This standard focuses on cognitive skills such as recognition, demonstration, analysis, creativity, and application. Also, it addresses the cognitive domain.

#### **Standard 3: Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness**

This standard brings awareness to the importance of healthy bodies and ways to achieve and maintain good health. Standard 3 emphasizes knowledge of fitness, nutrition, and physical activity as well as developmentally appropriate assessment of health-related fitness.

#### **Standard 4: Responsible Personal and Social Behavior**

This standard focuses on the skills of developing personal responsibility, working independently, respect for others in physical activity contexts, and working safely in physical activity settings. This standard addresses the affective domain.



## Reading the Oklahoma Academic Standards for Physical Education

Standard	Standard 1	Grade Band	
Skill	PreK-K	Grade 1-2	Grade 3-5
<b>Locomotor</b>  <b>Walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping</b>	<b>S1.E1.K</b> Practice motor skills (walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping) while maintaining balance.	<b>S1.E1.2</b> Walking, marching, hopping, galloping, running, side-sliding, leaping, and skipping using a mature pattern. 	<b>S1.E1.5</b> Uses various locomotor skills in a variety of small-sided practice tasks or games, dance, and/or gymnastics experiences.
<b>Jogging, running</b>  <b>Objective Code</b> Standard. School Level and Objective Number. Highest grade in grade band.	<b>S1.E2.K</b> Develops appropriate/appropriate/emerging outcomes first appear in grade band 1-2.	<b>Objective</b> <b>a</b> ) Runs with a mature pattern. <b>b</b> ) Travels showing differentiation (pacing) between jogging and sprinting. 	<b>S1.E2.5</b> Uses appropriate pacing for a variety of running distances.
<b>Jumping, horizontal</b>	<b>S1.E3.K</b> Performs horizontal and vertical jumping and landing actions with balance.	<b>S1.E3.2</b> <b>a</b> ) Demonstrates three of the five critical elements for jumping and landing in a horizontal plane. <b>b</b> ) Demonstrates three of the five critical elements for jumping and landing in a vertical plane. 	<b>S1.E3.5</b> <b>a</b> ) Uses spring-and-step take-offs and landings specific to horizontal (e.g., cartwheel, round-off) and vertical (e.g., tuck jump, star jump, toe touches) jumps. <b>b</b> ) Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments. 



## Physical Literacy Elements (PLE)

Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance.

Skill	PreK-K	Grade 1-2	Grade 3-5
<b>Challenge</b>	<b>PLE.PK-5.1</b> Explore and reflect on physical activity challenges and successes, through activities tailored to various skill levels, promoting growth and accomplishment.		
<b>Social Interaction</b>	<b>PLE.PK-5.2</b> Demonstrate and reflect on positive social behaviors in physical activity, including conflict resolution, cooperation, encouragement, teamwork, and communication.		
<b>Enjoyment, Fun, and Delight</b>	<b>PLE.PK-5.3</b> Explore and reflect on enjoyment of physical activity through personal preferences, social connections, and self-expression.		
<b>Personal Relevance</b>	<b>PLE.PK-5.4</b> Examine and reflect on how physical activity and balanced nutrition support physical and mental health and personal goals, fostering a lifelong appreciation for being active.		



<b>Standard 1</b>			
Demonstrates competency in a variety of motor skills and movement patterns.			
<b>Skill</b>	<b>PreK-K</b>	<b>Grade 1-2</b>	<b>Grade 3-5</b>
<b>Locomotor</b>			
<b>Walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping</b>	<b>S1.E1.K</b> Practice motor skills (walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping) while maintaining balance.	<b>S1.E1.2</b> Practice walking, marching, hopping, galloping, running, side-sliding, leaping, and skipping using a mature pattern.	<b>S1.E1.5</b> Uses various locomotor skills in a variety of small-sided practice tasks or games, dance, and/or gymnastics experiences.
<b>Jogging, running</b>	<b>S1.E2.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	<b>S1.E2.2</b> <b>a)</b> Runs with a mature pattern. <b>b)</b> Travels showing differentiation (pacing) between jogging and sprinting.	<b>S1.E2.5</b> Applies appropriate pacing for a variety of running distances.
<b>Jumping and landing horizontal/vertical</b>	<b>S1.E3.K</b> Performs horizontal and vertical jumping and landing actions with balance.	<b>S1.E3.2</b> <b>a)</b> Demonstrates jumping and landing in a horizontal plane using a variety of one-foot and two-foot take-offs and landings with a mature pattern. <b>b)</b> Demonstrates jumping and landing in a vertical plane using a mature pattern.	<b>S1.E3.5</b> <b>a)</b> Uses spring-and-step take-offs and landings specific to horizontal (e.g., cartwheel, round-off) and vertical (e.g., tuck jump, star jump, toe touches) jumps. <b>b)</b> Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.
<b>Dance</b>	<b>S1.E4.K</b> Performs locomotor skills in response to teacher-led creative dance.	<b>S1.E4.2</b> Demonstrates locomotor and non-locomotor skills by following a teacher- or student-designed rhythmic activity, responding appropriately to simple rhythms.	<b>S1.E4.5</b> <b>a)</b> Combines locomotor movement patterns and dance steps to create and perform an original dance. <b>b)</b> Combines locomotor skills with cultural and creative dances (self, group) with correct rhythm and pattern.



### Standard 1 continued

Demonstrates competency in a variety of motor skills and movement patterns.

Skill	PreK-K	Grade 1-2	Grade 3-5
Locomotor			
<b>Combinations with locomotors and manipulatives</b>	<b>S1.E5.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S1.E5.2</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S1.E5.5</b> <b>a)</b> Performs a sequence of locomotor skills smoothly and without hesitation, transitioning from one skill to another. <b>b)</b> Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student-designed small-sided practice tasks.
Non-locomotor (Stability)			
<b>Balance</b>	<b>S1.E6.K</b> Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.	<b>S1.E6.2</b> <b>a)</b> Balances on different bases of support combining levels and shapes. <b>b)</b> Balances in an inverted position with stillness and supportive bases.	<b>S1.E6.5</b> Combines balance and weight transfer in a gymnastic sequence or dance with a partner.
<b>Weight transfer, rolling</b>	<b>S1.E7.K</b> With momentum, rolls sideways in a narrow body shape.	<b>S1.E7.2</b> <b>a)</b> Transfers weight from different body parts/bases of support for balance/travel. <b>b)</b> Rolls in a narrow or curled body shape.	<b>S1.E7.5</b> Transfers weight, includes rolling, in dance or gymnastic environments.
<b>Curling and stretching; twisting and bending</b>	<b>S1.E8.K</b> Identifies the actions of curling and stretching.	<b>S1.E8.2</b> Identifies and demonstrates twisting, curling, bending, and stretching movements.	<b>S1.E8.5</b> Performs curling, stretching, twisting, and bending actions with correct application in dance, gymnastics, or small-sided practice tasks in game environments.



<b>Standard 1 continued</b> Demonstrates competency in a variety of motor skills and movement patterns.			
<b>Skill</b>	<b>PreK-K</b>	<b>Grade 1-2</b>	<b>Grade 3-5</b>
Non-locomotor (Stability)			
<b>Combinations with dance and gymnastics</b>	<b>S1.E9.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	<b>S1.E9.2</b> Combines balances and transfers within a sequence (e.g., dance, gymnastics).	<b>S1.E9.5</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a movement pattern with a group.
<b>Balance and weight transfers</b>	<b>S1.E10.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S1.E10.2</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S1.E10.5</b> Combines actions, balance, and weight transfers to create a dance or gymnastics sequence with a partner with or without equipment.
Manipulatives			
<b>Rolling/Throwing; underhand and overhand</b>	<b>S1.E11.K</b> Rolls, throws underhand and throws overhand with opposite foot forward (opposition).	<b>S1.E11.2</b> Rolls, throws underhand and throws overhand demonstrating a mature pattern.	<b>S1.E11.5</b> <b>a</b> ) Rolls, throws underhand and throws overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects. <b>b</b> ) Rolls, throws underhand and throws overhand to a large target (e.g., hula hoop, bowling pin, or target) with accuracy.
<b>Passing with hands</b>	<b>S1.E12.K</b> Demonstrates passing an object in a variety of non-dynamic (stationary) practice tasks.	<b>S1.E12.2</b> Passes a ball demonstrating a mature pattern.	<b>S1.E12.5</b> <b>a</b> ) Throws with a stationary partner in a non-dynamic (stationary) environment. <b>b</b> ) Throws with a mature pattern while both partners are moving. <b>c</b> ) Throws with a mature pattern in dynamic (active), small-sided practice tasks.



### Standard 1 continued

Demonstrates competency in a variety of motor skills and movement patterns.

Skill	PreK-K	Grade 1-2	Grade 3-5
Manipulatives			
<b>Catching</b>	<b>S1.E13.K</b> <b>a)</b> Drops a ball or object and catches it before it bounces again. <b>b)</b> Catches a large ball or object tossed by self or a skilled thrower.	<b>S1.E13.2</b> Catches a self-tossed or well-thrown large ball/object with hands.	<b>S1.E13.5</b> <b>a)</b> Catches a ball at different levels using a mature pattern in a non-dynamic (stationary) environment (closed skills). <b>b)</b> Catches with a mature pattern with both partners moving. <b>c)</b> Catches with a mature pattern in dynamic (active), small-sided practice tasks.
<b>Dribbling/Ball Control with Hands</b>	<b>S1.E14.K</b> Dribbles a ball with one hand attempting a second dribble.	<b>S1.E14.2</b> Dribbles using the preferred hand while in personal space and while walking in general space.	<b>S1.E14.5</b> <b>a)</b> Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. <b>b)</b> Dribbles in general space with control of ball and body while increasing and decreasing speed.
<b>Dribbling/Ball Control with Feet</b>	<b>S1.E15.K</b> Taps a ball using the inside of the foot, sending it forward attempting a second tap.	<b>S1.E15.2</b> Dribbles with feet in general space with control of ball and body.	<b>S1.E15.5</b> <b>a)</b> Dribbles in self-space with both the preferred and non-preferred foot using a mature pattern. <b>b)</b> Dribbles in general space with control of ball and body while increasing and decreasing speed.



## Standard 1 continued

Demonstrates competency in a variety of motor skills and movement patterns.

Skill	PreK-K	Grade 1-2	Grade 3-5
Manipulatives			
<b>Passing and receiving with feet</b>	<b>S1.E16.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	<b>S1.E16.2</b> <i>Attempts to pass and receive a ball with the insides of the feet to a stationary partner, absorbing force on reception.</i>	<b>S1.E16.5</b> <b>a)</b> Passes and receives a ball with the outsides and insides of the feet to a stationary partner, absorbing force on reception before returning the pass. <b>b)</b> Passes and receives with the feet using a mature pattern as both partners travel.
<b>Dribbling in combinations</b>	<b>S1.E17.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S1.E17.2</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S1.E17.5</b> Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, and shooting).
<b>Kicking</b>	<b>S1.E18.K</b> Kicks a stationary ball from a stationary position.	<b>S1.E18.2</b> Approaches and kicks a stationary and/or moving ball demonstrating a mature pattern.	<b>S1.E18.5</b> Demonstrates mature patterns of kicking and punting in a non-dynamic (stationary) and dynamic (active) environment.
<b>Volley, underhand &amp; overhand</b>	<b>S1.E19.K</b> Volleys a lightweight object (balloon), sending it upward.	<b>S1.E19.2</b> Volleys an object upward with consecutive hits.	<b>S1.E19.5</b> Volleys an object with an underhand, overhand, or sidearm striking pattern in a non-dynamic (e.g., stationary volleying to a partner, wall, or target) and dynamic, active environment (e.g., two square, four square, volleyball).



## Standard 1 continued

Demonstrates competency in a variety of motor skills and movement patterns.

Skill	PreK-K	Grade 1-2	Grade 3-5
Manipulatives			
<b>Striking, hand and short implement</b>	<b>S1.E20.K</b> Strikes a lightweight object with a hand and short implement.	<b>S1.E20.2</b> Strikes an object with a hand and short implement with consistency.	<b>S1.E20.5</b> Strikes an object with a mature pattern (individually and with a partner) using a hand and/or short implement in a non-dynamic (e.g., stationary against a wall) and dynamic environment (e.g., active over a rope or net).
<b>Striking, long implement</b>	<b>S1.E21.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	<b>S1.E21.2</b> Strikes a ball off a tee or cone with a long implement (e.g., bat, noodle) using correct grip and proper side/body orientation.	<b>S1.E21.5</b> Strikes an object with a mature pattern using a long implement (e.g., hockey stick, golf club, bat, racket) in a non-dynamic (e.g., stationary practice as an individual or with a partner) and dynamic (e.g., active small-sided games) environment.
<b>Throwing/Catching/Scooping/Cradling, long and short implement</b>	<b>S1.E22.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	<b>S1.E22.2</b> Practices emerging outcomes with a short and/or long implement for scooping, cradling, throwing, and catching.	<b>S1.E22.5</b> Demonstrates and applies basic skills (cradle, scoop, throw, and catch) individually, with a partner, and in small-sided games (e.g., lacrosse, Native American stickball, or using scoops).
<b>Jumping rope</b>	<b>S1.E23.K</b> <b>a)</b> Attempts a variety of jumps over a rope on the floor. <b>b)</b> Attempts a single jump with a self-turned rope. <b>c)</b> Attempts to jump a long rope with teacher-assisted turning.	<b>S1.E23.2</b> <b>a)</b> Jumps a self-turned rope consecutively with a mature pattern. <b>b)</b> Jumps a long rope five times consecutively with student turners.	<b>S1.E23.5</b> Creates a jump rope sequence with a partner or small group using either a short (e.g., variety of tricks) or long jump rope (e.g., running in and out of a long rope).



### **Standard 1 continued**

Demonstrates competency in a variety of motor skills and movement patterns.

<b>Skill</b>	<b>PreK-K</b>	<b>Grade 1-2</b>	<b>Grade 3-5</b>
<b>Outdoor Pursuits</b>	<b>S1.E24.K</b> Explores outdoor activities through teacher-led instruction (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.	<b>S1.E24.2</b> Investigates outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.	<b>S1.E24.5</b> Demonstrates emerging techniques for a variety of skills in one or more self-selected outdoor pursuits (e.g., fishing, hiking, kayaking, archery, biking, skating).

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<b>Standard 2</b>			
Applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.			
<b>Skill</b>	<b>PreK-K</b>	<b>Grade 1-2</b>	<b>Grade 3-5</b>
Movement Concepts			
<b>Space/Spatial Awareness Concepts</b>	<b>S2.E1.K</b> <b>a)</b> Differentiates between movement in personal (self-space) and general space. <b>b)</b> Moves in personal space to a rhythm.	<b>S2.E1.2</b> Combines locomotor skills in general space to a rhythm, beat, or tempo.	<b>S2.E1.5</b> <b>a)</b> Applies the concept of open space to combination skills (e.g., dribbling and traveling with changes in direction and speed). <b>b)</b> Applies the concept of closing spaces in small-sided practice tasks. <b>c)</b> Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games).
<b>Pathways, shapes, levels</b>	<b>S2.E2.K</b> Travels in three different pathways (straight, zigzag, curved) exploring spatial awareness.	<b>S2.E2.2</b> <b>a)</b> Travels demonstrating low, middle, and high levels. <b>b)</b> Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through). <b>c)</b> Combines shapes, levels, and pathways into simple travel, dance, or gymnastics sequences.	<b>S2.E2.5</b> Combines movement concepts with skills in small-sided practice tasks in games, gymnastics, or dance.
<b>Speed, direction, force</b>	<b>S2.E3.K</b> Travels in general space with different levels of speeds (slow, medium, fast) exploring spatial awareness.	<b>S2.E3.2</b> <b>a)</b> Differentiates between and applies fast and slow speeds. <b>b)</b> Differentiates between and applies strong and light force.	<b>S2.E3.5</b> <b>a)</b> Applies movement concepts to strategy in running (e.g., pacing) or game situations. <b>b)</b> Applies the concepts of direction and force to strike an object with an implement. <b>c)</b> Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, games, dance, or gymnastics.



### Standard 2 continued

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Skill	PreK-K	Grade 1-2	Grade 3-5
Movement Concepts			
<b>Alignment and muscular tension</b>	<b>S2.E4.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S2.E4.2</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S2.E4.5</b> Implements the concept of alignment with correct form, and demonstrates muscular tension with balance (e.g., gymnastics, dance, yoga).
<b>Strategies and Tactics</b>	<b>S2.E5.K</b> Introduce simple strategies with movement patterns and manipulatives without crossing the midline.	<b>S2.E5.2</b> <b>a)</b> Applies strategies in both chasing and fleeing activities demonstrating spatial awareness. <b>b)</b> Combines simple strategies, movement patterns, and manipulatives with cross-lateral movements.	<b>S2.E5.5</b> <b>a)</b> Applies basic offensive and defensive strategies and tactics in small-sided practice tasks or games. <b>b)</b> Recognizes the type of kick, throw, volley, or striking action needed for different small-sided practice tasks or games. <b>c)</b> Applies strategies and tactics to complex movement sequences and patterns with manipulatives that include cross-lateral coordination (e.g., cup stacking, juggling).



## Oklahoma Academic Standards for Physical Education

### Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Skill	PreK-K	Grade 1-2	Grade 3-5
Physical Activity Knowledge and Engagement			
<b>Physical Activity Knowledge</b>	<b>S3.E1.K</b> Identifies active-play opportunities outside physical education class (e.g., at home, at school, and in the community).	<b>S3.E1.2</b> Discusses and describes the benefits of being active and exercising outside of physical education class.	<b>S3.E1.5</b> Tracks and analyzes physical activity outside physical education class for fitness benefits.
<b>Engages in Physical Activity</b>	<b>S3.E2.K</b> <b>a)</b> Actively participates in physical education class. <b>b)</b> Engages in 50% of class time.	<b>S3.E2.2</b> <b>a)</b> Actively engages in physical education class. <b>b)</b> Engages in moderate to vigorous physical activity (MVPA) 50% of class time.	<b>S3.E2.5</b> <b>a)</b> Actively engages in the activities of physical education class. <b>b)</b> Engages in MVPA 50% of class time.
Fitness, Assessment, and Nutrition Knowledge			
<b>Fitness Knowledge</b>	<b>S3.E3.K</b> Recognizes body cues in relation to increased movement (e.g., heart rate, breathing, body temperature).	<b>S3.E3.2</b> <b>a)</b> Identifies the heart as a muscle that grows stronger with exercise. <b>b)</b> Identifies physical activities that contribute to fitness.	<b>S3.E3.5</b> <b>a)</b> Discusses and differentiates between health-related fitness and skill-related fitness. <b>b)</b> Provides examples of physical activity to enhance fitness.
<b>Fitness Knowledge</b>	<b>S3.E4.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i>	<b>S3.E4.2</b> Differentiates between warm up and cool down.	<b>S3.E4.5</b> <b>a)</b> Identifies the need for warm up and cool down relative to various physical activities. <b>b)</b> Identifies and applies the FITT (frequency, intensity, time, and type) principle.



### Standard 3 continued

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Skill	PreK-K	Grade 1-2	Grade 3-5
Fitness, Assessment, and Nutrition Knowledge			
<b>Assessment and Program Planning</b>	<b>S3.E5.K</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S3.E5.2</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i>	<b>S3.E5.5</b> <b>a)</b> Completes fitness assessment (pre and post). <b>b)</b> Identifies areas of needed remediation from fitness assessment, and with teacher assistance, identifies strategies for progress in those areas. <b>c)</b> Designs a fitness plan considering the FITT principle.
<b>Nutrition</b>	<b>S3.E6.K</b> Recognizes that food provides energy for physical activity.	<b>S3.E6.2</b> Recognizes the importance of the balance between nutrition and physical activity.	<b>S3.E6.5</b> Analyzes the impact of hydration and food choices relative to physical activity, sports, and personal health.



### Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Skill	PreK-K	Grade 1-2	Grade 3-5
Personal Responsibility			
	<b>S4.E1.K</b> Follows directions in group settings (e.g., self/body control, expectations, procedures).	<b>S4.E1.2</b> Accepts personal responsibility by using equipment and space appropriately.	<b>S4.E1.5</b> Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).
	<b>S4.E2.K</b> Acknowledges the norms and expectations of the learning environment.	<b>S4.E2.2</b> Adheres to and accepts responsibility for class procedures/expectations with behavior and participation.	<b>S4.E2.5</b> Exhibits respect and responsible personal behavior in a variety of physical activities.
Accepting Feedback and Working with Others			
<b>Accepting Feedback</b>	<b>S4.E3.K</b> <b>a)</b> Follows instruction and directions. <b>b)</b> Accepts corrective feedback from the teacher.	<b>S4.E3.2</b> Accepts and applies specific corrective feedback from the teacher.	<b>S4.E3.5</b> Listens respectfully to corrective feedback from others (e.g., peers, adults).
<b>Working with Others</b>	<b>S4.E4.K</b> Shares equipment and space with others exploring spatial awareness.	<b>S4.E4.2</b> Works independently with others in a variety of class environments.	<b>S4.E4.5</b> <b>a)</b> Works cooperatively with others. <b>b)</b> Praises others for their success in movement performances.
Expectations, Etiquette, and Safety			
<b>Expectations and Etiquette</b>	<b>S4.E5.K</b> Practices the established procedures and expectations for class participation.	<b>S4.E5.2</b> Exhibits the established procedures and expectations for class participation.	<b>S4.E5.5</b> Exhibits etiquette and adheres to the procedures and expectations in a variety of physical activities.



### **Standard 4 continued**

Exhibits responsible personal and social behavior that respects self and others.

<b>Skill</b>	<b>PreK-2</b>	<b>Grades 1-2</b>	<b>Grades 3-5</b>
Expectations, Etiquette, and Safety			
<b>Safety</b>	<b>S4.E6.K</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	<b>S4.E6.2</b> Works independently and safely with or without equipment based on the established procedures.	<b>S4.E6.5</b> Works with peers safely with or without equipment in physical activity settings based on the established procedures.

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## Physical Literacy Elements (PLE)

Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
<b>Challenge</b>	<b>PLE.6-12.1</b> Recognize and reflect on responding positively to challenges using strategies, seeking help, and choosing appropriate tasks to promote success and continued participation.	
<b>Social Interaction</b>	<b>PLE.6-12.2</b> Demonstrate and reflect on respectful social interaction and support in physical activities through positive communication and teamwork.	
<b>Enjoyment, Fun, and Delight</b>	<b>PLE.6-12.3</b> Explain and reflect on how skilled movement and self-chosen activities promote enjoyment and self-expression for lifelong engagement.	
<b>Personal Relevance</b>	<b>PLE.6-12.4</b> Examine and reflect on the connection between physical activity and well-being by understanding its impact on physical health, mental health, and personal goals for a lifetime.	



## Oklahoma Academic Standards for Physical Education

### Standard 1

Demonstrates competency in a variety of motor skills and movement patterns.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Dance		
<b>S1.M1.8</b> Dance	Demonstrates movement sequences within varied dance forms.	Create movement sequences with one or more forms of dance.
Team Activities: Invasion Games		
<b>S1.M2.8</b> Throwing	Throws (underhand or overhand) using a mature pattern with accuracy for distance or force during practice in a dynamic environment.	Throws (underhand or overhand) using a mature pattern with accuracy for distance or force during target games or small-sided game play.
<b>S1.M3.8</b> Catching	Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks or in a dynamic environment.	Catches using an implement in small-sided or modified game play.
<b>S1.M4.8</b> Passing and Receiving	Passes and receives with or without an implement using various movements (e.g., agility and speed) with competency in varying practice tasks or in a dynamic environment.	Passes and receives to and from a moving target with or without an implement using various movements with competency in small-sided games.
<b>S1.M5.8</b> Offensive Skills	Executes at least two offensive techniques (e.g., pivots, fakes, jab steps, give & go, or screens) to create open space during varying practice tasks or in a dynamic environment.	Applies at least two offensive skill techniques with defensive pressure during small-sided game play.
<b>S1.M6.8</b> Dribble/Ball Control/Hands and Feet	Dribbles with hand, foot, or implement using a change of speed and direction during varying practice tasks or in a dynamic environment.	Dribbles with hand, foot, or implement using a change of speed and direction during small-sided game play.



<b>Standard 1 continued</b>		
Demonstrates competency in a variety of motor skills and movement patterns.		
<b>Skill</b>	<b>Grade 6-8: Level 1</b>	<b>Grade 6-8: Level 2</b>
Team Activities: Invasion Games		
<b>S1.M7.8</b> Shooting on a goal	Shoots on a goal with power and accuracy during varying practice tasks or in a dynamic environment.	Shoots on a goal with power and accuracy during small-sided game play.
<b>S1.M8.8</b> Defensive Skills	Demonstrates defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player, while moving in all directions without crossing feet.	Maintains a defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player practice or in small-sided game play.
Team Activities: Net/Wall/Racket and Fielding/Striking Games		
<b>S1.M9.8</b> Serving	Performs a legal underhand or overhand serve with a mature pattern to a pre-determined target for net/wall/racket games (e.g., badminton, volleyball, or pickleball).	Consistently executes a legal underhand or overhand serve with a mature pattern for distance and accuracy for net/wall/racket games (e.g., badminton, volleyball, or pickleball).
<b>S1.M10.8</b> Striking	Strikes using a mature pattern in a non-dynamic environment for net/wall/racket games (e.g., volleyball, handball, badminton, tennis, pickleball) or fielding/striking games (e.g., baseball, softball, cricket, hockey).	Strikes using a mature pattern in a dynamic environment or during small-sided net/wall/racket games or fielding/striking games.
<b>S1.M11.8</b> Forehand/Backhand/Volley	Demonstrates the mature pattern of the forehand/backhand strokes and volley using a short or long implement during varying practice tasks or in a dynamic environment in net games (e.g., paddleball, pickleball, badminton, or tennis).	Demonstrates the mature pattern of the forehand/backhand strokes and volley using a short or long implement with power and accuracy in small-sided net games.
Lifetime Activities: Target and Individual Games		
<b>S1.M12.8</b> Striking (Target Games)	Using an implement, accurately strike a stationary object (e.g., croquet, shuffleboard, or golf).	Using an implement, strike a stationary object for accuracy, power, and distance.



### Standard 1 continued

Demonstrates competency in a variety of motor skills and movement patterns.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Lifetime Activities: Individual and Outdoor Pursuits		
<b>S1.M13.8</b> Individual-Performance/Dual and Indoor/Outdoor Pursuits	Demonstrates correct technique for basic skills in at least one self-selected indoor/outdoor pursuit (e.g., archery, juggling, disc golf, fencing, fishing, hiking, jump rope, kayaking, martial arts, rock climbing).	Demonstrates correct technique for basic skills in at least two self-selected indoor/outdoor pursuits.

DRAFT



<b>Standard 2</b>		
Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.		
<b>Skill</b>	<b>Grade 6-8: Level 1</b>	<b>Grade 6-8: Level 2</b>
Team Activities: Invasion Games		
<b>S2.M1.8</b> Creating space with movement	Describes how to open and close space by combining locomotor movements with movement concepts during various practice tasks or in a dynamic environment.	Applies tactics for creating space during small-sided game play.
<b>S2.M2.8</b> Creating space with offensive tactics	Executes at least one of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, cuts, fakes, and pathways, give and go.	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, cuts, fakes, and pathways, give and go.
<b>S2.M3.8</b> Reducing Space by Changing Size and Shape	Describes defensive tactics (e.g., denial of pass/catch, anticipating the speed of the object or person) to reduce space or passing angles during various practice tasks or dynamic environments.	Applies appropriate defensive tactics to increase turnovers or decrease scoring opportunities during small-sided game play.
<b>S2.M4.8</b> Offense/Defense Transitions	Recognizes tactics/strategies that make transitions from defense to offense or vice versa more effective (e.g., recovering quickly, communicating with teammates, capitalizing on an advantage).	Implements effective transition tactics/strategies into game play situations.
Team Activities: Net/Wall/Racket Games		
<b>S2.M5.8</b> Creating space through variation for net/wall/racket games	Describes how to create open space during various net/wall/racket practice tasks with either a long or short implement by varying force and direction, or by moving the opponent from side to side and/or forward and back.	Applies open space strategies during net/wall/racket games with either a long or short implement.
<b>S2.M6.8</b> Using tactics and shots	Reduces offensive options for opponents by returning to midcourt position and selects an offensive shot based on opponent's location (hit where opponent is not) during various practice tasks or in a dynamic environment.	Varies placement, force, and timing of return to prevent anticipation by opponent during small-sided game play.



### Standard 2 *continued*

Applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Team Activities: Fielding/Striking Games		
<b>S2.M7.8</b> Offensive Strategies for fielding/striking games	Differentiates between a variety of shots (e.g., slap and run, bunting, line drive, high arc) to hit into open space.	Recognizes various situations (e.g., sacrifice) and when to appropriately implement them into a game situation.
<b>S2.M8.8</b> Defensive Strategies	Identifies the correct defensive play based on the situation (e.g., number of outs, offensive skill set, score, time in the game/inning).	Applies the correct defensive play based on the situation.
Lifetime Activities: Target and Individual-Performance Games		
<b>S2.M9.8</b> Shot Selection	Recognizes how speed, force, and trajectory of the shot are impacted based on location of the object in relation to the target.	Selects appropriate shot and/or club based on location of the object in relation to the target in a practice task or dynamic environment.
Lifetime Activities: Outdoor Pursuits		
<b>S2.M10.8</b> Outdoor Pursuits - Safety	Identifies potential factors (e.g., weather, hazardous conditions) influencing appropriate safety decisions.	Implements safe protocols in self-selected outdoor pursuits.
Dance		
<b>S2.M11.8</b> Movement Concepts	Describes a variety of movement principles (e.g., tempo, levels, pathways, flow) to dance and rhythmic activities.	Applies a variety of movement principles to dance and rhythmic activities.



### Standard 3

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Physical Activity Knowledge and Engagement		
<b>S3.M1.8</b> Physical Activity Knowledge	Identifies barriers and determines solutions related to maintaining a physically and mentally healthy lifestyle.	Applies solutions for reducing identified barriers.
<b>S3.M2.8</b> Engages in Physical Activity	Engages in physical activity one to two times per week outside of physical education class. Activities can include moderate to vigorous exercise such as walking, jogging, biking, skating, dancing, or swimming; strength and endurance training like bodyweight exercises or resistance training; or participation in lifetime team, individual, or dual sports.	Participates in physical activity three or more times a week outside of physical education class.
Fitness and Assessment Knowledge/Application		
<b>S3.M3.8</b> Fitness Plan	Differentiates between moderate to vigorous physical activities in addition to identifying recommended time spent in each of these areas daily.	Creates a plan for implementing moderate to vigorous physical activity for at least 60 minutes per day five times a week.
<b>S3.M4.8</b> Fitness Goals	Using available technology, sets and monitors a self-selected physical activity goal for aerobic activity and/or muscle and bone strengthening based on current fitness level.	Using available technology, adjusts physical activity based on the type of exercise needed for a minimum health standard and/or optimal functioning based on current fitness level.
<b>S3.M5.8</b> Fitness Knowledge - Stretching	Differentiates between static and dynamic stretching while recognizing correct techniques and methods of stretching.	Appropriately applies a variety of static and dynamic stretching techniques for all major muscle group.
<b>S3.M6.8</b> Fitness Knowledge - Fitness Plan	Design a health and fitness plan that utilizes each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).	Critique and correct a health and fitness plan that utilizes each of the health-related fitness components.



### Standard 3 continued

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Fitness and Assessment Knowledge/Application		
<b>S3.M7.8</b> FITT Principle	Describes each component of the FITT principle (frequency, intensity, time and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).	Uses the FITT principle in preparing a personal workout.
<b>S3.M8.8</b> Warm up and Cool Down	Describes the role of warm-ups and cool downs before and after physical activity.	Designs and implements a warm-up and cool down regimen for a self-selected physical activity.
<b>S3.M9.8</b> Heart Rate	Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.	Applies the RPE Scale to adjust workout intensity during physical activity.
<b>S3.M10.8</b> Muscles	Identifies major muscles used in selected physical activities.	Explains how opposing muscles interact with one another (e.g., agonist and antagonist) during physical activity.
<b>S3.M11.8</b> Assessment and Program Planning	Designs and implements a program of remediation for one area of improvement based on the results of health-related fitness assessment.	Designs and implements a program of remediation for two or more areas of improvement based on the results of health-related fitness assessment.
<b>S3.M12.8</b> Reflection	Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.	Maintains a physical activity log for at least one month and reflects on activity levels as documented in the log.



### Standard 3 continued

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Nutrition and Stress Management Knowledge/Application		
<b>S3.M13.8</b> Nutrition	Creates strategies to maintain a balanced diet, including nutritious meals, smart snack choices, and regular water intake.	Demonstrates the ability to consistently make balanced choices by planning and maintaining a routine that includes nutritious meals, healthy snacks, and adequate water intake.
<b>S3.M14.8</b> Stress Management	Identifies effective stress management strategies such as deep breathing, guided visualization, yoga, and aerobic exercise.	Demonstrates basic techniques from stress-reducing activities such as mindfulness, yoga, tai chi, or deep breathing.



### Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Skill	Grade 6-8: Level 1	Grade 6-8: Level 2
Personal Responsibility		
<b>S4.M1.8</b>	Demonstrates responsibility by showing respect, practicing safety, cooperating, and including others.	Reflects on personal responsibilities and takes action to improve physical activity, fitness, mental health, and social well-being.
<b>S4.M2.8</b>	Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.	Applies self-reinforcement strategies (e.g., positive self-talk, visualization) in challenging physical activities.
Accepting Feedback and Working with Others		
<b>S4.M3.8</b> Accepting/Providing Feedback	Demonstrates self-responsibility by implementing specific corrective feedback to improve performance using teacher-generated guidelines.	Provides encouragement and corrective feedback to peers without prompting from the teacher.
<b>S4.M4.8</b> Working Together	Identifies cooperation skills by establishing rules and guidelines for resolving conflicts.	Demonstrates appropriate response to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.
Expectations, Etiquette, and Safety		
<b>S4.M5.8</b> Expectations and Etiquette	Identifies expectations and etiquette in a variety of physical activities.	Applies expectations and etiquette in a variety of physical activities.
<b>S4.M6.8</b> Safety	Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.	Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.



## Physical Literacy Elements (PLE)

Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance.

Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
<b>PLE.6-12.1</b> Challenge	Recognize and reflect on responding positively to challenges using strategies, seeking help, and choosing appropriate tasks to promote success and continued participation.	
<b>PLE.6-12.2</b> Social Interaction	Demonstrate and reflect on respectful social interaction and support in physical activities through positive communication and teamwork.	
<b>PLE.6-12.3</b> Enjoyment, Fun, Delight	Explain and reflect on how skilled movement and self-chosen activities promote enjoyment and self-expression for lifelong engagement.	
<b>PLE.6-12.4</b> Personal Relevance	Examine and reflect on the connection between physical activity and well-being by understanding its impact on physical and mental health and personal goals.	



<b>Standard 1</b>		
Demonstrates competence in a variety of motor skills and movement patterns.		
<b>Skill</b>	<b>Grade 9-12: Level 1</b>	<b>Grade 9-12: Level 2</b>
Lifetime Activities		
<b>S1.H1.12</b>	Demonstrates competency and/or refines activity-specific movement skills in one or more lifetime activities (indoor/outdoor pursuits, individual-performance or dual activities, aquatics, net/wall/racket games, or target games).	Refines activity-specific movement skills in two or more lifetime activities (indoor/outdoor pursuits, individual-performance or dual activities, aquatics, net/wall/racket games, or target games).
Dance		
<b>S1.H2.12</b>	Demonstrates competency in cultural, social, and/or technical dance forms and rhythmic movements (e.g., weddings, parties, ballroom, modern, hip hop, tap).	Demonstrates competency by designing and performing a dance and/or a rhythmic routine.
Fitness Activities		
<b>S1.H3.12</b>	Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.	Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.



### Standard 2

Applies knowledge of concepts, principles, strategies, and tactics to movement and performance.

Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
Lifetime Activities		
<b>S2.H1.12</b> Lifetime Activities - Historical and Cultural Roles of Games	Identifies the historical and cultural roles of games, sports, and dance in society.	Discusses the relevance of historical and cultural roles of games, sports, and dance in society.
<b>S2.H2.12</b> Movement Concepts	Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in at least one selected skill.	Uses movement concepts and principles to implement strategies to improve performance for self and/or others in two or more selected skills.
<b>S2.H3.12</b> Practice Plans	Creates and implements a practice plan to improve performance for a self-selected skill.	Evaluates and revises a practice plan to improve performance for a selected skill.
<b>S2.H4.12</b> Dance Forms	Identifies examples of social (e.g., salsa, swing, ballroom - foxtrot, waltz, hip-hop, line dancing, etc.) and technical (e.g., ballet, tap, contemporary, jazz, etc.) dance forms.	Compares similarities and differences in various dance forms.



## Oklahoma Academic Standards for Physical Education

<b>Standard 3</b>		
Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.		
<b>Skill</b>	<b>Grade 9-12: Level 1</b>	<b>Grade 9-12: Level 2</b>
Physical Activity Knowledge and Engagement		
<b>S3.H1.12</b> Benefits and Barriers	Identifies and discusses the benefits of regular physical activity and common barriers that may impact participation related to college, career, and community involvement.	Explains how regular physical activity supports personal goals for college, career, and community life, and analyzes strategies to overcome barriers to participation.
<b>S3.H2.12</b> Social Media	Evaluates the accuracy of fitness- and health-related claims made in social media content and advertisements.	Analyzes and applies technology and social media to find, evaluate, and support healthy lifestyles.
<b>S3.H3.12</b> Safety	Identifies safety concerns and health risks related to physical activity in varying weather conditions (e.g., cold, hot, humid, windy).	Applies pacing strategies and perceived exertion levels to adjust physical activity in varying environmental conditions.
<b>S3.H4.12</b> Community Resources	Identifies and evaluates physical activities available in the local community based on benefits, social support, and participation requirements.	Analyzes and selects physical activities in the local environment that support personal fitness goals, social connections, and accessibility.
<b>S3.H5.12</b> Engages in Physical Activity	Regularly participates in a self-selected lifetime activity, dance, or fitness activity outside of the school day.	Develops and follows a personal training plan to prepare for and participate in a community-based physical activity event (e.g., 5K, tournament, dance performance, cycling event).
Fitness and Assessment Knowledge/Application		
<b>S3.H6.12</b> Fitness Knowledge	Demonstrates proper form and technique when using resistance-training machines and free weights.	Designs and follows a strength and conditioning program that promotes muscular balance and supports a healthy, active lifestyle.



### Standard 3 continued

Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
Fitness and Assessment Knowledge/Application		
<b>S3.H7.12</b> Fitness Knowledge	Explains how fitness level and nutrition affect physical performance and uses target heart rate and technology to plan and monitor aerobic exercise intensity.	Identifies energy systems used in physical activity and uses technology to monitor and adjust exercise intensity within the target heart rate zone.
<b>S3.H8.12</b> Fitness Knowledge	Describes the structure of skeletal muscle, different muscle fiber types, and the difference between concentric and eccentric muscle contractions.	Identifies and explains types of strength training (isometric, isotonic, isokinetic) and stretching methods (static, dynamic, proprioceptive neuromuscular facilitation [PNF]) used to improve strength, endurance, and flexibility.
<b>S3.H9.12</b> Assessment and Program Planning	Creates and implements a fitness plan that supports a healthy, active lifestyle for someone in college or a chosen career field.	Analyzes health- and skill-related fitness components and develops a fitness portfolio aligned with personal, college, or career goals.
Nutrition and Stress Management Knowledge/Application		
<b>S3.H10.12</b> Nutrition	Creates and follows a nutrition plan that supports energy balance and a healthy, active lifestyle to enhance physical performance.	Develops a snack plan for before, during, and after physical activity that meets nutritional needs for each phase of exercise.
<b>S3.H11.12</b> Stress Management	Explains the purpose and benefits of various stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) for managing stress.	Demonstrates and integrates stress-management strategies into a personal routine to manage stress during academic, social, and physical challenges.



### Standard 4

Exhibits responsible personal and social behavior that respects self and others.

Skill	Grade 9-12: Level 1	Grade 9-12: Level 2
Personal Responsibility		
<b>S4.H1.12</b>	Demonstrates effective self-management skills to analyze barriers and modify physical activities appropriately as needed.	Analyzes how media can influence body image and describe one self-management skill to make healthy choices based on their own needs instead of media messages.
Working with Others		
<b>S4.H2.12</b>	Uses effective communication and critical thinking skills to solve problems and support positive group dynamics during physical activity, both individually and as part of a team.	Demonstrates a leadership role (e.g., task or group leader, referee, coach) by applying communication and critical thinking skills to adapt strategies, resolve conflicts, and enhance team performance in a variety of physical activities.
Expectations, Etiquette, and Safety		
Expectations and Etiquette	Exhibits proper etiquette, respect for others and teamwork while engaging in a variety of physical activities.	Demonstrates leadership in promoting proper etiquette, respect, and including others during physical activities, while effectively supporting team dynamics and resolving conflicts.
Safety	Evaluates best practices for participating safely in a variety of physical activities (e.g., injury prevention, water safety, proper alignment, hydration, use of equipment, implementation of rules, and sun protection).	Applies best practices for participating safely in a variety of physical activities.



## Letters of Support



## **Meadow Brook Intermediate Mustang Public Schools**

12500 S.W. 15th Street  
Yukon, OK 73099

To Whom It May Concern,

I am writing to express my strong support for the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). As a teacher, I have seen how health and physical education create the foundation for student success, both inside and outside the classroom.

High-quality physical education is more than exercise; it is education for life. The Society of Health and Physical Educators (SHAPE America) defines a physically literate individual as one who possesses the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. These individuals understand the benefits of movement, maintain fitness, and value physical activity as essential to personal and social well-being.

The updated Oklahoma Academic Standards for Physical Education provide a roadmap to achieving this vision. They ensure that all Oklahoma students, regardless of life experiences or background, have access to evidence-based, developmentally appropriate instruction that builds lifelong skills for health and success. These standards also reflect the evolving needs of today's youth, integrating physical, mental, and social dimensions of wellness.

By investing in quality health and physical education, Oklahoma is investing in the future of its students, schools, and workforce. I am proud to support these revised standards and the commitment they represent to the whole-child approach to education.

Thank you for your leadership and continued dedication to student health and achievement.

Sincerely,

Jason Hasty  
Physical Education teacher/District Coordinator  
Meadow Brook Intermediate/Mustang Public Schools  
Yukon, Oklahoma 73099



Led  
by



11/5/2025

To Whom It May Concern,

Healthy Schools Oklahoma (HSOK) has a long history of supporting school health initiatives across the state. Since 1997, we have partnered with Oklahoma elementary schools to promote wellness, improve health education, and foster environments where students can thrive. Through this extensive experience, we understand the importance of strong, up-to-date health and physical education standards that equip students with the knowledge and skills needed for lifelong well-being. We are proud to support this important work and the positive impact it will have on Oklahoma schools and communities.

I am pleased to support the revised *Oklahoma Academic Standards for Health Education and Physical Education (PreK–12)*. As an organization that works with 74 elementary schools across the state, I have seen how health and physical education provide the foundation for student success, both academically and personally.

High-quality physical education develops *physically literate* students—those with the knowledge, skills, and confidence to enjoy a lifetime of healthy activity. The updated standards ensure all Oklahoma students have access to evidence-based, developmentally appropriate instruction that promotes lifelong health, fitness, and well-being.

Supporting these standards is an investment in the future of Oklahoma's students, schools, and workforce. I am proud to endorse them and the commitment they represent to whole-child education.

Sincerely,

Lindsy Lemons, MPH  
Director  
Healthy Schools Oklahoma  
Bethany, OK



December 2, 2025

To Whom It May Concern,

The School Nurse Organization of Oklahoma (SNOO) is pleased to offer our support for the newly revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). As Registered School Nurses, we have seen how health and physical education create the foundation for student success, both inside and outside the classroom.

High-quality physical education is more than exercise, it is education for life. The Society of Health and Physical Educators (SHAPE America) defines a physically literate individual as one who possesses the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. These individuals understand the benefits of movement, maintain fitness, and value physical activity as essential to personal and social well-being.

The updated Oklahoma Academic Standards for Physical Education provide a roadmap to achieving this vision. They ensure that all Oklahoma students, regardless of life experiences or background, have access to evidence-based, developmentally appropriate instruction that builds lifelong skills for health and success. These standards also reflect the evolving needs of today's youth, integrating physical, mental, and social dimensions of wellness.

By investing in quality health and physical education, Oklahoma is investing in the future of its students, schools, and workforce. We are proud to support these revised standards and the commitment they represent to the whole-child approach to education. Thank you for your leadership and continued dedication to student health and achievement.

Sincerely,

Shawna Blackburn MSN, RN  
President, School Nurse Organization of Oklahoma  
[snooklahoma@gmail.com](mailto:snooklahoma@gmail.com)



## ST. JOHN OF NEPOMUK

CATHOLIC CHURCH & SCHOOL

To Whom It May Concern,

I am writing to express my strong support for the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). As a teacher, I have seen how health and physical education create the foundation for student success, both inside and outside the classroom.

High-quality physical education is more than exercise, it is education for life. The Society of Health and Physical Educators (SHAPE America) defines a physically literate individual as one who possesses the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. These individuals understand the benefits of movement, maintain fitness, and value physical activity as essential to personal and social well-being.

The updated Oklahoma Academic Standards for Physical Education provide a roadmap to achieving this vision. They ensure that all Oklahoma students, regardless of life experiences or background, have access to evidence-based, developmentally appropriate instruction that builds lifelong skills for health and success. These standards also reflect the evolving needs of today's youth, integrating physical, mental, and social dimensions of wellness.

By investing in quality health and physical education, Oklahoma is investing in the future of its students, schools, and workforce. I am proud to support these revised standards and the commitment they represent to the whole-child approach to education. Thank you for your leadership and continued dedication to student health and achievement.

Sincerely,

**Brendan Hackett, Physical Education/Health Teacher**

**St. John Nepomuk Catholic School – Yukon, OK**



# Temple Public Schools

**Superintendent**

Erica Hill

[ehill@templeps.org](mailto:ehill@templeps.org)

**Counselor**

Rylee Paul

[rpaul@templeps.org](mailto:rpaul@templeps.org)

206 School Road

PO Box 400

Temple, OK 73568

Phone: 580-342-6230

Fax: 580-342-6463

**Elementary Principal**

Terri Hooper

[thooper@templeps.org](mailto:thooper@templeps.org)

**MS/HS Dean of Student**

Roger Stringer

[rstringer@templeps.org](mailto:rstringer@templeps.org)

**To Whom It May Concern,**

I am pleased to support the revised *Oklahoma Academic Standards for Health Education and Physical Education (PreK–12)*. As a teacher, I have seen how health and physical education provide the foundation for student success, both academically and personally.

High-quality physical education develops *physically literate* students—those with the knowledge, skills, and confidence to enjoy a lifetime of healthy activity. The updated standards ensure all Oklahoma students have access to evidence-based, developmentally appropriate instruction that promotes lifelong health, fitness, and well-being.

Supporting these standards is an investment in the future of Oklahoma's students, schools, and workforce. I am proud to endorse them and the commitment they represent to whole-child education.

Sincerely,

**Erica Hill**

**Superintendent**

**Temple Public Schools**

**Temple, Oklahoma**



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**December 3rd, 2025**

**To Whom It May Concern,**

I am pleased to support the revised *Oklahoma Academic Standards for Health Education and Physical Education (PreK–12)*. As a teacher, I have seen how health and physical education provide the foundation for student success, both academically and personally.

High-quality physical education develops *physically literate* students—those with the knowledge, skills, and confidence to enjoy a lifetime of healthy activity. The updated standards ensure all Oklahoma students have access to evidence-based, developmentally appropriate instruction that promotes lifelong health, fitness, and well-being.

Supporting these standards is an investment in the future of Oklahoma’s students, schools, and workforce. I am proud to endorse them and the commitment they represent to whole-child education.

Sincerely,

**Aaron Rios**  
**Health & PE Teacher**  
**District Department Chair**  
**Skyview Elementary Yukon Public Schools**  
**Yukon OK**



# CRUTCHO PUBLIC SCHOOL

2401 N. Air Depot Blvd.

Phone 405-427-3771 Fax 405-427-8052



November 19, 2025

Whom It May Concern,

As a middle school ELA teacher, I am writing to express my strong support for the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). In my experience, health and physical education are essential foundations for student success, both in the classroom and beyond. High-quality physical education goes beyond exercise; it equips students with the knowledge, skills, and confidence necessary for lifelong health and wellness. According to the Society of Health and Physical Educators (SHAPE America), a physically literate individual values physical activity, understands its benefits, and maintains fitness as part of personal and social well-being.

The updated Oklahoma Academic Standards for Physical Education offer a clear and effective roadmap for achieving these goals. They ensure that all students, regardless of background, receive evidence-based and developmentally appropriate instruction that fosters lifelong habits for health and success. These standards also address the holistic needs of today's youth by integrating physical, mental, and social wellness. By investing in comprehensive health and physical education, Oklahoma is investing in the future success of its students, schools, and communities. I am proud to support these revised standards and the commitment they reflect to a whole-child approach to education.

Thank you for your dedication to student health and achievement.

Sincerely,

A handwritten signature in blue ink that appears to read "Gale Chapple".

Gale Chapple  
Teacher-Middle School  
Crutcho Public School  
Oklahoma City, OK



To Whom It May Concern,

I am writing to express my strong support for the revised Oklahoma Academic Standards for Health Education and Physical Education (PreK–12). As a teacher, I have seen how health and physical education create the foundation for student success, both inside and outside the classroom.

High-quality physical education is more than exercise, it is education for life. The Society of Health and Physical Educators (SHAPE America) defines a physically literate individual as one who possesses the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. These individuals understand the benefits of movement, maintain fitness, and value physical activity as essential to personal and social well-being.

The updated Oklahoma Academic Standards for Physical Education provide a roadmap to achieving this vision. They ensure that all Oklahoma students, regardless of life experiences or background, have access to evidence-based, developmentally appropriate instruction that builds lifelong skills for health and success. These standards also reflect the evolving needs of today's youth, integrating physical, mental, and social dimensions of wellness.

By investing in quality health and physical education, Oklahoma is investing in the future of its students, schools, and workforce. I am proud to support these revised standards and the commitment they represent to the whole-child approach to education. Thank you for your leadership and continued dedication to student health and achievement.

Sincerely,

Bo Odom

Elementary P.E. Teacher

Altus Elementary School

Altus, OK

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## Side by Side Document

**Side by Side for Physical Education: 2026 Standard Recommendations**  
**PreK-K Physical Education Standards**

**Description of Standard:** Standard #, Health Content/Strand, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>S1.E1:</b> Hopping, galloping, running, sliding, skipping, leaping  <b>PK/K:</b> Performs locomotor skills (hopping, galloping, running, sliding, skipping, leaping) while maintaining balance.	<b>S1.E1.K:</b> Walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping  Practice motor skills (walking, marching, hopping, jumping, galloping, running, side-sliding, skipping, leaping) while maintaining balance.
<b>S1.E2:</b> Jogging, running  <b>PK/K:</b> Developmentally appropriate/emerging outcomes first appear in grade two.	<b>S1.E2.K:</b> Jogging, running  Developmentally appropriate/emerging outcomes first appear in grade band 1-2.
<b>S1.E3:</b> Jumping and landing, horizontal  <b>PK/K:</b> Performs jumping and landing actions with balance.	<b>S1.E3.K:</b> Jumping and landing horizontal/vertical  Performs horizontal and vertical jumping and landing actions with balance.
<b>S1.E4:</b> Jumping and landing, vertical  <b>PK/K:</b> Performs jumping and landing actions with balance.	Combined with S1.E3.K
<b>S1.E5:</b> Dance	<b>S1.E4.K:</b> Dance

<p><b>PK/K:</b> Performs locomotor skills in response to teacher-led creative dance.</p>	<p>Performs locomotor skills in response to teacher-led creative dance.</p>
<p><b>S1.E6:</b> Combinations with manipulatives</p> <p><b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p>	<p><b>S1.E5.K: Combinations with locomotors and manipulatives</b></p> <p><i>Developmentally appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</i></p>
<p><b>S1.E7:</b> Balance</p> <p><b>PK/K:</b> Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.</p>	<p><b>S1.E6.K: Balance</b></p> <p>Maintains momentary stillness on different bases of support. Forms wide, narrow, curled, and twisted body shapes.</p>
<p><b>S1.E8:</b> Weight Transfer</p> <p><b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>one</b>.</i></p>	<p><i>Combined with S1.E7.K</i></p>
<p><b>S1.E9:</b> Weight transfer, rolling</p> <p><b>PK/K:</b> Roll sideways in a narrow body shape.</p>	<p><b>S1.E7.K: Weight transfer, rolling</b></p> <p>With momentum, rolls <b>sideways</b> in a narrow body shape.</p>
<p><b>S1.E10:</b> Curling and stretching; twisting and bending</p> <p><b>PK/K:</b> <i>Differentiates</i> the actions of curling and stretching.</p>	<p><b>S1.E8.K: Curling and stretching; twisting and bending</b></p> <p><b>Identifies</b> the actions of curling and stretching.</p>
<p><b>S1.E11:</b> Combinations with dance and gymnastics</p>	<p><b>S1.E9.K: Combinations with dance and gymnastics</b></p>

<p><b>PK/K:</b> Developmentally appropriate/emerging outcomes first appear in grade <b>two</b>.</p>	<p>Developmentally appropriate/emerging outcomes first appear in grade <b>band 1-2</b>.</p>
<p><b>S1.E12:</b> Balance and weight transfers</p> <p><b>PK/K:</b> Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</p>	<p><b>S1.E10.K: Balance and weight transfers</b></p> <p>Developmentally appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</p>
<p><b>S1.E13:</b> Throwing; underhand and overhand</p> <p><b>PK/K:</b> Throws underhand and overhand with opposite foot forward (opposition).</p> <p><i>*PreK: Throws underhand and overhand without opposition.</i></p>	<p><b>S1.E11.K: Rolling/Throwing; underhand and overhand</b></p> <p><b>Rolls</b>, throws underhand and <b>throws</b> overhand with opposite foot forward (opposition).</p>
<p><b>S1.E14:</b> Passing with hands</p> <p><b>PK/K:</b> Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</p>	<p><b>S1.E12.K: Passing with hands</b></p> <p>Demonstrates passing an object in a variety of non-dynamic (stationary) practice tasks.</p>
<p><b>S1.E15:</b> Catching</p> <p><b>PK/K:</b> a) Drops a ball or object and catches it before it bounces again. b) Catches a large ball or object tossed by a skilled thrower.</p>	<p><b>S1.E13.K: Catching</b></p> <p>a) Drops a ball or object and catches it before it bounces again. b) Catches a large ball or object tossed by <b>self</b> or a skilled thrower.</p>
<p><b>S1.E16:</b> Dribbling/Ball Control with Hands</p> <p><b>PK/K:</b> Dribbles a ball with one hand attempting second <b>contact</b>.</p>	<p><b>S1.E14.K: Dribbling/Ball Control with hands</b></p> <p>Dribbles a ball with one hand attempting <b>a second dribble</b>.</p>

<p><b>S1.E17:</b> Dribbling/Ball Control with Feet  <b>PK/K:</b> Taps a ball using the inside of the foot, sending it forward.</p>	<p><b>S1.E15.K: Dribbling/Ball Control with feet</b>  Taps a ball using the inside of the foot, sending it forward <b>attempting a second tap.</b></p>
<p><b>S1.E18:</b> Passing and receiving with feet  <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p>	<p><b>S1.E16.K: Passing and receiving with feet</b>  <i>Developmentally appropriate/emerging outcomes first appear in grade band 1-2.</i></p>
<p><b>S1.E19:</b> Dribbling in combinations  <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></p>	<p><b>S1.E17.K: Dribbling in combinations</b>  <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i></p>
<p><b>S1.E20:</b> Kicking  <b>PK/K:</b> Kicks a stationary ball from a stationary position <b>demonstrating two of the five critical elements of mature kicking.</b></p>	<p><b>S1.E18.K: Kicking</b>  Kicks a stationary ball from a stationary position.</p>
<p><b>S1.E21:</b> Volley, underhand  <b>PK/K:</b> Volleys a lightweight object (balloon), sending it upward.</p>	<p><b>S1.E19.K: Volley, underhand &amp; overhand</b>  Volleys a lightweight object (balloon), sending it upward.</p>
<p><b>S1.E22:</b> Volley overhead  <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></p>	<i>Combined with S1.E19.K</i>
<p><b>S1.E23:</b> Striking, short implement  <b>PK/K:</b> Strikes a lightweight object</p>	<p><b>S1.E20.K: Striking, hand and short implement</b></p>

with a <b>paddle or short-handled racket</b> .	Strikes a lightweight object with a <b>hand and short implement</b> .
<b>S1.E24:</b> Striking, long implement <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>two</b>.</i>	<b>S1.E21.K: Striking, long implement</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>band 1-2</b>.</i>
<b>S1.E25:</b> Throwing/Catching/Scooping/Cradling, long and short-handled implement <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i>	<b>S1.E22.K:</b> <b>Throwing/Catching/Scooping/Cradling, long and short-handled implement</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>band 1-2</b>.</i>
<b>S1.E26:</b> Jumping rope <b>PK/K:</b> a) <b>Executes</b> a single jump with a self-turned rope. b) Jumps a long rope with teacher-assisted turning.	<b>S1.E23.K: Jumping rope</b> a) <b>Attempts</b> a variety of jumps over a rope on the floor. b) <b>Attempts</b> a single jump with a self-turned rope. c) <b>Attempts</b> to jump a long rope with teacher-assisted turning.
<b>S1.E27:</b> Outdoor Pursuits <b>PK/K:</b> <b>Identifies</b> outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.	<b>S1.E24.K: Outdoor Pursuits</b> <b>Explores</b> outdoor activities through <b>teacher-led instruction</b> (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.
<b>S2.E1:</b> Space	<b>S2.E1.K: Space/Spatial Awareness</b>

<p><b>PK/K:</b> a) Differentiates between movement in personal (self-space) and general space. b) Moves in personal space to a rhythm.</p>	<p><b>Concepts</b></p> <p><b>a)</b> Differentiates between movement in personal (self-space) and general space. <b>b)</b> Moves in personal space to a rhythm.</p>
<p><b>S2.E2:</b> Pathways, shapes, levels <b>PK/K:</b> Travels in three different pathways (straight, zig-zag, weaving).</p>	<p><b>S2.E2.K: Pathways, shapes, levels</b> Travels in three different pathways (straight, zig-zag, curved) <b>exploring spatial awareness.</b></p>
<p><b>S2.E3:</b> Speed, direction, force <b>PK/K:</b> Travels in general space with different speeds.</p>	<p><b>S2.E3.K Speed, direction, force</b> Travels in general space with different <b>levels</b> of speeds (slow, medium, fast) <b>exploring spatial awareness.</b></p>
<p><b>S2.E4:</b> Alignment and muscular tension <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p>	<p><b>S2.E4.K: Alignment and muscular tension</b> <i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i></p>
<p><b>S2.E5:</b> Strategies and Tactics <b>PK/K:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade one.</i></p>	<p><b>S2.E5.K: Strategies and Tactics</b> <b>Introduce simple strategies with movement patterns and manipulatives without crossing the midline.</b></p>
<p><b>S3.E1:</b> Physical Activity Knowledge <b>PK/K:</b> Identifies active-play opportunities outside physical education class (e.g., <b>before and</b></p>	<p><b>S3.E1.K: Physical Activity Knowledge</b> Identifies active-play opportunities outside physical education class (e.g., <b>at home, at school, and in the</b></p>

<p>after school, at home, <b>at the park</b>, with friends, with family).</p>	<p>community).</p>
<p><b>S3.E2:</b> Engages in Physical Activity <b>PreK/K</b></p> <p>a) Actively participates in physical education class.</p> <p>b) Engaged in <b>MVPA</b> 50% of class time.</p>	<p><b>S3.E2.K: Engages in Physical Activity</b></p> <p>a) Actively participates in physical education class.</p> <p>b) Engages in 50% of class time.</p>
<p><b>S3.E3:</b> Fitness Knowledge</p> <p><b>PK/K:</b> Recognizes that when you move fast, your heart beats faster and you breathe faster.</p>	<p><b>S3.E3.K: Fitness Knowledge</b></p> <p>Recognizes body cues in relation to increased movement (e.g., heart rate, breathing, body temperature).</p>
<p><b>S3.E4:</b> Fitness Knowledge</p> <p><b>PK/K:</b> Developmentally appropriate/emerging outcomes first appear in grade <b>one</b>.</p>	<p><b>S3.E4.K: Fitness Knowledge</b></p> <p>Developmentally appropriate/emerging outcomes first appear in grade <b>band 1-2</b>.</p>
<p><b>S3.E5:</b> Assessment and Program Planning</p> <p><b>PK/K:</b> Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</p>	<p><b>S3.E5.K: Assessment and Program Planning</b></p> <p>Developmentally appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</p>
<p><b>S3.E6:</b> Nutrition</p> <p><b>PK/K:</b> Recognizes that food provides energy for physical activity.</p>	<p><b>S3.E6.K: Nutrition</b></p> <p>Recognizes that food provides energy for physical activity.</p>

<p><b>S4.E1:</b> Personal Responsibility</p> <p><b>PK/K:</b> Follows directions in group settings (e.g., <b>safe behaviors</b>, expectations).</p>	<p><b>S4.E1.K: Personal Responsibility</b></p> <p>Follows directions in group settings (e.g., <b>self/body control</b>, expectations, <b>procedures</b>).</p>
<p><b>S4.E2:</b> Personal Responsibility</p> <p><b>PK/K:</b> Acknowledges <b>responsibility</b> for behavior when prompted.</p>	<p><b>S4.E2.K: Personal Responsibility</b></p> <p>Acknowledges <b>the norms and expectations</b> of the learning environment.</p>
<p><b>S4.E3:</b> Accepting Feedback</p> <p><b>PK/K:</b> Follows instruction/directions when prompted.</p>	<p><b>S4.E3.K: Accepting Feedback</b></p> <p><b>a)</b> Follows instruction and directions. <b>b)</b> Accepts corrective feedback from the teacher.</p>
<p><b>S4.E4:</b> Working with Others</p> <p><b>PK/K:</b> Shares equipment and space with others.</p>	<p><b>S4.E4.K: Working with Others</b></p> <p>Shares equipment and space with others <b>exploring spatial awareness</b>.</p>
<p><b>S4.E5:</b> Rules and Etiquette</p> <p><b>PK/K:</b> Recognizes the established <b>protocols</b> for class <b>activities</b>.</p>	<p><b>S4.E5.K: Expectations and Etiquette</b></p> <p><b>Practices</b> the established <b>procedures</b> and <b>expectations</b> for class participation.</p>
<p><b>S4.E6:</b> Safety</p> <p><b>PK/K:</b> Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p>	<p><b>S4.E6.K: Safety</b></p> <p>Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p>
<p><b>S5.E1:</b> Health</p> <p><b>PK/K:</b> Recognizes that physical activity is important for good physical</p>	<p><b>PLE.PK-5.1: Challenge</b></p> <p>Explore and reflect on physical activity challenges and successes, through</p>

<p>and mental health.</p>	<p>activities tailored to various skill levels, promoting growth and accomplishment.</p>
<p><b>S5.E2: Challenge</b> <b>PK/K:</b> Acknowledges that some physical activities are challenging/difficult.</p>	<p><b>PLE.PK-5.2: Social Interaction</b> Demonstrate and reflect on positive social behaviors in physical activity, including conflict resolution, cooperation, encouragement, teamwork, and communication.</p>
<p><b>S5.E3: Self-expression and Enjoyment</b> <b>PK/K:</b> a) Identifies physical activities that are enjoyable. b) Discusses the enjoyment of playing with friends.</p>	<p><b>PLE.PK-5.3: Enjoyment, Fun, and Delight</b> Explore and reflect on enjoyment of physical activity through personal preferences, social connections, and self-expression.</p>
<p><b>S5.E4: Social Interaction</b> <b>PK/K:</b> Demonstrates socially acceptable conflict resolution skills.</p>	<p><b>PLE.PK-5.4: Personal Relevance</b> Examine and reflect on how physical activity and balanced nutrition support physical and mental health and personal goals, fostering a lifelong appreciation for being active.</p>

## Side by Side for Physical Education: 2026 Standard Recommendations

### Grade 1-2 Physical Education Education Standards

**Description of Standard:** Standard #, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: Demonstrates competence in a variety of motor skills and movement patterns.</b>	
<b>Locomotor</b>	
<b>S1.E1:</b> Hopping, galloping, running, sliding, skipping, leaping <b>1:</b> Hops, gallops, jogs, and slides using a mature pattern. <b>2:</b> Skips using a mature pattern.	<b>S1.E1.2:</b> Walking, marching, hopping, jumping, galloping, running, side-sliding, leaping, skipping Practice walking, marching, hopping, galloping, running, side-sliding, leaping, and skipping using a mature pattern.
<b>S1.E2:</b> Jogging, running <b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade two.</i> <b>2:</b> a) Runs with a mature pattern. b) Travels showing differentiation (pacing) between jogging and sprinting.	<b>S1.E2.2:</b> Jogging, running a) Runs with a mature pattern. b) Travels showing differentiation (pacing) between jogging and sprinting.
<b>S1.E3:</b> jumping and landing, horizontal <b>1:</b> Demonstrates two of the five	<b>S1.E3.2:</b> Jumping and landing, horizontal/vertical

<p>critical elements of jumping and landing in a horizontal plane using two-foot take-offs and landings.</p> <p><b>2:</b> Demonstrates <b>four of the five critical elements</b> of jumping and landing in a horizontal plane using a <b>variety of one-foot and two-foot take-offs and landings</b>.</p>	<p><b>a)</b> Demonstrates jumping and landing in a horizontal plane using a <b>variety of one-foot and two-foot take-offs and landings with a mature pattern</b>.</p> <p><b>b)</b> Demonstrates jumping and landing in a <b>vertical plane using a mature pattern</b>.</p>
<p><b>S1.E4:</b> Jumping and landing, vertical</p> <p><b>1:</b> Demonstrates two of the five critical elements for jumping and landing in a vertical plane.</p> <p><b>2:</b> Demonstrates <b>four of the five critical elements</b> for jumping and landing in a vertical plane.</p>	<p><i>Combined with S1.E3.2</i></p>
<p><b>S1.E5:</b> Dance</p> <p><b>1:</b> <b>Combines</b> locomotor and non-locomotor skills <b>in a teacher-designed dance</b>.</p> <p><b>2:</b> <b>Performs a teacher and/or student-designed rhythmic activity with correct response</b> to simple rhythms.</p>	<p><b>S1.E4.2: Dance</b></p> <p>Demonstrates locomotor and non-locomotor skills by following a teacher- or student-designed <b>rhythmic activity, responding appropriately to simple rhythms</b>.</p>
<p><b>S1.E6:</b> Combinations with manipulatives</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first</i></p>	<p><b>S1.E5.2: Combinations with locomotors and manipulatives</b></p> <p><i>Developmentally</i></p>

<p>appear in grade <b>three</b>.</p> <p><b>2:</b> Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</p>	<p>appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</p>
<p><b>Non-locomotor (Stability)</b></p>	
<p><b>S1.E7:</b> Balance</p> <p><b>1:</b> Maintains stillness on different bases of support and with different body shapes.</p> <p><b>2:</b> a) Balances on different bases of support combining levels and shapes. b) Balances in an inverted position with stillness and supportive bases.</p>	<p><b>S1.E6.2: Balance</b></p> <p><b>a)</b> Balances on different bases of support combining levels and shapes.</p> <p><b>b)</b> Balances in an inverted position with stillness and supportive bases.</p>
<p><b>S1.E8:</b> Weight Transfer</p> <p><b>1:</b> Transfers weight from <b>one body part to another in self-space</b> in dance and gymnastics environments.</p> <p><b>2:</b> Transfers weight from <b>feet</b> to different body parts/bases of support for balance/travel.</p>	<p><b>S1.E7.2: Weight Transfer</b></p> <p><b>a)</b> Transfers weight from different body parts/bases of support for balance/travel.</p> <p><b>b)</b> Rolls in a narrow or curled body shape.</p>
<p><b>S1.E9:</b> Weight transfer, rolling</p> <p><b>1:</b> Rolls with either a narrow or curled body shape.</p>	<p><i>Combined with S1.E.7.2</i></p>

<p><b>2:</b> Rolls in different directions in a narrow or curled body shape.</p>	
<p><b>S1.E10:</b> Curling and stretching; twisting and bending</p> <p><b>1:</b> Demonstrates twisting, curling, bending, and stretching actions.</p> <p><b>2:</b> Differentiates among twisting, curling, bending, and stretching actions.</p>	<p><b>S1.E8.2: Curling and stretching; twisting and bending</b></p> <p><b>Identifies and</b> demonstrates twisting, curling, bending, and stretching movements.</p>
<p><b>S1.E11:</b> Combinations with dance and gymnastics</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade two.</i></p> <p><b>2:</b> Combines balances and transfers into a <b>three part</b> sequence (e.g., dance, gymnastics).</p>	<p><b>S1.E9.2: Combinations with dance and/or gymnastics</b></p> <p>Combines balances and transfers within a sequence (e.g., dance, gymnastics).</p>
<p><b>S1.E12:</b> Balance and weight transfers</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p> <p><b>2:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p>	<p><b>S1.E10.2: Balance and weight transfers</b></p> <p><i>Developmentally appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</i></p>
<p><b>Manipulatives</b></p>	

<p><b>S1.E13:</b> Throwing; underhand and overhand</p> <p>1: Throws underhand and overhand demonstrating <b>two of the five critical elements of a mature pattern</b> (face target, arm back, opposition, release, follow through).</p> <p>2: Throws underhand and overhand using a mature pattern.</p>	<p><b>S1.E11.2: Rolling/Throwing; underhand and overhand</b></p> <p>Rolls, throws underhand and throws overhand demonstrating a mature pattern.</p>
<p><b>S1.E14:</b> Passing with hands</p> <p>1: <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p> <p>2: <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p>	<p><b>S1.E12.2: Passing with hands</b></p> <p>Passes a ball demonstrating a mature pattern.</p>
<p><b>S1.E15:</b> Catching</p> <p>1: a) Catches a ball or an object from a self-toss before it bounces. b) Catches various sizes of balls or objects self-tossed or tossed by a skilled thrower.</p> <p>2: Catches a self-tossed or well-thrown large ball/object with hands <b>not trapping or cradling against the body.</b></p>	<p><b>S1.E13.2: Catching</b></p> <p>Catches a self-tossed or well-thrown large ball/object with hands.</p>
<p><b>S1.E16:</b> Dribbling/Ball Control with Hands</p>	<p><b>S1.E14.2: Dribbling/Ball Control with</b></p>

<p><b>1:</b> Dribbles continuously in self-space using the preferred hand.</p> <p><b>2:</b> Dribbles using the preferred hand while walking in general space.</p>	<p><b>hands</b></p> <p>Dribbles using the preferred hand while in <b>personal space</b> and while <b>walking in</b> general space.</p>
<p><b>S1.E17:</b> Dribbling/Ball Control with Feet</p> <p><b>1:</b> Taps or dribbles a ball using the inside of the foot while walking in general space.</p> <p><b>2:</b> Dribbles with feet in general space with control of ball and body.</p>	<p><b>S1.E15.2: Dribbling/Ball Control with feet</b></p> <p>Dribbles with feet in general space with control of ball and body.</p>
<p><b>S1.E18:</b> Passing and receiving with feet</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p> <p><b>2:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p>	<p><b>S1.E16.2: Passing and receiving with feet</b></p> <p>Attempts to pass and receive a ball with the insides of the feet to a stationary partner, absorbing force on reception.</p>
<p><b>S1.E19:</b> Dribbling in combinations</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></p> <p><b>2:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></p>	<p><b>S1.E17.2: Dribbling in combinations</b></p> <p><i>Developmentally appropriate/emerging outcomes first appear in grade band 3-5.</i></p>

<p><b>S1.E20:</b> Kicking</p> <p>1: Approaches a stationary ball and kicks <b>it forward</b> demonstrating <b>two of the five critical elements of</b> a mature pattern.</p> <p>2: Uses a continuous running approach and kicks a moving ball demonstrating three of the five elements of a mature pattern.</p>	<p><b>S1.E18.2: Kicking</b></p> <p>Approaches <b>and kicks</b> a stationary and/or moving ball demonstrating a mature pattern.</p>
<p><b>S1.E21:</b> Volley, underhand</p> <p>1: <b>Volleys an object with an open palm, sending it upward.</b></p> <p>2: Volleys an object upward with consecutive hits.</p>	<p><b>S1.E19.2: Volley, underhand <b>and overhand</b></b></p> <p>Volleys an object upward with consecutive hits.</p>
<p><b>S1.E22:</b> Volley overhead</p> <p>1: <b><i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></b></p> <p>2: <b><i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></b></p>	<p><i>Combined with S1.E19.2</i></p>
<p><b>S1.E23:</b> Striking, short implement</p> <p>1: <b>Strikes an object with a short-handled implement sending it upwards.</b></p>	<p><b>S1.E20.2: Striking, <b>hand and short implement</b></b></p> <p>Strikes an object with a <b>hand and short implement with consistency.</b></p>

<p><b>2:</b> Strikes an object <b>upward</b> with a <b>short-handled</b> implement <b>using consecutive hits</b>.</p>	
<p><b>S1.E24:</b> Striking, long implement</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade two.</i></p> <p><b>2:</b> 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.</p>	<p><b>S1.E21.2: Striking, long implement</b></p> <p>Strikes a ball off a tee or cone with a long-handled implement (e.g., bat, noodle) using correct grip and proper side/body orientation.</p>
<p><b>S1.E25:</b></p> <p>Throwing/Catching/Scooping/Cradling, long and short-handled implement</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p> <p><b>2:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade three.</i></p>	<p><b>S1.E22.2:</b></p> <p><b>Throwing/Catching/Scooping/Cradling, long and short implement</b></p> <p>Practices emerging outcomes with a short and/or long implement for scooping, cradling, throwing, and catching.</p>
<p><b>S1.E26:</b> Jumping rope</p> <p><b>1:</b> a) Jumps <b>forward or backwards consecutively using a self-turned rope.</b></p> <p>b) Jumps a long rope up to five times consecutively with <b>teacher-assisted turning</b>.</p>	<p><b>S1.E23.2: Jumping rope</b></p> <p><b>a)</b> Jumps a self-turned rope consecutively with a mature pattern.</p> <p><b>b)</b> Jumps a long rope five times consecutively with student turners.</p>

<p><b>2:</b> a) Jumps a self-turned rope consecutively <b>forward and backward</b> with a mature pattern. b) Jumps a long rope five times consecutively with student turners.</p>	
<p><b>S1.E27:</b> Outdoor Pursuits  <b>1:</b> <b>Discusses</b> outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.</p> <p><b>2:</b> <b>Describes</b> outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.</p>	<p><b>S1.E24.2: Outdoor Pursuits</b>  <b>Investigates</b> outdoor activities (e.g., scavenger hunt, nature walk) for physical activity and enjoyment.</p>
<p><b>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics to movement and performance.</b></p>	
<p><b>Movement Concepts</b></p>	
<p><b>S2.E1:</b> Space  <b>1:</b> <b>Moves in self-space and general space in response to designated beats/rhythms.</b></p> <p><b>2:</b> Combines locomotor skills in general space to a rhythm.</p>	<p><b>S2.E1.2: Space/Spatial Awareness-Concepts</b>  Combines locomotor skills in general space to a rhythm, <b>beat, or tempo</b>.</p>
<p><b>S2.E2:</b> Pathways, shapes, levels  <b>1:</b> a) Travels demonstrating low, middle, and high levels.</p>	<p><b>S2.E2.2: Pathways, shapes, levels</b>  <b>a)</b> Travels demonstrating low, middle, and high levels.</p>

<p>b) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).</p> <p><b>2:</b> Combines shapes, levels, and pathways into simple travel, dance, and gymnastics sequences.</p>	<p><b>b)</b> Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).</p> <p><b>c)</b> Combines shapes, levels, and pathways into simple travel, dance, or gymnastics sequences.</p>
<p><b>S2.E3:</b> Speed, direction, force</p> <p><b>1:</b> a) Differentiates between fast and slow speeds. b) Differentiates between strong and light force.</p> <p><b>2:</b> <i>Varies time and force with gradual increases and decreases.</i></p>	<p><b>S2.E3.2: Speed, direction, force</b></p> <p><b>a)</b> Differentiates between and applies fast and slow speeds. <b>b)</b> Differentiates between and applies strong and light force.</p>
<p><b>S2.E4:</b> Alignment and muscular tension</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p> <p><b>2:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p>	<p><b>S2.E4.2: Alignment and muscular tension</b></p> <p><i>Developmentally appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</i></p>
<p><b>S2.E5:</b> Strategies and Tactics</p> <p><b>1:</b> Applies <b>simple</b> strategies in both chasing and fleeing activities.</p> <p><b>2:</b> Applies <b>simple</b> strategies in both chasing and fleeing activities.</p>	<p><b>S2.E5.2: Strategies and Tactics</b></p> <p><b>a)</b> Applies strategies in both chasing and fleeing activities <b>demonstrating spatial awareness.</b></p> <p><b>b)</b> <b>Combines simple strategies, movement patterns, and</b></p>

	manipulatives with cross-lateral movements.
<b>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	
<b>Physical Activity Knowledge and Engagement</b>	
<b>S3.E1: Physical Activity Knowledge</b> <b>1:</b> Discusses the benefits of being active and exercising <b>and/or playing.</b>  <b>2:</b> Describes <b>large motor and/or manipulative physical activities for participation</b> outside physical education class.	<b>S3.E1.2: Physical Activity Knowledge</b> Discusses and describes the benefits of being active and exercising outside of physical education class.
<b>S3.E2: Engages in Physical Activity</b> <b>1:</b> a) Actively engages in physical education class. b) Engaged in MVPA 50% of class time.  <b>2: a)</b> Actively engages in physical education class in response to <b>instruction and practice.</b> b) Engaged in MVPA 50% of class time.	<b>S3.E2.2: Engages in Physical Activity</b> <b>a)</b> Actively engages in physical education class. <b>b)</b> Engages in moderate to vigorous physical activity (MVPA) 50% of class time.
<b>Fitness, Assessment, and Nutrition Knowledge</b>	
<b>S3.E3: Fitness Knowledge</b>	<b>S3.E3.2: Fitness Knowledge</b>

<p><b>1:</b> Identifies the heart as a muscle that grows stronger with exercise, play, and physical activity.</p> <p><b>2:</b> Identifies physical activities that contribute to fitness.</p>	<p><b>a)</b> Identifies the heart as a muscle that grows stronger with exercise.</p> <p><b>b)</b> Identifies physical activities that contribute to fitness.</p>
<p><b>S3.E4:</b> Fitness Knowledge</p> <p><b>1:</b> Emerging understanding of warm up and cool down relative to physical activity.</p> <p><b>2:</b> Differentiates between warm up and cool down.</p>	<p><b>S3.E4.2: Fitness Knowledge</b></p> <p>Differentiates between warm up and cool down.</p>
<p><b>S3.E5:</b> Assessment and Program Planning</p> <p><b>1:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p> <p><b>2:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade <b>three</b>.</i></p>	<p><b>S3.E5.2: Assessment and Program Planning</b></p> <p><i>Developmentally appropriate/emerging outcomes first appear in grade <b>band 3-5</b>.</i></p>
<p><b>S3.E6:</b> Nutrition</p> <p><b>1:</b> <b>Differentiates between health and unhealthy foods and drinks.</b></p> <p><b>2:</b> Recognizes the importance of the balance between nutrition and physical activity.</p>	<p><b>S3.E6.2: Nutrition</b></p> <p>Recognizes the importance of the balance between nutrition and physical activity.</p>

<b>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</b>	
<b>Personal Responsibility</b>	
<p><b>S4.E1:</b> Personal Responsibility</p> <p>1: Accepts personal responsibility by using equipment and space appropriately.</p> <p>2: Practices skills with minimal teacher prompting.</p>	<p><b>S4.E1.2: Personal Responsibility</b></p> <p>Accepts personal responsibility by using equipment and space appropriately.</p>
<p><b>S4.E2:</b> Personal Responsibility</p> <p>1: Adheres to the norms and expectations of the learning environment.</p> <p>2: Accepts responsibility for class protocols with behavior and performance.</p>	<p><b>S4.E2.2: Personal Responsibility</b></p> <p>Adheres to and accepts responsibility for class procedures/expectations with behavior and participation.</p>
<b>Accepting Feedback and Working with Others</b>	
<p><b>S4.E3:</b> Accepting Feedback</p> <p>1: Responds appropriately to general feedback from the teacher.</p> <p>2: Accepts specific corrective feedback from the teacher.</p>	<p><b>S4.E3.2: Accepting Feedback</b></p> <p>Accepts and applies specific corrective feedback from the teacher.</p>
<p><b>S4.E4:</b> Working with Others</p>	<p><b>S4.E4.2: Working with Others</b></p>

<p><b>1:</b> Works independently with others in a variety of class environments (e.g., small and large groups).</p> <p><b>2:</b> Works independently with others in partner environments without regard to differences.</p>	<p>Works independently with others in a variety of class environments.</p>
<p><b>Expectations, Etiquette, and Safety</b></p>	
<p><b>S4.E5:</b> Rules and Etiquette</p> <p><b>1:</b> Exhibits the established <b>protocols</b> for class <b>activities</b>.</p> <p><b>2:</b> Recognizes the role of rules and etiquette in teacher designed physical activities.</p>	<p><b>S4.E5.2: Expectations and Etiquette</b></p> <p>Exhibits the established <b>procedures</b> and <b>expectations</b> for class participation.</p>
<p><b>S4.E6:</b> Safety</p> <p><b>1:</b> Follows teacher directions for safe participation and proper use of equipment without teacher reminders.</p> <p><b>2:</b> Works independently and safely <b>in physical education and with</b> equipment.</p>	<p><b>S4.E6.2: Safety</b></p> <p>Works independently and safely with <b>or without</b> equipment <b>based on the</b> established procedures.</p>
<p><b>Standard 5 Physical Literacy Elements (PLE):</b> Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance. <b>health, mental health, enjoyment, challenge, self-expression, and/or social interaction.</b></p>	

<p><b>S5.E1:</b> Health</p> <p>1: Identifies physical activity as a component of good physical and mental health.</p> <p>2: Recognizes the impact of balanced nutrition and physical activity to good mental and physical health.</p>	<p><b>Challenge</b></p> <p><b>PLE.PK-5.1:</b></p> <p>Explore and reflect on physical activity challenges and successes, through activities tailored to various skill levels, promoting growth and accomplishment.</p>
<p><b>S5.E2:</b> Challenge</p> <p>1: Recognizes that challenge in physical activities can lead to success.</p> <p>2: Compares physical activities that bring confidence and challenge.</p>	<p><b>Social Interaction</b></p> <p><b>PLE.PK-5.2:</b></p> <p>Demonstrate and reflect on positive social behaviors in physical activity, including conflict resolution, cooperation, encouragement, teamwork, and communication.</p>
<p><b>S5.E3:</b> Self-expression and Enjoyment</p> <p>1: a) Describes positive feelings that result from participating in physical activities. b) Discusses personal reasons for enjoying physical activities.</p> <p>2: Identifies and discuss physical activities that provide enjoyment and self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).</p>	<p><b>Enjoyment, Fun, and Delight</b></p> <p><b>PLE.PK-5.3:</b></p> <p>Explore and reflect on enjoyment of physical activity through personal preferences, social connections, and self-expression.</p>
<p><b>S5.E4:</b> Social Interaction</p>	<p><b>Personal Relevance</b></p>

**1:** Demonstrates socially acceptable conflict resolution skills.

**2:** Demonstrates socially acceptable conflict resolution skills.

**PLE.PK-5.4:**

Examine and reflect on how physical activity and balanced nutrition support physical and mental health and personal goals, fostering a lifelong appreciation for being active.

**Side by Side for Physical Education: 2026 Standard Recommendations**  
**Grade 3-5 Physical Education Education Standards**

**Description of Standard:** Standard #, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: Demonstrates competence in a variety of motor skills and movement patterns.</b>	
<b>Locomotor</b>	
<p><b>S1.E1:</b> Hopping, galloping, running, sliding, skipping, leaping</p> <p><b>3:</b> Leaps using a mature pattern.</p> <p><b>4:</b> Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastics experiences.</p> <p><b>5:</b> a) Demonstrates mature patterns of locomotor skills in dynamic and small-sided practice tasks, gymnastics, and dance. b) Combines locomotor and manipulative skills in a variety of small-sided practice tasks and game environments. c) Combines traveling with</p>	<p><b>S1.E1.5:</b> <b>Walking, marching, hopping, jumping, galloping, running, side-sliding, leaping, skipping</b></p> <p>Uses various locomotor skills in a variety of small-sided practice tasks <b>or games</b>, dance, <b>and/or</b> gymnastics experiences.</p>

<p>manipulative skills for execution to a target (e.g., scoring in soccer, lacrosse, and basketball).</p>	
<p><b>S1.E2:</b> Jogging, running</p> <p><b>3:</b> Travels showing differentiation (pacing) between jogging and sprinting.</p> <p><b>4:</b> Runs for distance using a mature pattern.</p> <p><b>5:</b> Uses appropriate pacing for a variety of running distances.</p>	<p><b>S1.E2.5: Jogging, running</b></p> <p>Applies appropriate pacing for a variety of running distances.</p>
<p><b>S1.E3:</b> Jumping and landing, horizontal</p> <p><b>3:</b> Jumps and lands in the horizontal plane using a mature pattern.</p> <p><b>4:</b> Uses spring-and-step take-offs and landings specific to <b>gymnastics</b> (e.g., cartwheel, round-off).</p> <p><b>5:</b> Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.</p>	<p><b>S1.E3.5: Jumping and landing, horizontal/vertical</b></p> <p><b>a)</b> Uses spring-and-step take-offs and landings specific to <b>horizontal</b> (e.g., cartwheel, round-off) <b>and</b> <b>vertical</b> (e.g., tuck jump, star jump, toe touches) jumps.</p> <p><b>b)</b> Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.</p>
<p><b>S1.E4:</b> Jumping and landing, vertical</p> <p><b>3:</b> Jumps and lands in the vertical plane using a mature pattern.</p>	<p><b>Combined with S1.E3.5</b></p>

<p><b>4:</b> Uses spring-and-step take-offs and landings specific to gymnastics (e.g., tuck jump, star jump, toe touches).</p> <p><b>5:</b> Combines jumping and landing patterns with locomotor and manipulative skills in dance, gymnastics, and small-sided practice tasks in game environments.</p>	
<p><b>S1.E5:</b> Dance</p> <p><b>3:</b> Performs teacher selected and developmentally appropriate dance steps in movement patterns.</p> <p><b>4:</b> Combines locomotor movement patterns and dance steps to create and perform an original dance.</p> <p><b>5:</b> Combines locomotor skills with cultural and creative dances (self and group) with correct rhythm and pattern.</p>	<p><b>S1.E4.5: Dance</b></p> <p><b>a)</b> Combines locomotor movement patterns and dance steps to create and perform an original dance.</p> <p><b>b)</b> Combines locomotor skills with cultural and creative dances (self, group) with correct rhythm and pattern.</p>
<p><b>S1.E6:</b> Combinations with manipulatives</p> <p><b>3:</b> Performs a sequence of locomotor skills smoothly and without hesitation (transitioning from one skill to another).</p>	<p><b>S1.E5.5: Combinations with locomotors and manipulatives</b></p> <p><b>a)</b> Performs a sequence of locomotor skills smoothly and without hesitation, transitioning</p>

<p><b>4:</b> Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student designed small-sided practice tasks.</p> <p><b>5:</b> a) Applies skills in dynamic situations. b) Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, and basketball).</p>	<p>from one skill to another.</p> <p><b>b)</b> Combines traveling with manipulative skills of dribbling, throwing, catching, and striking in teacher and/or student-designed small-sided practice tasks.</p>
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#### Non-locomotor (Stability)

<p><b>S1.E7:</b> Balance</p> <p><b>3:</b> Balances on different bases of support demonstrating muscular tension and extensions of free body parts.</p> <p><b>4:</b> Balances on different bases of support on apparatus demonstrating levels and shapes.</p> <p><b>5:</b> Combines balance and weight transfer in a gymnastic sequence or dance with a partner.</p>	<p><b>S1.E6.5: Balance</b></p> <p>Combines balance and weight transfer in a gymnastic sequence or dance with a partner.</p>
<p><b>S1.E8:</b> Weight Transfer</p> <p><b>3:</b> Transfers weight from feet to</p>	<p><b>S1.E7.5: Weight Transfer, rolling</b></p> <p>Transfers weight, <b>includes rolling</b>, in</p>

<p>hands for monetary weight support.</p> <p><b>4:</b> Transfers weight from feet to hands varying the speed and using large extensions (e.g., mule kick, handstand, cartwheel).</p> <p><b>5:</b> Transfers weight in dance and gymnastic environments.</p>	<p>dance or gymnastic environments.</p>
<p><b>S1.E9:</b> Weight transfer, rolling</p> <p><b>3:</b> Applies skills.</p> <p><b>4:</b> Applies skills.</p> <p><b>5:</b> Applies skills.</p>	<p><b>Combined with S1.E7.5</b></p>
<p><b>S1.E10:</b> Curling and stretching; twisting and bending</p> <p><b>3:</b> Moves into and out of gymnastic balances with twisting, curling, and stretching actions (e.g., plank to log roll).</p> <p><b>4:</b> Moves into and out of balances on apparatus with curling, twisting, and stretching actions.</p> <p><b>5:</b> Performs curling, twisting, and stretching actions with correct application in dance, gymnastics,</p>	<p><b>S1.E8.5: Curling and stretching; twisting and bending</b></p> <p>Performs curling, stretching, twisting, and bending actions with correct application in dance, gymnastics, or small-sided practice tasks in game environments.</p>

<p>and small-sided practice tasks in game environments.</p>	
<p><b>S1.E11:</b> Combinations with dance and gymnastics</p> <p><b>3:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance.</p> <p><b>4:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.</p> <p><b>5:</b> Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a <b>dance</b> with a group.</p>	<p><b>S1.E9.5: Combinations with dance and gymnastics</b></p> <p>Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a <b>movement pattern with a group</b>.</p>
<p><b>S1.E12:</b> Balance and weight transfers</p> <p><b>3:</b> Combines balance and weight transfers with movement concepts to create and perform a dance.</p> <p><b>4:</b> Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.</p>	<p><b>S1.E10.5: Balance and weight transfers</b></p> <p>Combines actions, balance, and weight transfers to create a <b>dance or gymnastics sequence with a partner with or without equipment</b>.</p>

<p>5: Combines actions, balance, and weight transfers to create a gymnastics sequence with a partner on equipment or apparatus.</p>	
<p><b>Manipulatives</b></p>	
<p><b>S1.E13:</b> Throwing; underhand and overhand</p> <p>3: a) Throws underhand and overhand to a partner or target with reasonable accuracy.</p> <p>b) Demonstrates three of the five critical elements in non-dynamic environments for distance and force.</p> <p>4: Throws underhand and overhand in a mature pattern in a non-dynamic environment.</p> <p>5: a) Throws underhand and overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects.</p> <p>b) Throws underhand and overhand to a large target with accuracy.</p>	<p><b>S1.E11.5: Rolling/Throwing; underhand and overhand</b></p> <p>a) Rolls, throws underhand and throws overhand in a mature pattern in a non-dynamic environment with different sizes and types of objects.</p> <p>b) Rolls, throws underhand and throws overhand to a large target (e.g., hula hoop, bowling pin, or target) with accuracy.</p>
<p><b>S1.E14:</b> Passing with hands</p> <p>3: Throws to a stationary partner with reasonable accuracy in a non-dynamic environment (closed skills).</p>	<p><b>S1.E12.5: Passing with hands</b></p> <p>a) Throws with a stationary partner in a non-dynamic (stationary) environment.</p> <p>b) Throws with a mature pattern</p>

<p><b>4:</b> Throws to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).</p> <p><b>5:</b> a) Throws with accuracy while both partners are moving. b) Throws with <b>reasonable accuracy</b> in dynamic, small-sided practice tasks.</p>	<p>while both partners are moving.</p> <p><b>c)</b> Throws with a <b>mature pattern</b> in dynamic (<b>active</b>), small-sided practice tasks.</p>
<p><b>S1.E15:</b> Catching</p> <p><b>3:</b> Catches a gently tossed hand-sized ball or object from a partner while demonstrating four of the five critical elements of a mature pattern.</p> <p><b>4:</b> Catches a <b>thrown ball above the head, at the chest or waist level, and below the waist</b> using a mature pattern in a non-dynamic environment (closed skills).</p> <p><b>5:</b> a) Catches a <b>batted ball above the head, at the chest or waist level, and along the ground</b> using a mature pattern in a non-dynamic environment (closed skills). b) Catches with <b>accuracy</b> with both</p>	<p><b>S1.E13.5: Catching</b></p> <p><b>a)</b> Catches a ball <b>at different levels</b> using a mature pattern in a non-dynamic (<b>stationary</b>) environment (closed skills).</p> <p><b>b)</b> Catches with a mature pattern with both partners moving.</p> <p><b>c)</b> Catches with a mature pattern in dynamic (<b>active</b>), small-sided practice tasks.</p>

<p>partners moving.</p> <p>c) Catches with <b>reasonable accuracy</b> in dynamic, small-sided practice tasks.</p>	
<p><b>S1.E16:</b> Dribbling/Ball Control with Hands</p> <p><b>3:</b> Dribbles and travels in general space at a slow to moderate speed with control of ball and body.</p> <p><b>4:</b> a) Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern. b) Dribbles in general space with control of ball and body while increasing and decreasing speed.</p> <p><b>5:</b> Combines hand dribbling with other skills during one vs. one practice skills.</p>	<p><b>S1.E14.5: Dribbling/Ball Control with hands</b></p> <p><b>a)</b> Dribbles in self-space with both the preferred and non-preferred hands using a mature pattern.</p> <p><b>b)</b> Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>
<p><b>S1.E17:</b> Dribbling/Ball Control with Feet</p> <p><b>3:</b> Dribbles with the feet in general space at slow to moderate jogging speed with control of the ball and body.</p> <p><b>4:</b> Dribbles <b>with the feet</b> in general space with control of the ball and body while increasing and decreasing speed.</p>	<p><b>S1.E15.5: Dribbling/Ball Control with feet</b></p> <p><b>a)</b> Dribbles in self-space with both the preferred and non-preferred foot using a mature pattern.</p> <p><b>b)</b> Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>

<p><b>5:</b> Combines foot dribbling with other skills in one vs. one practice tasks.</p>	
<p><b>S1.E18:</b> Passing and receiving with feet</p> <p><b>3:</b> Passes and receives the ball with the insides of the feet to a stationary partner, absorbing force on reception, before returning the pass.</p> <p><b>4:</b> a) Passes and receives the ball with the insides of the feet to a moving partner in a non-dynamic environment (closed skills). b) 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.</p> <p><b>5:</b> Passes and receives with the feet using a mature pattern as both partners travel.</p>	<p><b>S1.E16.5: Passing and receiving with feet</b></p> <p><b>a)</b> Passes and receives a ball with the outsides and insides of the feet to a stationary partner, absorbing force on reception before returning the pass.</p> <p><b>b)</b> Passes and receives with the feet using a mature pattern as both partners travel.</p>
<p><b>S1.E19:</b> Dribbling in combinations</p> <p><b>3:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></p> <p><b>4:</b> Dribbles with hands or feet in combination with other skills (e.g.,</p>	<p><b>S1.E17.5: Dribbling in combinations</b></p> <p>Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, and shooting).</p>

<p>passing, receiving, and shooting).</p> <p><b>5:</b> Dribbles with the hands or feet with mature patterns in a variety of small-sided game forms.</p>	
<p><b>S1.E20:</b> Kicking</p> <p><b>3:</b> a) 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.</p> <p>b) Uses a continuous running approach and kicks a stationary ball for accuracy.</p> <p><b>4:</b> Kicks along the ground and in the air and punts using a mature pattern.</p> <p><b>5:</b> Demonstrates mature patterns of kicking and punting in <b>small-sided practice tasks environments.</b></p>	<p><b>S1.E18.5:</b> Kicking</p> <p>Demonstrates mature patterns of kicking and punting in <b>a non-dynamic (stationary) and dynamic (active) environment.</b></p>

<p><b>S1.E21:</b> Volley, underhand</p> <p><b>3:</b> Volleys an object with an underhand or sidearm striking pattern, <b>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 to the call, contact with the ball, follow through).</b></p> <p><b>4:</b> Volleys underhand using a mature pattern in a non-dynamic environment (e.g., two square, four square, <b>handball</b>).</p> <p><b>5:</b> Applies skills in small-sided games.</p>	<p><b>S1.E19.5: Volley, underhand and overhand</b></p> <p>Volleys an object with an underhand, <b>overhand</b>, or sidearm striking pattern in a non-dynamic (e.g., stationary volleying to a partner, wall, or target) and dynamic (active) environment (e.g., two square, four square, <b>volleyball</b>).</p>
<p><b>S1.E22:</b> Volley overhead</p> <p><b>3:</b> <i>Developmentally appropriate/emerging outcomes first appear in grade four.</i></p> <p><b>4:</b> Volleys the ball with a two-handed overhead pattern sending it upward demonstrating four of the five critical elements of a mature pattern.</p>	<p><i>Combined with S1.E19.5</i></p>

<p><b>5:</b> Volleys the ball using a two-handed mature pattern sending it upward to a target.</p>	
<p><b>S1.E23:</b> Striking, short implement</p> <p><b>3:</b> a) Strikes an object with a short-handled implement sending it forward over a low net or to a wall.</p> <p>b) Strikes an object with a short-handled implement while demonstrating three of the five critical elements of a mature pattern.</p> <p><b>4:</b> a) Strikes an object with a short-handled implement demonstrating a mature pattern.</p> <p>b) Strikes an object with a short-handled implement alternating hits with a partner over a low net or against a wall.</p> <p><b>5:</b> 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.</p>	<p><b>S1.E20.5: Striking, hand and short implement</b></p> <p>Strikes an object with a mature pattern (individually and with a partner) using a hand and/or short implement in a non-dynamic (e.g., stationary against a wall) and dynamic environment (e.g., active over a rope or net).</p>
<p><b>S1.E24:</b> Striking, long implement</p> <p><b>3:</b> Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club) sending it forward while</p>	<p><b>S1.E21.5: Striking, long implement</b></p> <p>Strikes an object with a mature pattern using a long implement (e.g., hockey stick, golf club, bat,</p>

<p>using proper grip.</p> <p><b>4:</b> Strikes a ball 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).</p> <p><b>5:</b> a) Strikes a pitched ball with a bat using a mature pattern. b) Combines striking with a long-handled implement (e.g., hockey stick, golf club, bat, racket) with receiving and traveling skills in a small-sided game.</p>	<p>racket) in a non-dynamic (e.g., stationary practice as an individual or with a partner) and dynamic (e.g., active small-sided games) environment.</p>
<p><b>S1.E25:</b> Throwing/Catching/Scooping/Cradling, long and short-handled implement</p> <p><b>3:</b> Demonstrates emerging outcomes with a short and/or long-handled implement for scooping, cradling, throwing, and catching.</p> <p><b>4:</b> Demonstrates skills (cradle, scoop, throw, and catch) with a partner while stationary and moving.</p> <p><b>5:</b> Demonstrates and applies basic</p>	<p><b>S1.E22.5:</b> <b>Throwing/Catching/Scooping/Cradling, long and short implement</b></p> <p>Demonstrates and applies basic skills (cradle, scoop, throw, and catch) individually, with a partner, and in small-sided games (e.g., lacrosse, Native American stickball, or using scoops).</p>

<p>skills (cradle, scoop, throw, and catch) to play in small-sided games (e.g., lacrosse, Native American stickball, or using scoops).</p>	
<p><b>S1.E26:</b> Jumping rope</p> <p><b>3:</b> <b>Performs intermediate jump rope skills</b> (e.g., variety of tricks, running in and out of long rope) <b>for both long and short ropes.</b></p> <p><b>4:</b> <b>Creates a jump rope routine with either a short or long jump rope.</b></p> <p><b>5:</b> <b>Creates a jump rope routine with a partner using either a short or long jump rope.</b></p>	<p><b>S1.E23.5: Jumping rope</b></p> <p>Creates a jump rope sequence with a partner or small group using either a short (e.g., variety of tricks) or long jump rope (e.g., running in and out of a long rope).</p>
<p><b>S1.E27:</b> Outdoor Pursuits</p> <p><b>3:</b> <b>Demonstrates emerging techniques for a variety of skills pertinent to locale and/or teacher selected outdoor pursuits</b> (e.g., fishing, hiking, kayaking).</p> <p><b>4:</b> <b>Demonstrates emerging techniques for a variety of skills in one self-selected outdoor pursuits</b> (e.g., fishing, hiking, kayaking).</p> <p><b>5:</b> <b>Demonstrates emerging</b></p>	<p><b>S1.E24.5: Outdoor Pursuits</b></p> <p>Demonstrates emerging techniques for a variety of skills in <b>one or more</b> self-selected outdoor pursuits (e.g., fishing, hiking, kayaking, <b>archery, biking, skating</b>).</p>

<p>techniques for a variety of skills in <b>more than one</b> self-selected outdoor pursuits (e.g., fishing, hiking, kayaking).</p>	
<p><b>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics to movement and performance.</b></p>	
<p><b>Movement Concepts</b></p>	
<p><b>S2.E1: Space</b></p> <p><b>3:</b> Recognizes the concept of open space in a movement context.</p> <p><b>4:</b> a) Applies the concept of open space to combination skills involving traveling (e.g., dribbling and traveling with changes in direction and speed). b) Applies the concept of closing spaces in small-sided practice tasks.</p> <p><b>5:</b> Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games).</p>	<p><b>S2.E1.5: Space/Spatial Awareness Concepts</b></p> <p><b>a)</b> Applies the concept of open space to combination skills (e.g., dribbling and traveling with changes in direction and speed).</p> <p><b>b)</b> Applies the concept of closing spaces in small-sided practice tasks.</p> <p><b>c)</b> Combines spatial concepts with locomotor and non-locomotor movements for small groups (e.g., gymnastics, dance, and games).</p>
<p><b>S2.E2: Pathways, shapes, levels</b></p> <p><b>3:</b> Recognizes locomotor skills specific to a wide variety of physical activities.</p> <p><b>4:</b> Combines movement concepts</p>	<p><b>S2.E2.5: Pathways, shapes, levels</b></p> <p>Combines movement concepts with skills in small-sided practice tasks in games, gymnastics, <b>or</b> dance.</p>

<p>with skills in small-sided practice tasks, gymnastics, and dance environments.</p> <p><b>5:</b> Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics, dance with self-direction.</p>	
<p><b>S2.E3:</b> Speed, direction, force</p> <p><b>3:</b> Combines movement concepts (direction, levels, force, time) with skills directed by the teacher.</p> <p><b>4:</b> a) Applies movement concepts of speed, endurance, and pacing for running. b) 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.</p> <p><b>5:</b> a) Applies movement concepts to strategy in game situations. b) Applies the concepts of direction and force to strike an object with a long-handled implement. c) Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, games, dance, or gymnastics.</p>	<p><b>S2.E3.5: Speed, direction, force</b></p> <p><b>a)</b> Applies movement concepts to strategy in running (e.g., pacing) or game situations.</p> <p><b>b)</b> Applies the concepts of direction and force to strike an object with an implement.</p> <p><b>c)</b> Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, games, dance, or gymnastics.</p>

<p>extensions) in small-sided practice tasks <b>in game environments</b>, dance, and gymnastics.</p>	
<p><b>S2.E4:</b> Alignment and muscular tension</p> <p><b>3:</b> <b>Employs</b> the concept of alignment, <b>and the concept of</b> muscular tension with balance (e.g., gymnastics, dance, yoga).</p> <p><b>4:</b> <b>Applies skill.</b></p> <p><b>5:</b> <b>Applies skill.</b></p>	<p><b>S2.E4.5: Alignment and muscular tension</b></p> <p><b>Implements</b> the concept of alignment <b>with correct form</b>, and <b>demonstrates</b> muscular tension with balance (e.g., gymnastics, dance, yoga).</p>
<p><b>S2.E5:</b> Strategies and Tactics</p> <p><b>3:</b> <b>Applies simple strategies in both chasing and fleeing activities.</b></p> <p><b>4:</b> a) <b>Applies simple</b> offensive and defensive strategies and tactics in <b>chasing and fleeing activities.</b> b) <b>Recognizes the types of kicks</b> needed for different games and sports situations.</p> <p><b>5:</b> a) <b>Applies basic</b> offensive and defensive strategies and tactics in <b>invasion small-sided practice tasks</b>, and in <b>net/wall small-sided practice tasks.</b> b) <b>Recognizes the type of throw</b>,</p>	<p><b>S2.E5.5: Strategies and Tactics</b></p> <p>a) <b>Applies basic</b> offensive and defensive strategies and tactics in <b>small-sided practice tasks or games.</b></p> <p>b) <b>Recognizes the type of kick</b>, throw, volley, or striking action needed for different <b>small-sided practice tasks or games.</b></p> <p>c) <b>Applies strategies and tactics to</b> complex movement sequences and patterns with manipulatives that include cross-lateral coordination (e.g., cup stacking, juggling).</p>

<p>volley or striking action needed for different <b>games and sports</b> situations.</p>	
<p><b>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b></p>	
<p><b>Physical Activity Knowledge and Engagement</b></p>	
<p><b>S3.E1: Physical Activity Knowledge</b></p> <p><b>3:</b> a) Tracks participation in physical activities outside physical education class. b) Identifies physical activity benefits as a way to become healthier.</p> <p><b>4:</b> Analyzes opportunities for participating in physical activity outside physical education class.</p> <p><b>5:</b> Tracks and analyzes physical activity outside physical education class for fitness benefits of activities.</p>	<p><b>S3.E1.5: Physical Activity Knowledge</b></p> <p>Tracks and analyzes physical activity outside physical education class for fitness benefits.</p>
<p><b>S3.E2: Engages in Physical Activity</b></p> <p><b>3:</b> a) Actively engages in the activities of physical education class without teacher prompting. b) Engaged in MVPA 50% of class time.</p> <p><b>4:</b> a) Actively engages in the</p>	<p><b>S3.E2.5: Engages in Physical Activity</b></p> <p><b>a)</b> Actively engages in the activities of physical education class. <b>b)</b> Engages in MVPA 50% of class time.</p>

<p>activities of physical education class, both teacher directed and independent.</p> <p>b) Engaged in MVPA 50% of class time.</p> <p><b>5:</b> a) Actively engages in all the activities of physical education class.</p> <p>b) Engaged in MVPA 50% of class time.</p>	
<b>Fitness, Assessment, and Nutrition Knowledge</b>	
<p><b>S3.E3:</b> Fitness Knowledge</p> <p><b>3:</b> a) Discusses the components of health-related fitness and skill-related fitness.</p> <p>b) Provides examples of physical activity to enhance fitness.</p> <p><b>4:</b> Identifies the components of health-related fitness and skill-related fitness.</p> <p><b>5:</b> Differentiates between health-related fitness and skill-related fitness.</p>	<p><b>S3.E3.5: Fitness Knowledge</b></p> <p>a) Discusses and differentiates between health-related fitness and skill-related fitness.</p> <p>b) Provides examples of physical activity to enhance fitness.</p>
<p><b>S3.E4:</b> Fitness Knowledge</p> <p><b>3:</b> Recognizes the importance of warm up and cool down relative to vigorous physical activity.</p>	<p><b>S3.E4.5: Fitness Knowledge</b></p> <p>a) Identifies the need for warm up and cool down relative to various physical activities.</p>

<p><b>4:</b> Demonstrates warm up and cool down relative to cardiorespiratory fitness assessment.</p> <p><b>5:</b> a) Identifies the need for warm up and cool down relative to various physical activities. b) Identify and apply the FITT principle <b>to a fitness plan.</b></p>	<p><b>b)</b> Identifies and applies the FITT (frequency, intensity, time, type) principle.</p>
<p><b>S3.E5:</b> Assessment and Program Planning</p> <p><b>3:</b> Demonstrates, with teacher direction, the health-related fitness components.</p> <p><b>4:</b> a) Completes fitness assessments (pre and post). b) Identifies areas of needed remediation from <b>personal test and</b>, with teacher assistance, identifies strategies for progress in those areas.</p> <p><b>5:</b> a) Analyzes results of fitness assessment (pre and post) and compare results of the fitness components. b) Designs a fitness plan utilizing the FITT principle.</p>	<p><b>S3.E5.5: Assessment and Program Planning</b></p> <p><b>a)</b> Completes fitness assessment (pre and post)</p> <p><b>b)</b> Identifies areas of needed remediation from <b>fitness assessment</b>, and with teacher assistance, identifies strategies for progress in those areas.</p> <p><b>c)</b> Designs a fitness plan considering the FITT principle.</p>

<p><b>S3.E6:</b> Nutrition</p> <p><b>3:</b> Identifies foods that are beneficial for pre and post physical activity.</p> <p><b>4:</b> Discusses the importance of hydration and hydration choices relative to physical activities.</p> <p><b>5:</b> Analyzes the impact of food choices relative to physical activity, <b>youth</b> sports, and personal health.</p>	<p><b>S3.E6.5: Nutrition</b></p> <p>Analyzes the impact of hydration and food choices relative to physical activity, sports, and personal health.</p>
<p><b>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</b></p>	
<p><b>Personal Responsibility</b></p>	
<p><b>S4.E1:</b> Personal Responsibility</p> <p><b>3:</b> Exhibits personal responsibility in teacher directed activities.</p> <p><b>4:</b> Exhibits personal behavior in independent group situations.</p> <p><b>5:</b> Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).</p>	<p><b>S4.E1.5: Personal Responsibility</b></p> <p>Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).</p>
<p><b>S4.E2:</b> Personal Responsibility</p> <p><b>3:</b> Works independently for extended periods of time.</p>	<p><b>S4.E2.5: Personal Responsibility</b></p> <p>Exhibits respect and responsible personal behavior <b>in a variety of</b></p>

<p><b>4:</b> Reflects on personal social behavior in physical activity.</p> <p><b>5:</b> a) Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities. b) Exhibits respect for self with appropriate behavior while engaging in physical activity.</p>	<p>physical activities.</p>
<p><b>Accepting Feedback and Working with Others</b></p>	
<p><b>S4.E3:</b> Accepting Feedback</p> <p><b>3:</b> Accepts <b>and implements</b> specific corrective feedback from the teacher.</p> <p><b>4:</b> Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p><b>5:</b> Gives and receives peer feedback.</p>	<p><b>S4.E3.5: Accepting Feedback</b></p> <p>Listens respectfully to corrective feedback from others (e.g., peers, adults).</p>
<p><b>S4.E4:</b> Working with Others</p> <p><b>3:</b> a) Works cooperatively with others. b) Praises others for their success in movement performances.</p> <p><b>4:</b> a) Praises the movement performance of others both more and</p>	<p><b>S4.E4.5: Working with Others</b></p> <p>a) Works cooperatively with others. b) Praises others for their success in movement performances.</p>

<p>less skilled.</p> <p>b) Accepts players of all skill levels into the physical activity.</p> <p><b>5:</b> Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.</p>	
<b>Expectations, Etiquette, and Safety</b>	
<p><b>S4.E5:</b> Rules and Etiquette</p> <p><b>3:</b> Recognizes the role of rules and etiquette in physical activity with peers.</p> <p><b>4:</b> Exhibits etiquette and adherence to rules in a variety of physical activities.</p> <p><b>5:</b> Critiques the etiquette involved in rules of various game activities.</p>	<p><b>S4.E5.5: Expectations and Etiquette</b></p> <p>Exhibits etiquette and <b>adheres to procedures and expectations</b> in a variety of physical activities.</p>
<p><b>S4.E6:</b> Safety</p> <p><b>3:</b> Works independently and safely in physical activity settings with or without equipment.</p> <p><b>4:</b> Works safely with peers <b>and</b> equipment in physical activity settings.</p>	<p><b>S4.E6.5: Safety</b></p> <p>Works <b>with peers</b> safely <b>with or without equipment</b> in physical activity settings <b>based on the established procedures</b>.</p>

<p><b>5:</b> Applies safety principles with age-appropriate physical activities.</p>	
<p><b>Standard 5 Physical Literacy Elements (PLE): Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance. health, mental health, enjoyment, challenge, self-expression, and/or social interaction.</b></p>	
<p><b>S5.E1:</b> Health</p> <p><b>3:</b> Discusses the relationship between physical activity and good mental and physical health.</p> <p><b>4:</b> Examines the mental and physical health benefits of participating in physical activity.</p> <p><b>5:</b> Compares the mental and physical health benefits of participating in selected physical activities.</p>	<p><b>Challenge</b></p> <p><b>PLE.PK-5.1:</b></p> <p>Explore and reflect on physical activity challenges and successes, through activities tailored to various skill levels, promoting growth and accomplishment.</p>
<p><b>S5.E2:</b> Challenge</p> <p><b>3:</b> Discusses the challenge that comes from learning a new physical activity.</p> <p><b>4:</b> Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p><b>5:</b> Expresses (e.g., written essay, visual art, creative dance) the</p>	<p><b>Social Interaction</b></p> <p><b>PLE.PK-5.2:</b></p> <p>Demonstrate and reflect on positive social behaviors in physical activity, including conflict resolution, cooperation, encouragement, teamwork, and communication.</p>

<p>enjoyment or challenge of participating in a favorite physical activity.</p>	
<p><b>S5.E3:</b> Self-expression and Enjoyment</p> <p><b>3:</b> Reflects on the reasons for enjoying selected physical activities.</p> <p><b>4:</b> Ranks the enjoyment of participating in different physical activities.</p> <p><b>5:</b> Analyzes different physical activities for enjoyment and challenge, identifying reasons for a positive or negative response.</p>	<p><b>Enjoyment, Fun, and Delight</b></p> <p><b>PLE.PK-5.3:</b></p> <p>Explore and reflect on enjoyment of physical activity through personal preferences, social connections, and self-expression.</p>
<p><b>S5.E4:</b> Social Interaction</p> <p><b>3:</b> Describes the positive social interactions that come when engaging with others in physical activity.</p> <p><b>4:</b> Describes and compares the positive social interactions that come when engaged in partner, small group, and large group physical activities.</p> <p><b>5:</b> Analyzes the positive impact of verbal and nonverbal encouragement</p>	<p><b>Personal Relevance</b></p> <p><b>PLE.PK-5.4:</b></p> <p>Examine and reflect on how physical activity and balanced nutrition support physical and mental health and personal goals, fostering a lifelong appreciation for being active.</p>

in physical activity.

## Side by Side for Physical Education: 2026 Standard Recommendations

### Grade 6-8 Physical Education Education Standards

**Description of Standard:** Standard #, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: Demonstrates competency in a variety of motor skills and movement patterns.</b>	
<b>Dance</b>	
<b>S1.M1: Dance and Rhythms</b>  <b>6:</b> Demonstrates correct rhythm and pattern for one of the following dance forms: fold, social creative, line, and world dance.  <b>7:</b> Demonstrates correct rhythm and pattern for multiple dance forms from among folk, social creative, line, and world dance.  <b>8:</b> Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group.	<b>S1.M1.8: Dance</b>  <b>Level 1:</b> Demonstrates movement sequences within varied dance forms.  <b>Level 2:</b> Create movement sequences with one or more forms of dance.
<b>Team Activities: Invasion Games</b>	
<b>S1.M2: Throwing</b>  <b>6:</b> Throws with a mature pattern for	<b>S1.M2.8: Throwing</b>

<p>distance (e.g., outfield to home plate) or force (e.g., second base to first base) with accuracy appropriate to the practice task.</p> <p><b>7:</b> Throws with a mature pattern for distance or force with accuracy appropriate to the activity during small-sided game play.</p> <p><b>8:</b> Throws with a mature pattern for distance or force and accuracy appropriate to the activity during small-sided game play in a dynamic environment.</p>	<p><b>Level 1:</b> Throws (underhand or overhand) using a mature pattern with accuracy for distance or force during practice in a dynamic environment.</p> <p><b>Level 2:</b> Throws (underhand or overhand) using a mature pattern with accuracy for distance or force during target games or small-sided game play.</p>
<p><b>S1.M3:</b> Catching</p> <p><b>6:</b> Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks.</p> <p><b>7:</b> Catches with a mature pattern from a variety of trajectories using different objects in small-sided game play.</p> <p><b>8:</b> Catches using an implement in a dynamic environment or modified game play.</p>	<p><b>S1.M3.8: Catching</b></p> <p><b>Level 1:</b> Catches with a mature pattern from a variety of trajectories using different objects in varying practice tasks or in a dynamic environment.</p> <p><b>Level 2:</b> Catches using an implement in small-sided or modified game play.</p>

<p><b>S1.M4: Passing and Receiving</b></p> <p><b>6:</b> Passes and receives with hands in combination with various movements, agility, and speed with competency in <b>modified invasion games</b> (e.g., basketball, flag football).</p> <p><b>7:</b> Passes and receives <b>with feet</b> in combination with various movements, agility, and speed with competency in <b>modified invasion games</b> (e.g., soccer or speedball).</p> <p><b>8:</b> Passes and receives <b>with an implement</b> in combination with various movements, agility, and speed with competency in <b>modified invasion games</b> (e.g., lacrosse or hockey-floor, field, ice).</p>	<p><b>S1.M4.8: Passing and Receiving</b></p> <p><b>Level 1:</b> Passes and receives <b>with or without an implement</b> using various movements (e.g., agility and speed) with competency in <b>varying practice tasks or in a dynamic environment</b>.</p> <p><b>Level 2:</b> Passes and receives <b>to and from a moving target</b> with or without an implement using various movements with competency in <b>small-sided games</b>.</p>
<p><b>S1.M5: Passing and receiving/moving to target</b></p> <p><b>6:</b> Throw, while stationary, a leading pass to a moving receiver/target.</p> <p><b>7:</b> Throw, while moving, a leading pass to a moving receiver/target.</p> <p><b>8:</b> Throw a leading pass to a moving receiver/target off a dribble or pass.</p>	<p><b>Combine S1.M4 and S1.M5</b></p>

<p><b>S1.M6:</b> Offensive Skills</p> <p><b>6:</b> Performs pivots, fakes, and jab steps designed to create open space during practice tasks.</p> <p><b>7:</b> Executes at least one of the following designed to create open space during small-sided game play: pivots, fakes, and jab steps.</p> <p><b>8:</b> Executes at least two of the following to create open space during modified game play: pivots, fakes, jab steps, and screens.</p>	<p><b>S1.M5.8: Offensive Skills</b></p> <p><b>Level 1:</b> Executes at least two offensive techniques (e.g., pivots, fakes, jab steps, give &amp; go, or screens) to create open space during varying practice tasks or in a dynamic environment.</p> <p><b>Level 2:</b> Applies at least two offensive skill techniques with defensive pressure during small-sided game play.</p>
<p><b>S1.M7:</b> Offensive Skills</p> <p><b>6:</b> Performs the following offensive skills without defensive pressure: pivots, give &amp; go's, and fakes.</p> <p><b>7:</b> Performs the following offensive skills with defensive pressure: pivots, give &amp; go's, and fakes.</p> <p><b>8:</b> Executes the following offensive skills during small-sided game play: pivots, give &amp; go's, and fakes.</p>	<p><b>Combine S1.M6 and S1.M7</b></p>
<p><b>S1.M8:</b> Dribble/Ball Control/Hands</p> <p><b>6:</b> Dribbles with dominant hand using a change of speed and direction in a</p>	<p><b>S1.M6.8: Dribble/Ball Control/Hands and Feet</b></p> <p><b>Level 1:</b> Dribbles with hand, foot, or</p>

<p>variety of practice tasks.</p> <p><b>7:</b> Dribbles with dominant and non-dominant hands using a change of speed and direction in a variety of practice tasks.</p> <p><b>8:</b> Dribbles with dominant and non-dominant hands using a change of speed and direction in small-sided game play.</p>	<p>implement using a change of speed and direction <b>during varying practice tasks or in a dynamic environment.</b></p> <p><b>Level 2:</b> Dribbles with hand, foot, or <b>implement</b> using a change of speed and direction during small-sided game play.</p>
<p><b>S1.M9:</b> Dribble/Ball Control/Feet</p> <p><b>6:</b> Dribbles with control using feet or implement changing speed and direction in a variety of practice tasks.</p> <p><b>7:</b> Dribbles with control using feet or an implement combined with passing in a variety of practice tasks.</p> <p><b>8:</b> Dribbles with control using feet or an implement, changing speed and direction during small-sided game play.</p>	<p><b>Combine S1.M8 and S1.M9</b></p>
<p><b>S1.M10:</b> Shooting on goal</p> <p><b>6:</b> Shoots on goal with power in a dynamic environment <b>as appropriate to the activity.</b></p>	<p><b>S1.M7.8: Shooting on goal</b></p> <p><b>Level 1:</b> Shoots on goal with power and accuracy <b>during varying practice tasks or in a dynamic</b></p>

<p><b>7:</b> Shoots on goal with power and accuracy in small-sided game play.</p> <p><b>8:</b> Shoots on goal with a long-handled implement for power and accuracy in modified invasion games (e.g., lacrosse or hockey-floor, field, ice).</p>	<p>environment.</p> <p><b>Level 2:</b> Shoots on goal with power and accuracy during small-sided game play.</p>
<p><b>S1.M11:</b> Defensive Skills</p> <p><b>6:</b> Maintains defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player.</p> <p><b>7:</b> Maintains defensive ready position while moving in all directions without crossing feet.</p> <p><b>8:</b> Maintains defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player.</p>	<p><b>S1.M8.8: Defensive Skills</b></p> <p><b>Level 1:</b> Demonstrates defensive ready position with weight on balls of feet, arms extended, and eyes on midsection of the offensive player, while moving in all directions without crossing feet.</p> <p><b>Level 2:</b> Maintains a defensive ready position while drop stepping (appropriate to the sport) in the direction of the pass during player-to-player practice <b>or</b> in small-sided game play.</p>
<p><b>Team Activities: Net/Wall/Racket and Fielding/Striking Games</b></p>	
<p><b>S1.M12:</b> Serving</p> <p><b>6:</b> Performs a legal underhand serve <b>with control</b> for net/wall games (e.g., badminton, volleyball, or pickleball).</p>	<p><b>S1.M9.8: Serving</b></p> <p><b>Level 1:</b> Performs a legal underhand <b>or overhand</b> serve with a mature pattern to a pre-determined target for</p>

<p><b>7:</b> Consistently executes a legal underhand serve to a predetermined target for net/wall games (e.g., badminton, volleyball, or pickleball).</p> <p><b>8:</b> Consistently executes a legal underhand serve for distance and accuracy for net/wall games (e.g., badminton, volleyball, or pickleball).</p>	<p>net/wall/racket games (e.g., badminton, volleyball, or pickleball).</p> <p><b>Level 2:</b> Consistently executes a legal underhand or overhand serve with a mature pattern for distance and accuracy for net/wall/racket games (e.g., badminton, volleyball, or pickleball).</p>
<p><b>S1.M13:</b> Striking</p> <p><b>6:</b> Strikes with a mature overhand pattern in a non-dynamic environment (<b>closed skills</b>) for net/wall games (e.g., volleyball, badminton, and tennis).</p> <p><b>7:</b> Strikes with a mature overhand pattern in small-sided game play for net/wall games (e.g., volleyball, handball, badminton, and tennis).</p> <p><b>8:</b> Strikes with a mature overhand pattern in modified game and/or in a dynamic environment for net/wall games (e.g., volleyball, handball, badminton, tennis, pickleball).</p>	<p><b>S1.M10.8: Striking</b></p> <p><b>Level 1:</b> Strikes using a mature pattern in a non-dynamic environment for net/wall/racket games (e.g., volleyball, handball, badminton, tennis, pickleball) or fielding/striking games (e.g., baseball, softball, cricket, hockey).</p> <p><b>Level 2:</b> Strikes using a mature pattern in a dynamic environment, during small-sided net/wall/racket games, or fielding/striking games.</p>
<p><b>S1.M14:</b> Forehand and backhand</p> <p><b>6:</b> Demonstrates the mature form of the forehand and backhand strokes</p>	<p><b>S1.M11.8: Forehand/Backhand/Volley</b></p> <p><b>Level 1:</b> Demonstrates the mature pattern of the forehand/backhand</p>

<p>with a short-handled implement in net games (e.g., paddleball, pickleball, or tennis).</p> <p><b>7:</b> Demonstrates the mature form of the forehand and backhand strokes with a long-handled implement in net games (e.g., badminton or tennis).</p> <p><b>8:</b> 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).</p>	<p>strokes and volley using a short or long implement during varying practice tasks or in a dynamic environment in net games (e.g., paddleball, pickleball, badminton, or tennis).</p> <p><b>Level 2:</b> Demonstrates the mature pattern of the forehand/backhand strokes and volley using a short or long implement with power and accuracy in small-sided net games.</p>
<p><b>S1.M15:</b> Weight Transfer</p> <p><b>6:</b> Transfers body weight (e.g., back leg to front leg) with correct timing for the striking pattern.</p> <p><b>7:</b> Transfers weight with correct timing using a low-to-high striking pattern with a short or long-handled implement on the forehand side.</p> <p><b>8:</b> Transfers weight with correct timing using a low-to-high striking pattern with a short or long-handled implement on the forehand and backhand side.</p>	<p><b>Included as a part of a mature pattern in other skills. Not needed as a separate standard.</b></p>

<p><b>S1.M16:</b> Volley</p> <p><b>6:</b> Forehand volleys with a mature form and control using a short-handled implement.</p> <p><b>7:</b> Forehand and backhand volleys with a mature form and control using a short-handled implement.</p> <p><b>8:</b> Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play.</p>	<p><b>Combined with S1.M11.8</b></p> <p><b>Not needed as a separate standard.</b></p>
<p><b>S1.M17:</b> Two-handed Volley</p> <p><b>6:</b> Two-hand volleys with control in a variety of practice tasks.</p> <p><b>7:</b> Two-hand volleys with control in a small-sided game.</p> <p><b>8:</b> Two-hand volleys with control in a dynamic environment or modified game play.</p>	<p><b>Combined with S1.M10.8</b></p> <p><b>Not needed as a separate standard.</b></p>
<p><b>S1.M18:</b> Underhand throw</p> <p><b>6:</b> Demonstrates a mature underhand pattern for a modified target game (e.g., bowling, bocce, or horseshoes).</p>	<p><b>Combined with S1.M2.8</b></p> <p><b>Not needed as a separate standard.</b></p>

<p><b>7:</b> Consistently executes a mature underhand pattern for target games (e.g., bowling, bocce, bean bags, or horseshoes).</p> <p><b>8:</b> Consistently performs a mature underhand pattern with accuracy and control for one target game (e.g., bowling, bocce, or horseshoes).</p>	
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#### Lifetime Activities: Target and Individual-Performance Games

<p><b>S1.M19:</b> Striking</p> <p><b>6:</b> Using an implement, accurately strikes a stationary object (e.g., croquet, shuffleboard, or golf).</p> <p><b>7:</b> Using an implement, strikes a stationary object for accuracy and distance (e.g., croquet, shuffleboard, or golf).</p> <p><b>8:</b> Using an implement, strikes a stationary object for accuracy, power, and distance (e.g., croquet, shuffleboard, or golf).</p>	<p><b>S1.M12.8: Striking (Target Games)</b></p> <p><b>Level 1:</b> Using an implement, accurately strikes a stationary object (e.g., croquet, shuffleboard, or golf).</p> <p><b>Level 2:</b> Using an implement, strikes a stationary object for accuracy, power, and distance.</p>
<p><b>S1.M20:</b> Striking</p> <p><b>6:</b> Strikes a pitched ball, with an implement, in a variety of practice tasks.</p>	<p><b>Combined with S1.M10.8</b></p>

<p><b>7:</b> Strikes a pitched ball, with an implement, with force in a variety of practice tasks.</p> <p><b>8:</b> Strikes a pitched ball, with an implement, using appropriate power and force to open space in a variety of small-sided games.</p>	
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#### **Lifetime Activities: Individual-Performance/Dual and Indoor/Outdoor Pursuits**

<p><b>S1.M21:</b> Outdoor Pursuits</p> <p><b>6:</b> Demonstrates correct technique for basic skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking).</p> <p><b>7:</b> Demonstrates correct technique for a variety of skills in one self-selected outdoor pursuit (e.g., fishing, hiking, kayaking).</p> <p><b>8:</b> Demonstrates correct technique for basic skills in at least two self-selected outdoor pursuits (e.g., fishing, hiking, kayaking).</p>	<p><b>S1.M13.8: Individual-Performance/Dual or Indoor/Outdoor Pursuits</b></p> <p><b>Level 1:</b> Demonstrates correct technique for basic skills in <b>at least</b> one self-selected <b>indoor/outdoor pursuit</b> (e.g., archery, juggling, disc golf, fencing, fishing, hiking, jump rope, kayaking, martial arts, rock climbing).</p> <p><b>Level 2:</b> Demonstrates correct technique for basic skills in at least two self-selected <b>indoor/outdoor pursuits</b>.</p>
<p><b>S1.M22:</b> Individual-Performance Activities</p> <p><b>6:</b> Demonstrates correct technique for basic skills in one self-selected individual-performance activity.</p>	<p><b>Combined with S1.M13.8</b></p>

<p><b>7:</b> Demonstrates correct technique for a variety of skills in one self-selected individual-performance activity.</p> <p><b>8:</b> Demonstrates correct technique for basic skills in at least two self-selected individual-performance activities.</p>	
<p><b>Standard 2: Applies knowledge of concepts, principles, strategies, and tactics to movement and performance.</b></p>	
<p><b>Team Activities: Invasion Games</b></p>	
<p><b>S2.M1:</b> Creating space with movement</p> <p><b>6:</b> 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).</p> <p><b>7:</b> 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.</p> <p><b>8:</b> Opens and closes space during small-sided game play by combining</p>	<p><b>S2.M1.8: Creating Space with Movement</b></p> <p><b>Level 1:</b> Describes how to open and close space by combining locomotor movements with movement concepts during various practice tasks or in a dynamic environment.</p> <p><b>Level 2:</b> Applies tactics for creating space during small-sided game play.</p>

<p>locomotor movements with movement concepts.</p>	
<p><b>S2.M2:</b> Creating space with offensive tactics</p> <p><b>6:</b> 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.</p> <p><b>7:</b> 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.</p> <p><b>8:</b> 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.</p>	<p><b>S2.M2.8: Creating Space with Offensive Tactics</b></p> <p><b>Level 1:</b> Executes at least one of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, cuts, fakes, and pathways, give and go.</p> <p><b>Level 2:</b> 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, cuts, fakes, and pathways, give and go.</p>
<p><b>S2.M3:</b> Creating space using width and length</p> <p><b>6:</b> Creates open space by using the width and length of the field/court on offense.</p>	<p><b>Combined with S2.M2.8</b></p>

<p>7: Creates and maintains open space on offense by cutting and passing quickly.</p> <p>8: Creates and maintains open space on offense, by cutting and passing quickly, and using fakes off the ball.</p>	
<p><b>S2.M4:</b> Reducing space by changing size and shape</p> <p>6: Reduces open space on defense by making the body larger and reducing passing angles.</p> <p>7: Reduces open space on defense by staying close as the opponent nears the goal.</p> <p>8: Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to the opponent.</p>	<p><b>S2.M3.8: Reducing Space by Changing Size and Shape</b></p> <p><b>Level 1:</b> Describes defensive tactics (e.g., denial of pass/catch, anticipating the speed of the object or person) to reduce space or passing angles during various practice tasks or dynamic environments.</p> <p><b>Level 2:</b> Applies appropriate defensive tactics to increase turnovers or decrease scoring opportunities during small-sided game play.</p>
<p><b>S2.M5:</b> Reducing space using denial</p> <p>6: Reduces open space by not allowing the catch (denial) or by allowing the catch and not the return pass.</p>	<p><b>Combined with S2.M4.8</b></p>

<p>7: 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.</p> <p>8: 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.</p>	
<p><b>S2.M6:</b> Transitions</p> <p>6: Transitions from offense to defense or defense to offense by recovering quickly.</p> <p>7: Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.</p> <p>8: 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.</p>	<p><b>S2.M4.8: Offense/Defense Transitions</b></p> <p><b>Level 1:</b> Recognizes tactics/strategies that make transitions from defense to offense or vice versa more effective (e.g., recovering quickly, communicating with teammates, capitalizing on an advantage).</p> <p><b>Level 2:</b> Implements effective transition tactics/strategies into game play situations.</p>

## Team Activities: Net/Wall/Racket Games

**S2.M7:** Creating space through variation  
**6:** Creates open space in net/wall games with a short-handled implement by varying force and direction.

**7:** 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.

**8:** Creates open space in net/wall games with either a long or short-handled implement by varying force and direction, or by moving opponent from side to side and/or forward and back.

**S2.M5.8: Creating space through variation for net/wall/racket games**

**Level 1:** Describes how to create open space during various net/wall/racket practice tasks with either a long or short implement by varying force and direction, or by moving the opponent from side to side and/or forward and back.

**Level 2:** Applies open space strategies during net/wall/racket games with either a long or short implement.

**S2.M8:** Using tactics and shots

**6:** Reduces offensive options for opponents by returning to midcourt position.

**7:** Selects offensive shot based on opponent's location (hit where opponent is not).

**8:** Varies placement, force, and

**S2.M6.8: Using tactics and shots**

**Level 1:** Reduces offensive options for opponents by returning to midcourt position and selects an offensive shot based on opponent's location (hit where opponent is not) during various practice tasks or in a dynamic environment.

**Level 2:** Varies placement, force,

timing of return to prevent anticipation by opponent.	and timing of return to prevent anticipation by opponent <b>during small-sided game play.</b>
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### Team Activities: Fielding/Striking Games

#### **S2.M10:** Offensive strategies

**6:** Identifies open spaces and attempts to strike object into that space.

**7:** Identifies when to use a variety of shots (e.g., slap and run, bunt, line drive, high arc) to hit to open space.

**8:** Identifies sacrifice situations and attempts to advance a teammate.

#### **S2.M7.8: Offensive Strategies for fielding/striking games**

**Level 1:** Differentiates between a variety of shots (e.g., slap and run, bunting, line drive, high arc) to hit into open space.

**Level 2:** Recognizes various situations (e.g., sacrifice) and when to appropriately implement shots into a game situation.

#### **S2.M11:** Reducing space

**6:** Identifies the correct defensive play based on the situation (e.g., number of outs).

**7:** Selects the correct defensive play based on the situation (e.g., number of outs).

**8:** Reduces open spaces in the field by working with teammates to maximize coverage.

#### **S2.M8.8: Defensive Strategies**

**Level 1:** Identifies the correct defensive play based on the situation (e.g., number of outs, offensive skill set, score, time in the game/inning).

**Level 2:** Applies the correct defensive play based on the situation.

### Lifetime Activities: Target and Individual-Performance Games

<p><b>S2.M9:</b> Shot selection</p> <p><b>6:</b> Selects appropriate shot and/or club based on location of the object in relation to the target.</p> <p><b>7:</b> Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.</p> <p><b>8:</b> Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target in a dynamic environment <b>or</b> modified game play.</p>	<p><b>S2.M9.8: Shot Selection</b></p> <p><b>Level 1:</b> Recognizes how speed, force, and trajectory of the shot <b>are impacted</b> based on location of the object in relation to the target.</p> <p><b>Level 2:</b> Selects appropriate shot and/or club based on location of the object in relation to the target <b>in a</b> practice task or dynamic environment.</p>
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#### Lifetime Activities: Outdoor Pursuits

<p><b>S2.M13:</b> Movement concepts</p> <p><b>6:</b> 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.</p> <p><b>7:</b> Analyzes the situation and makes adjustments to ensure the safety of self and others.</p> <p><b>8:</b> Implements safe protocols in self-selected outdoor pursuits.</p>	<p><b>S2.M10.8: Outdoor Pursuits - Safety</b></p> <p><b>Level 1:</b> Identifies potential factors (e.g., weather, hazardous conditions) influencing appropriate safety decisions.</p> <p><b>Level 2:</b> Implements safe protocols in self-selected outdoor pursuits.</p>
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<p><b>Dance</b></p> <p><b>S2.M12:</b> Movement concepts</p> <p><b>6:</b> Varies application of force during dance or gymnastic activities.</p> <p><b>7:</b> Identifies and applies Newton's Law of Motion to various dance or rhythmic activities (e.g., creative movement to music or multicultural dance).</p> <p><b>8:</b> Describes and applies a variety of movement principles (e.g., tempo, levels, pathways, flow) to dance and rhythmic activities.</p>		<p><b>S2.M11.8: Movement Concepts</b></p> <p><b>Level 1:</b> Describes a variety of movement principles (e.g., tempo, levels, pathways, flow) to dance and rhythmic activities.</p> <p><b>Level 2:</b> Applies a variety of movement principles to dance and rhythmic activities.</p>
<p><b>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b></p>		
<p><b>Physical Activity Knowledge and Engagement</b></p> <p><b>S3.M1:</b> Physical Activity Knowledge</p> <p><b>6:</b> Describes how being physically active leads to a healthy body.</p> <p><b>7:</b> Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.</p> <p><b>8:</b> Identifies the five components of</p>		<p><b>S3.M1.8: Physical Activity Knowledge</b></p> <p><b>Level 1:</b> Identifies barriers and determines solutions related to maintaining a physically and mentally healthy lifestyle.</p> <p><b>Level 2:</b> Applies solutions for reducing identified barriers.</p>

<p>health-related fitness and explains the connections between fitness and overall physical and mental health.</p>	
<p><b>S3.M2: Engages in Physical Activity</b></p> <p><b>6:</b> Participates in self-selected physical activity once a week outside of physical education class.</p> <p><b>7:</b> Participates in physical activity twice a week outside of physical education class.</p> <p><b>8:</b> Participates in physical activity three times a week outside of physical education class.</p>	<p><b>S3.M2.8: Engages in Physical Activity</b></p> <p><b>Level 1:</b> Engages in physical activity 1 to 2 times per week outside of physical education class. Activities can include moderate to vigorous exercise such as walking, jogging, biking, skating, dancing, or swimming; strength and endurance training like bodyweight exercises or resistance training; or participation in lifetime team, individual, or dual sports.</p> <p><b>Level 2:</b> Participates in physical activity three or more times a week outside of physical education class.</p>
<p><b>S3.M3: Engages in Physical Activity</b></p> <p><b>6:</b> Participates in a variety of moderate and vigorous aerobic fitness activities (e.g., Speed Walking, HITT, Drum Fit, Spinning/Cycling, and Kickboxing).</p> <p><b>7:</b> Participates in a variety of strength and endurance fitness activities (e.g., Pilates, resistance training, body</p>	<p><b>Combined with S3.M2.8</b></p>

<p>weight training, and light free-weight training).</p> <p><b>8:</b> 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).</p>	
<p><b>S3.M4:</b> Engages in Physical Activity</p> <p><b>6:</b> Participates in a variety of aerobic fitness activities with or without technology (e.g., heart rate monitors, pedometers, fitness apps).</p> <p><b>7:</b> Participates in a variety of strength and endurance fitness activities, with or without technology (e.g., weight or resistance training).</p> <p><b>8:</b> Plans, implements, and participates in cross-training to include aerobic, strength, endurance, and flexibility training with or without technology.</p>	<p><b>Combined with S3.M8.8</b></p>
<p><b>S3.M5:</b> Engages in Physical Activity</p> <p><b>6:</b> Participates in a variety of lifetime team sports, recreational outdoor</p>	<p><b>Combined with S3.M2.8</b></p>

<p>pursuits, or dance activities.</p> <p><b>7:</b> Participates in a variety of lifetime individual or dual sports (e.g., martial arts or aquatic activities).</p> <p><b>8:</b> Participates in a self-selected lifetime sport, dance, aquatic or outdoor activity outside of the school day.</p>	
<b>Fitness and Assessment Knowledge/Application</b>	
<p><b>S3.M6:</b> Fitness Knowledge</p> <p><b>6:</b> Differentiates between moderate to vigorous physical activity <b>that includes</b> intermittent or continuous aerobic physical activity of both moderate and vigorous intensity for at least 60 minutes per day.</p> <p><b>7:</b> Participates in moderate to vigorous muscle and bone-strengthening physical activity at least three times a week.</p> <p><b>8:</b> Participates in moderate to vigorous <b>aerobic and/or muscle and bone-strengthening</b> physical activity for at least 60 minutes per day <b>at least</b> five times a week.</p>	<p><b>S3.M3.8: Fitness Plan</b></p> <p><b>Level 1:</b> Differentiates between moderate to vigorous physical activities <b>in addition to</b> identifying recommended time spent in each of these areas daily.</p> <p><b>Level 2:</b> Creates a plan for <b>implementing</b> moderate to vigorous physical activity for at least 60 minutes per day five times a week.</p>

<p><b>S3.M7:</b> Fitness Knowledge</p> <p><b>6:</b> Identifies the components of skill-related fitness.</p> <p><b>7:</b> Distinguishes between health-related and skill-related fitness.</p> <p><b>8:</b> Compares and contrasts health-related and skill-related fitness.</p>	<p><b>Covered in Elementary Standards</b></p>
<p><b>S3.M8:</b> Fitness Knowledge</p> <p><b>6:</b> Sets and monitors a self-selected physical activity goal for aerobic and/or muscle and bone-strengthening activity based on current fitness level.</p> <p><b>7:</b> Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.</p> <p><b>8:</b> Uses available technology to self-monitor the quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.</p>	<p><b>S3.M4.8: Fitness Goals</b></p> <p><b>Level 1:</b> Using available technology, sets and monitors a self-selected physical activity goal for aerobic activity and/or muscle and bone strengthening based on current fitness level.</p> <p><b>Level 2:</b> Using available technology, adjusts physical activity based on the type of exercise needed for a minimum health standard and/or optimal functioning based on current fitness level.</p>

<p><b>S3.M9:</b> Fitness Knowledge</p> <p><b>6:</b> Demonstrates correct techniques and methods of stretching.</p> <p><b>7:</b> Describes and demonstrates the difference between dynamic and static stretches.</p> <p><b>8:</b> Describes, demonstrates, and appropriately employs a variety of static and dynamic stretching techniques for all major muscle groups.</p>	<p><b>S3.M5.8: Fitness Knowledge - Stretching</b></p> <p><b>Level 1:</b> Differentiates between static and dynamic stretching while recognizing correct techniques and methods of stretching.</p> <p><b>Level 2:</b> Appropriately applies a variety of static and dynamic stretching techniques for all major muscle groups.</p>
<p><b>S3.M10:</b> Fitness Knowledge</p> <p><b>6:</b> Differentiates between each of the health-related fitness components.</p> <p><b>7:</b> Compares and contrasts health plans that utilize each of the health-related fitness components.</p> <p><b>8:</b> Critique and correct a health and fitness plan that utilizes each of the health-related fitness components <b>of physical fitness.</b></p>	<p><b>S3.M6.8: Fitness Knowledge - Fitness Plan</b></p> <p><b>Level 1:</b> Design a health and fitness plan that utilizes each of the health-related fitness components (e.g., cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition).</p> <p><b>Level 2:</b> Critique and correct a health and fitness plan that utilizes each of the health-related fitness components.</p>
<p><b>S3.M11:</b> Fitness Knowledge</p> <p><b>6:</b> Identifies each of the components</p>	<p><b>S3.M7.8: FITT Principle</b></p> <p><b>Level 1:</b> Describes each</p>

<p>of the FITT principle (frequency, intensity, time, and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).</p> <p><b>7:</b> Describes the FITT principle for different types of physical activity, the training principles on which it is based, and how it affects fitness.</p> <p><b>8:</b> Uses the FITT principle in preparing a personal workout.</p>	<p>component of the FITT principle (frequency, intensity, time and type) for different types of physical activity (aerobic, muscular fitness, and flexibility).</p> <p><b>Level 2:</b> Uses the FITT principle in preparing a personal workout.</p>
<p><b>S3.M12: Fitness Knowledge</b></p> <p><b>6:</b> Describes the role of warm ups and cool downs before and after physical activity.</p> <p><b>7:</b> Designs a warm up and cool down regimen for a self-selected physical activity.</p> <p><b>8:</b> Designs and implements a warm up and cool down regimen for a self-selected physical activity.</p>	<p><b>S3.M8.8: Warm-Up and Cool Down</b></p> <p><b>Level 1:</b> Describes the role of warm-ups and cool downs before and after physical activity.</p> <p><b>Level 2:</b> Designs and implements a warm-up and cool down regimen for a self-selected physical activity.</p>
<p><b>S3.M13: Fitness Knowledge</b></p> <p><b>6:</b> Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.</p>	<p><b>S3.M9.8: Heart Rate</b></p> <p><b>Level 1:</b> Defines resting heart rate and describes its relationship to aerobic fitness and the Borg Rating of Perceived Exertion (RPE) Scale.</p>

<p><b>7:</b> Explains how the RPE Scale can be used to determine the perception of the work effort and intensity of exercise.</p> <p><b>8:</b> Applies the RPE Scale to adjust workout intensity during physical activity.</p>	<p><b>Level 2:</b> Applies the RPE Scale to adjust workout intensity during physical activity.</p>
<p><b>S3.M14: Fitness Knowledge</b></p> <p><b>6:</b> Identifies major muscles used in selected physical activities.</p> <p><b>7:</b> Describes how muscles pull on bones to create movement in pairs by relaxing and contracting.</p> <p><b>8:</b> Explains how opposing muscles interact with one another (e.g., agonist and antagonist) during physical activity.</p>	<p><b>S3.M10.8: Muscles</b></p> <p><b>Level 1:</b> Identifies major muscles used in selected physical activities.</p> <p><b>Level 2:</b> Explains how opposing muscles interact with one another (e.g., agonist and antagonist) during physical activity.</p>
<p><b>S3.M15: Assessment and Program Planning</b></p> <p><b>6:</b> Designs and implements a program of remediation for any areas of <b>weakness</b> based on the results of health-related fitness assessment.</p> <p><b>7:</b> Designs and implements a program of remediation for two areas</p>	<p><b>S3.M11.8: Assessment and Program Planning</b></p> <p><b>Level 1:</b> Designs and implements a program of remediation for one area of <b>improvement</b> based on the results of health-related fitness assessment.</p>

<p>of <b>weakness</b> based on the results of health-related fitness assessment.</p> <p><b>8:</b> Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.</p>	<p><b>Level 2:</b> Designs and implements a program of remediation for two <b>or more</b> areas of <b>improvement</b> based on the results of health-related fitness assessment.</p>
<p><b>S3.M16: Assessment and Program Planning</b></p> <p><b>6:</b> Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.</p> <p><b>7:</b> Maintains a physical activity log for at least <b>two weeks</b> and reflects on activity levels and nutrition as documented in the log.</p> <p><b>8:</b> Designs and implements a program to improve levels of health-related fitness and nutrition.</p>	<p><b>S3.M12.8: Reflection</b></p> <p><b>Level 1:</b> Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.</p> <p><b>Level 2:</b> Maintains a physical activity log for at least <b>one month</b> and reflects on activity levels as documented in the log.</p>
<p><b>Nutrition and Stress Management Knowledge/Application</b></p>	
<p><b>S3.M17: Assessment and Program Planning</b></p> <p><b>6:</b> Develops a two-week meal plan using the basic food groups and details appropriate serving size and portions for the students' own age and physical activity levels.</p>	<p><b>S3.M13.8: Nutrition</b></p> <p><b>Level 1:</b> Creates strategies to maintain a balanced diet, including nutritious meals, smart snack choices, and regular water intake.</p>

<p>7: Develops strategies for balancing healthy food, snacks and water intake, along with daily physical activity.</p> <p>8: Analyzes the relationship between poor nutrition and health risk factors.</p>	<p><b>Level 2:</b> Demonstrates the ability to consistently make balanced choices by planning and maintaining a routine that includes nutritious meals, healthy snacks, and adequate water intake.</p>
<p><b>S3.M18:</b> Stress Management</p> <p>6: Identifies positive and negative results of stress and appropriate ways of dealing with each.</p> <p>7: Practices strategies <b>for dealing with stress</b>, such as deep breathing, guided visualization, and aerobic exercise.</p> <p>8: <b>Recognizes and</b> demonstrates basic <b>movements</b> used in other stress-reducing activities, such as mindfulness, yoga, <b>and</b> tai chi.</p>	<p><b>S3.M14.8: Stress Management</b></p> <p><b>Level 1:</b> Identifies effective stress management strategies such as deep breathing, guided visualization, <b>yoga</b>, and aerobic exercise.</p> <p><b>Level 2:</b> Demonstrates basic techniques from stress-reducing activities such as mindfulness, <b>yoga</b>, tai chi, <b>or</b> deep breathing.</p>
<p><b>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</b></p>	
<p><b>Personal Responsibility</b></p>	
<p><b>S4.M1:</b> Personal Responsibility</p> <p>6: Exhibits personal responsibility by using appropriate etiquette,</p>	<p><b>S4.M1.8: Personal Responsibility</b></p> <p><b>Level 1:</b> Demonstrates responsibility by showing respect,</p>

<p>demonstrating respect for facilities, staff, peers, and equipment while exhibiting safe behaviors.</p> <p><b>7:</b> Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.</p> <p><b>8:</b> Reflects on personal responsibilities and takes action to improve <b>responsibility for improving one's own levels of</b> physical activity, fitness, emotional, mental health, and social well-being.</p>	<p>practicing safety, cooperating, and including others.</p> <p><b>Level 2:</b> Reflects on personal responsibilities and takes action to improve physical activity, fitness, mental health, and social well-being.</p>
<p><b>S4.M2:</b> Personal Responsibility</p> <p><b>6:</b> Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> <p><b>7:</b> Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.</p> <p><b>8:</b> Uses effective self-monitoring skills to incorporate opportunities for physical activity in and outside of</p>	<p><b>S4.M2.8: Personal Responsibility</b></p> <p><b>Level 1:</b> Identifies and uses appropriate strategies to self-reinforce positive fitness behaviors, such as positive self-talk.</p> <p><b>Level 2:</b> Applies self-reinforcement strategies (e.g., positive self-talk, visualization) in challenging physical activities.</p>

<p>school.</p>	
<p><b>Accepting Feedback and Working with Others</b></p>	
<p><b>S4.M3:</b> Accepting/Providing Feedback</p> <p><b>6:</b> Demonstrating self-responsibility by implementing specific corrective feedback to improve performance.</p> <p><b>7:</b> Provides corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.</p> <p><b>8:</b> Provides encouragement and feedback to peers without prompting from the teacher.</p>	<p><b>S4.M3.8: Accepting/Providing Feedback</b></p> <p><b>Level 1:</b> Demonstrates self-responsibility by implementing specific corrective feedback to improve performance using teacher-generated guidelines.</p> <p><b>Level 2:</b> Provides encouragement and corrective feedback to peers without prompting from the teacher.</p>
<p><b>S4.M4:</b> Working Together</p> <p><b>6:</b> Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.</p> <p><b>7:</b> Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p><b>8:</b> Responds appropriately to participants' ethical and unethical</p>	<p><b>S4.M4.8: Working Together</b></p> <p><b>Level 1:</b> Identifies cooperation skills by establishing rules and guidelines for resolving conflicts.</p> <p><b>Level 2:</b> Demonstrates appropriate response to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts.</p>

<p>behavior during physical activity by using rules and guidelines for resolving conflicts.</p>	
<p><b>S4.M5:</b> Working Together</p> <p><b>6:</b> Cooperates with a small group of classmates during adventure activities, game play, or team building activities.</p> <p><b>7:</b> Solves problems with a small group of classmates during adventure activities, small-group initiatives, or game play.</p> <p><b>8:</b> Cooperates with multiple classmates on problem-solving initiatives, including adventure activities, large-group initiatives, and game play.</p>	<p><b>Delete this objective. Imbedded in S4.M4.8</b></p>
<p><b>Expectations, Etiquette, and Safety</b></p>	
<p><b>S4.M6:</b> Rules and Etiquette</p> <p><b>6:</b> Identifies the rules and etiquette for physical activities, games, and dance activities.</p> <p><b>7:</b> Demonstrates knowledge of rules and etiquette by self-officiating modifications physical activities and games or following parameters to</p>	<p><b>S4.M5.8: Expectations and Etiquette</b></p> <p><b>Level 1:</b> Identifies expectations and etiquette in a variety of physical activities.</p> <p><b>Level 2:</b> Applies expectations and etiquette in a variety of physical activities.</p>

<p>create or modify a dance.</p> <p><b>8:</b> 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.</p>	
<p><b>S4.M7:</b> Safety</p> <p><b>6:</b> Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.</p> <p><b>7:</b> Independently uses physical activity and exercise equipment appropriately and safely.</p> <p><b>8:</b> Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.</p>	<p><b>S4.M6.8: Safety</b></p> <p><b>Level 1:</b> Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance.</p> <p><b>Level 2:</b> Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity.</p>
<p><b>Standard 5 Physical Literacy Elements (PLE):</b> Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance. health, mental health, enjoyment, challenge, self-expression, and/or social interaction.</p>	
<p><b>S5.M1:</b> Health</p> <p><b>6:</b> Describes how being physically active leads to a healthy mind and body.</p>	<p><b>Challenge PLE.6-12.1:</b></p> <p>Recognize and reflect on responding positively to challenges using strategies, seeking help, and</p>

<p>7: Identifies different types of physical activities and describes how each exerts a positive impact on physical and mental health.</p> <p>8: Identifies the five components of health-related fitness and explains the connections between fitness and overall physical and mental health.</p>	<p>choosing appropriate tasks to promote success and continued participation.</p>
<p><b>S5.M2:</b> Health</p> <p>6: Identifies components of physical activity that provide opportunities for reducing stress and for encouraging social interaction.</p> <p>7: Describes positive mental and emotional aspects of participating in a variety of physical activities.</p> <p>8: Analyzes the physical, mental, emotional, and social effects of being physically active.</p>	<p><b>Social Interaction PLE.6-12.2:</b> Demonstrate and reflect on respectful social interaction and support in physical activities through positive communication and teamwork.</p>
<p><b>S5.M3:</b> Challenge</p> <p>6: Recognizes individual challenges and copes in a positive way, such as, extending effort, asking for help, and/or feedback or modifying the tasks.</p>	<p><b>Enjoyment, Fun, Delight PLE.6-12.3:</b> Explain and reflect on how skilled movement and self-chosen activities promote enjoyment and self-expression for lifelong engagement.</p>

<p>7: Generates positive strategies, such as offering suggestions or assistance, leading or following others, and providing solutions when faced with a group challenge.</p> <p>8: Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge.</p>	
<p><b>S5.M4:</b> Self-expression and Enjoyment</p> <p>6: Describes how moving competently in a physical activity setting creates enjoyment.</p> <p>7: Identifies why self-selected physical activities create enjoyment.</p> <p>8: Discusses how enjoyment could be increased in self-selected physical activities.</p>	<p><b>Personal Relevance PLE.6-12.4:</b></p> <p>Examine and reflect on the connection between physical activity and well-being by understanding its impact on physical health, mental health, and personal goals for a lifetime.</p>
<p><b>S5.M5:</b> Self-expression and Enjoyment</p> <p>6: Identifies how self-expression and physical activity are related.</p> <p>7: Explains the relationship between self-expression and lifelong enjoyment through physical activity.</p>	<p><b>Eliminated Standard 5 and consolidated 6th-12 objectives.</b></p>

<p>8: Identifies and participates in an enjoyable activity that prompts individual self-expression.</p>	
<p><b>S5.M6:</b> Social Interaction</p> <p>6: 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.</p> <p>7: Demonstrates the importance of social interaction by helping and encouraging others, avoiding negative talk, and providing support to classmates.</p> <p>8: Demonstrates respect for self by asking for help and helping others in various physical activities.</p>	<p><b>Eliminated Standard 5 and consolidated 6th-12 objectives.</b></p>

## Side by Side for Physical Education: 2026 Standard Recommendations

### Grade 9-12 Physical Education Education Standards

**Description of Standard:** Standard #, School Level, Number of the Objective within the Standard

2023 Standard	2026 Standard Recommendation
<b>Standard 1: Demonstrates competence in a variety of motor skills and movement patterns.</b>	
<b>Lifetime Activities</b>	
<b>S1.H1:</b> Lifetime Activities  <b>Level 1:</b> 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>Level 2:</b> Refines activity-specific movement skills in one or more lifetime activities (indoor/outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).	<b>S1.H1.12:</b> Lifetime Activities  <b>Level 1:</b> Demonstrates competency and/or refines activity-specific movement skills in one or more lifetime activities (indoor/outdoor pursuits, individual-performance <b>or</b> <b>dual</b> activities, aquatics, net/wall/ <b>racket</b> games, or target games).  <b>Level 2:</b> Refines activity-specific movement skills in <b>two</b> or more lifetime activities (indoor/outdoor pursuits, individual-performance or dual activities, aquatics, net/wall/ <b>racket</b> games, or target games).
<b>Dance</b>	

<p><b>S1.H2: Dance and Rhythms</b></p> <p><b>Level 1:</b> Demonstrates competency in dance forms and rhythmic movement <b>used in cultural and social occasions</b> (e.g., weddings, parties) <b>or demonstrates competency in one form of dance</b> (e.g., ballroom, modern, hip hop, tap).</p> <p><b>Level 2:</b> Demonstrates competency in dance forms and/or rhythmic movements <b>by choreographing a dance, designing a rhythmic workout routine or by giving a performance.</b></p>	<p><b>S1.H2.12: Dance</b></p> <p><b>Level 1:</b> Demonstrates competency in <b>cultural, social, and/or technical</b> dance forms and rhythmic movements (e.g., weddings, parties, ballroom, modern, hip hop, tap).</p> <p><b>Level 2:</b> Demonstrates competency <b>by designing and performing a dance and/or rhythmic routine.</b></p>
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### Fitness Activities

<p><b>S1.H3: Fitness Activities</b></p> <p><b>Level 1:</b> Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.</p> <p><b>Level 2:</b> Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.</p>	<p><b>S1.H3.12: Fitness Activities</b></p> <p><b>Level 1:</b> Demonstrates application, evaluation, and competency in one or more specialized skills in health-related fitness activities.</p> <p><b>Level 2:</b> Demonstrates application, evaluation, and competency in two or more specialized skills in health-related fitness activities.</p>
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**Standard 2: Applies knowledge of concepts, principles, strategies, and tactics to movement and performance.**

### Lifetime Activities

<p><b>S2.H1:</b> Lifetime Activities</p> <p><b>Level 1:</b> 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).</p> <p><b>Level 2:</b> Identifies and discusses the historical and cultural roles of games, sports, and dance in society.</p>	<p><b>S2.H1.12: Lifetime Activities - Historical and Cultural Roles of Games</b></p> <p><b>Level 1:</b> Identifies the historical and cultural roles of games, sports, and dance in society.</p> <p><b>Level 2:</b> Discusses the relevance of historical and cultural roles of games, sports, and dance in society.</p>
<p><b>S2.H2:</b> Lifetime Activities</p> <p><b>Level 1:</b> Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p><b>Level 2:</b> Uses movement concepts and principles (e.g., force, motion, rotation) to implement strategies to improve performance for self and/or others in selected skills.</p>	<p><b>S2.H2.12: Movement Concepts</b></p> <p><b>Level 1:</b> Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in at least one selected skill.</p> <p><b>Level 2:</b> Uses movement concepts and principles to implement strategies to improve performance for self and/or others in two or more selected skills.</p>
<p><b>S2.H3:</b> Lifetime Activities</p> <p><b>Level 1:</b> Creates a practice plan to improve performance for a self-selected skill.</p>	<p><b>S2.H3.12: Practice Plans</b></p> <p><b>Level 1:</b> Creates and implements a practice plan to improve performance for a self-selected skill.</p>

<p><b>Level 2:</b> Tests, revises, and adapts a practice plan to improve performance for a self-selected skill.</p>	<p><b>Level 2:</b> Evaluates and revises a practice plan to improve performance for a selected skill.</p>
<p><b>S2.H4:</b> Lifetime Activities</p> <p><b>Level 1:</b> Identifies examples of social and technical dance forms.</p> <p><b>Level 2:</b> Compares similarities and differences in various dance forms.</p>	<p><b>S2.H4.12: Dance Forms</b></p> <p><b>Level 1:</b> Identifies examples of social (e.g., salsa, swing, ballroom - foxtrot, waltz, hip-hop, line dancing, etc.) and technical (e.g., ballet, tap, contemporary, jazz, etc.) dance forms.</p> <p><b>Level 2:</b> Compares similarities and differences in various dance forms.</p>
<p><b>Standard 3: Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b></p>	
<p><b>Physical Activity Knowledge and Engagement</b></p>	
<p><b>S3.H1:</b> Physical Activity Knowledge</p> <p><b>Level 1:</b> Discusses the benefits of a physically active lifestyle as it relates to college, career, and/or community productivity.</p> <p><b>Level 2:</b> Investigates the relationship of a physically active lifestyle with nutrition and body composition.</p>	<p><b>S3.H1.12: Benefits and Barriers</b></p> <p><b>Level 1:</b> Identifies and discusses the benefits of regular physical activity and common barriers that may impact participation related to college, career, and community involvement.</p> <p><b>Level 2:</b> Explains how regular physical activity supports personal</p>

	goals for college, career, and community life, and analyzes strategies to overcome barriers to participation.
<b>S3.H2:</b> Physical Activity Knowledge  <b>Level 1:</b> Evaluates the <b>validity</b> of claims made <b>by commercial products and programs</b> pertaining to fitness and a healthy, active lifestyle.  <b>Level 2:</b> Analyzes and applies technology and social media <b>as tools for supporting</b> a healthy, active lifestyle.	<b>S3.H2.12: Social Media</b>  <b>Level 1:</b> Evaluates the <b>accuracy of fitness and health-related claims made in social media content and advertisements.</b>  <b>Level 2:</b> Analyzes and applies technology and social media <b>to find, evaluate, and support</b> healthy lifestyles.
<b>S3.H3:</b> Physical Activity Knowledge  <b>Level 1:</b> Identifies <b>issues associated with exercising in heat, humidity, and cold.</b>  <b>Level 2:</b> Applies <b>rates of perceived exertion and pacing</b> associated with exercising in different conditions.	<b>S3.H3.12: Safety</b>  <b>Level 1:</b> Identifies <b>safety concerns and health risks</b> related to physical activity in varying weather conditions (e.g., cold, hot, humid, windy).  <b>Level 2:</b> Applies <b>pacing strategies and perceived exertion levels</b> to adjust physical activity in varying environmental conditions.
<b>S3.H4:</b> Physical Activity Knowledge  <b>Level 1:</b> Evaluates - according to <b>their</b> benefits, social support network,	<b>S3.H4.12: Community Resources</b>  <b>Level 1:</b> Identifies and evaluates <b>physical activities</b> available in the

<p>and participation requirements - activities that can be pursued in the local environment.</p> <p><b>Level 2:</b> Evaluates - according to their benefits, social support network, and participation requirements - activities that can be pursued in and outside the local environment.</p>	<p>local community based on benefits, social support, and participation requirements.</p> <p><b>Level 2:</b> Analyzes and selects physical activities in the local environment that support personal fitness goals, social connections, and accessibility.</p>
<p><b>S3.H5:</b> Physical Activity Knowledge</p> <p><b>Level 1:</b> Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle.</p> <p><b>Level 2:</b> Analyzes the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity in college or career settings.</p>	<p><b>Combined with S3.H1.12</b></p>
<p><b>S3.H6:</b> Engages in Physical Activity</p> <p><b>Level 1:</b> Participates <b>several times a week</b> in a self-selected lifetime activity, dance, or fitness activity outside of the school day.</p> <p><b>Level 2:</b> Creates a plan, trains for and participates in a community event <b>with a focus on physical</b></p>	<p><b>S3.H5.12: Engages in Physical Activity</b></p> <p><b>Level 1:</b> <b>Regularly</b> participates in a self-selected lifetime activity, dance, or fitness activity outside of the school day.</p> <p><b>Level 2:</b> Develops and follows a personal training plan to prepare for and participate in a</p>

<p>activity (e.g., 5K, triathlon, tournament, dance, performance, cycling event).</p>	<p>community-based physical activity event (e.g., 5K, tournament, dance performance, cycling event).</p>
<p><b>Fitness and Assessment Knowledge/Application</b></p>	
<p><b>S3.H7: Fitness Knowledge</b></p> <p><b>Level 1:</b> Demonstrates appropriate technique <b>in</b> resistance-training machines and free weights.</p> <p><b>Level 2:</b> Designs and <b>implements</b> a strength and conditioning program that <b>develops balance in opposing muscle groups</b> and supports a healthy, active lifestyle.</p>	<p><b>S3.H6.12: Fitness Knowledge</b></p> <p><b>Level 1:</b> Demonstrates proper form and technique <b>when using</b> resistance-training machines and free weights.</p> <p><b>Level 2:</b> Designs and <b>follows</b> a strength and conditioning program that <b>promotes muscular balance</b> and supports a healthy, active lifestyle.</p>
<p><b>S3.H8: Fitness Knowledge</b></p> <p><b>Level 1:</b> Relates physiological response between individual levels of fitness and nutritional balance.</p> <p><b>Level 2:</b> Identifies the different energy systems used <b>in a selected physical activity</b> (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).</p>	<p><b>S3.H7.12 Fitness Knowledge</b></p> <p><b>Level 1:</b> Explains how fitness level and nutrition affect physical performance, and uses target heart rate and technology to plan and monitor aerobic exercise intensity.</p> <p><b>Level 2:</b> Identifies energy systems used <b>in physical activity</b> and uses technology to monitor and adjust exercise intensity within the target heart rate zone.</p>
<p><b>S3.H9: Fitness Knowledge</b></p>	<p><b>S3.H8.12: Fitness Knowledge</b></p>

<p><b>Level 1:</b> Identifies the structure of skeletal muscle, fiber types <b>as they relate to muscle development</b>, and the difference between concentric and eccentric contractions.</p> <p><b>Level 2:</b> Identifies types of strength <b>exercises</b> (isometric, isotonic, isokinetic) and stretching <b>exercises</b> (static, proprioceptive neuromuscular facilitation [PNF], dynamic) <b>for personal fitness development</b> (e.g., strength, endurance, range of motion).</p>	<p><b>Level 1:</b> Describes the structure of skeletal muscle, <b>different muscle</b> fiber types, and the difference between concentric and eccentric <b>muscle contractions</b>.</p> <p><b>Level 2:</b> Identifies <b>and explains</b> types of strength <b>training</b> (isometric, isotonic, isokinetic) and stretching <b>methods</b> (static, dynamic, proprioceptive neuromuscular facilitation [PNF]) <b>used to improve</b> strength, endurance, <b>and flexibility</b>.</p>
<p><b>S3.H10:</b> Fitness Knowledge</p> <p><b>Level 1:</b> Calculates target heart rate and applies that information to a personal fitness plan.</p> <p><b>Level 2:</b> Adjusts pacing to keep heart rate in target zone, using available technology to self-monitor aerobic intensity.</p>	<p><b>Combined with S3.H7.12</b></p>
<p><b>S3.H11:</b> Assessment and Program Planning</p> <p><b>Level 1:</b> Creates and implements a <b>behavior-modification</b> plan that enhances a healthy, active lifestyle <b>in</b> college or career settings.</p>	<p><b>S3.H9.12: Assessment and Program Planning</b></p> <p><b>Level 1:</b> Creates and implements a <b>fitness</b> plan that supports a healthy, active lifestyle <b>for someone in</b> college or a chosen career field.</p>

<p><b>Level 2:</b> 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).</p>	<p><b>Level 2:</b> Analyzes health- and skill-related fitness components and develops a fitness portfolio aligned with personal, college, or career goals.</p>
<p><b>S3.H12:</b> Assessment and Program Planning</p> <p><b>Level 1:</b> 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.</p> <p><b>Level 2:</b> Analyzes the components of skill-related fitness in relation to life and career goals and designs an appropriate fitness program for those goals.</p>	<p><b>Combined with S3.H9.12</b></p>
<p><b>Nutrition and Stress Management Knowledge/Application</b></p>	
<p><b>S3.H13:</b> Nutrition</p> <p><b>Level 1:</b> Designs and implements a nutrition plan to maintain appropriate energy balance for a healthy, active lifestyle.</p> <p><b>Level 2:</b> Creates a snack plan for before, during, and after exercise that addresses nutritional needs for each phase.</p>	<p><b>S3.H10.12 Nutrition</b></p> <p><b>Level 1:</b> Creates and follows a nutrition plan that supports energy balance and a healthy, active lifestyle to enhance physical performance.</p> <p><b>Level 2:</b> Develops a snack plan for before, during, and after physical activity that meets nutritional needs</p>

	for each phase of exercise.
<p><b>S3.H14: Stress Management</b></p> <p><b>Level 1:</b> <b>Identifies</b> stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) <b>to reduce stress.</b></p> <p><b>Level 2:</b> <b>Applies</b> stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercises, meditation) <b>to reduce stress.</b></p>	<p><b>S3.H11.12: Stress Management</b></p> <p><b>Level 1:</b> <b>Explains the purpose and benefits of various</b> stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) <b>for managing stress.</b></p> <p><b>Level 2:</b> <b>Demonstrates and integrates</b> stress-management strategies <b>into a personal routine to manage stress during academic, social, and physical challenges.</b></p>
<b>Standard 4: Exhibits responsible personal and social behavior that respects self and others.</b>	
<b>Personal Responsibility</b>	
<p><b>S4.H1: Personal Responsibility</b></p> <p><b>Level 1:</b> <b>Employs</b> effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.</p> <p><b>Level 2:</b> <b>Acknowledges differences between personal characteristics, the idealized body images, elite</b></p>	<p><b>S4.H1.12: Personal Responsibility</b></p> <p><b>Level 1:</b> <b>Demonstrates</b> effective self-management skills to analyze barriers and modify physical activities appropriately as needed.</p> <p><b>Level 2:</b> <b>Analyzes how media can influence body image and describe one self-management skill to make</b></p>

<p>performance levels portrayed in various media, and accepts the personal responsibility for appropriate health choices.</p>	<p>healthy choices based on their own needs instead of media messages.</p>
<p><b>Working with Others</b></p>	
<p><b>S4.H2: Rules and Etiquette</b></p> <p><b>Level 1:</b> Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</p> <p><b>Level 2:</b> Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport).</p>	<p><b>S4.H2.12: Working with Others</b></p> <p><b>Level 1:</b> Uses effective communication and critical thinking skills to solve problems and support positive group dynamics during physical activity, both individually and as part of a team.</p> <p><b>Level 2:</b> Demonstrates a leadership role (e.g., task or group leader, referee, coach) by applying communication and critical thinking skills to adapt strategies, resolve conflicts, and enhance team performance in a variety of physical activities.</p>
<p><b>Expectations, Etiquette, and Safety</b></p>	
<p><b>S4.H3: Working with Others</b></p> <p><b>Level 1:</b> Uses communication skills and strategies that promote team or group dynamics.</p> <p><b>Level 2:</b> Assumes a leadership role</p>	<p><b>S4.H3.12: Expectations and Etiquette</b></p> <p><b>Level 1:</b> Exhibits proper etiquette, respect for others and teamwork while engaging in a variety of physical activities.</p>

<p>(e.g., task or group leader, referee, coach) in a physical activity setting.</p>	<p><b>Level 2:</b> Demonstrates leadership in promoting proper etiquette, respect, and including others during physical activities, while effectively supporting team dynamics and resolving conflicts.</p>
<p><b>S4.H4:</b> Working with Others</p> <p><b>Level 1:</b> Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.</p> <p><b>Level 2:</b> Accept others by engaging in cooperative and collaborative movement projects.</p>	<p><b>Combined with S4.H3.12</b></p>
<p><b>S4.H5:</b> Safety</p> <p><b>Level 1:</b> 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, and sun protection).</p> <p><b>Level 2:</b> Applies best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, water safety, proper alignment, hydration, use of</p>	<p><b>S4.H4.12:</b> Safety</p> <p><b>Level 1:</b> Evaluates best practices for participating safely in a variety of physical activities (e.g., injury prevention, water safety, proper alignment, hydration, use of equipment, implementation of rules, and sun protection).</p> <p><b>Level 2:</b> Applies best practices for participating safely in a variety of physical activities.</p>

<p>equipment, implementation of rules, and sun protection).</p>	
<p><b>Standard 5 Physical Literacy Elements (PLE): Recognizes the value of physical activity for challenge, social interaction, enjoyment, and/or personal relevance. health, mental health, enjoyment, challenge, self-expression, and/or social interaction.</b></p>	
<p><b>S5.H1: Health</b></p> <p><b>Level 1:</b> Analyzes the health benefits of a self-selected physical activity.</p> <p><b>Level 2:</b> Analyzes the health benefits of more than one self-selected physical activity.</p>	<p><b>Challenge PLE.6-12.1:</b></p> <p>Recognize and reflect on responding positively to challenges using strategies, seeking help, and choosing appropriate tasks to promote success and continued participation.</p>
<p><b>S5.H2: Challenge</b></p> <p><b>Level 1:</b> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p> <p><b>Level 2:</b> Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p><b>Social Interaction PLE.6-12.2:</b></p> <p>Demonstrate and reflect on respectful social interaction and support in physical activities through positive communication and teamwork.</p>
<p><b>S5.H3: Self-expression and Enjoyment</b></p> <p><b>Level 1:</b> Selects and participates in physical activities or dance that meets the need for self-expression</p>	<p><b>Enjoyment, Fun, Delight PLE.6-12.3:</b></p> <p>Explain and reflect on how skilled movement and self-chosen activities promote enjoyment and</p>

<p>and enjoyment.</p> <p><b>Level 2:</b> Identifies the uniqueness of creative dance as a means of self-expression.</p>	<p>self-expression for lifelong engagement.</p>
<p><b>S5.H4:</b> Social Interaction</p> <p><b>Level 1:</b> Identifies the opportunity for social support in a self-selected physical activity or dance.</p> <p><b>Level 2:</b> Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.</p>	<p><b>Personal Relevance PLE.6-12.4:</b></p> <p>Examine and reflect on the connection between physical activity and well-being by understanding its impact on physical and mental health and personal goals.</p>

## 2026 Administrative Rules - Executive Summary

### Chapter 1 – Consists of “clean up” and legal services

- 210:1-5-6 – Edited language regarding notice and subpoenas. Language was added by previous general counsel, and it has not worked well. Going back to language as was previously written. In addition, amended language regarding revocations/suspensions to align with legislation passed in 2025.

### Chapter 10

- 210:10-1-4 – Requested rule amendment. Change in number of days and hours of term of school year.
- 210:10-1-5 – Requested rule amendment. Change in number of days and hours of term of school year.
- 210:10-1-16 – Requested rule amendment. Several of the tests that were included no longer support the requirements as listed. Also edited for clarification.
- 210:10-1-21 – Requested rule amendment. Statute no longer supported the language as written. I and other OSDE employees consulted with Department of Health and drafted these amendments.
- 210:10-13-1.2 – Requested rule amendment. Amended as does not account for alternative diploma.
- 210:10-13-25 – Requested rule amendment. Change in number of days and hours of term of school year.
- 210:10-17-1 – Requested rule amendment. Federal program complaint procedures were not in compliance with federal law.

### Chapter 15

- 210:15-13-4 – Requested rule amendment. Certificate no longer exists.
- 210:10-13-7 – Requested rule amendment. No need for rule as statute delineates everything needed for LNH. In addition, no rulemaking authority was given to OSDE.
- 210:15-27-1 – Requested rule amendment. Statute changed and required amendments.
- 210:15-27-2 – Requested rule amendment. Statute changed and required amendments.
- 210:15-27-3 – Requested rule amendment. Statute changed and required amendments.
- 210:15-27-4 – Requested rule amendment. Statute changed and required amendments.

Red text denotes amendments based on public comment to rules as originally proposed. These amendments can be found at the end of this packet.

- 210:15-32-1 – Requested rule amendment. New statute requires the addition of this rule.

## **Chapter 20**

- 210:20-9-95 – Requested rule amendment. Needed clarification as rule language was not accurate.
- 210:20-13-1 – Requested rule amendment. Rule language was not accurate with processes by which certification tests are administered and verified.
- 210:20-25-1 – Requested rule amendment. Rule is in regard to Teacher Incentive Pay Plans. Statute changed and rule was never updated.

## **Chapter 35**

- 210:35-3-46 – Requested rule amendment. Change in number of days and hours of term of school year.
- 210:35-3-106 – This rule was amended last year. There was an error in the first line. Amended to fix grammar as well as to align statutory citation to align with the rest of the code.
- 210:35-3-201 – Requested rule amendment. Statute changed several years ago, and this was never updated. Worked with Accreditation to bring rule language up to date.
- 210:35-11-21 – Requested rule amendment. Change in number of days and hours of term of school year.
- 210:35-13-26 – Requested rule amendment. Change in number of days and hours of term of school year.
- 210:35-29-8 – Amended language to allow for virtual charters schools to have alternative education programs.

## **Chapter 40**

- All rules under Chapter 40 were revoked as to align with Governor's Executive Order requiring clean-up of administrative code and requiring two rules be revoked for every one new rule. None of the rules were applicable/the programs contained in the rules were no longer in existence.

Red text denotes amendments based on public comment to rules as originally proposed. These amendments can be found at the end of this packet.

# CHAPTER 1. STATE BOARD OF EDUCATION

## SUBCHAPTER 5. DUE PROCESS

### 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 any federal or state law. "Willful" shall be defined as acting with the intent, purpose, or willingness to commit the act or the omission referred to. A willful violation does not require any intent to violate state or federal law, or to injure another, or to acquire any advantage; or A willful violation of a rule or regulation of the State Board of Education, or the United States Department of Education, or
- (2) the abuse or neglect of a child; or A willful violation of any federal or state law, or
- (3) moral turpitude; or 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) a conviction for any of the offenses or basis for revocation set forth in Title 70 O.S. §§ 3-104 or 3-104.1. 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 via certified mail and electronic mail 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 Title 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. Service of notice or process may be accomplished as follows:

(A) **Personal delivery.** Personal delivery may be accomplished by service by a sheriff or deputy sheriff, a person licensed to make service of process in civil cases, or a person specially appointed for that purpose. Personal service shall be made as follows: (1) upon the individual by delivering a copy of the notice and the petition, (2) or by leaving copies thereof at the certificate holder's dwelling listed mailing address.

(B) **Service by Mail.** Service by mail may be accomplished by mailing a copy of the notice and the petition by certified mail, return receipt requested and delivery restricted to the addressee. Service by mail shall not be the basis for the entry of a default or a judgment by default unless the record contains a return receipt showing acceptance by the certificate holder or a returned envelope showing refusal of the process by the certificate holder. Acceptance or refusal of service by mail by a person who is fifteen (15) years of age or older who resides at the certificate holder's mailing address shall constitute acceptance or refusal by the certificate holder.

(C) **Service by Publication.** Service by publication may be made when an attorney or investigator for OSDE verifies in the petition, or by separate affidavit, that with due diligence service cannot be made upon the certificate holder by any other method. Service pursuant to this paragraph shall be made by publication of a notice, signed by the Secretary of the Board of Education, one (1) day a week for three (3) consecutive weeks in a newspaper authorized by law to publish legal notices which is published in the county where the petition is filed.

(4) **Response to application.** Any respondent intending to contest an application must notify the Secretary of the State Board of Education of their intent to contest the application within twenty-one days of service of the application. The respondent must file a responsive pleading that states whether the respondent agrees, disagrees, or is without sufficient information to agree or disagree with each numbered paragraph containing a factual allegation. Failure to timely respond will be deemed confession of the allegations in the application unless the State Board of Education excuses the delay.

(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. **Form and Issuance.** Every subpoena shall:

- (i) state the name of the court from which it is issued and the title of the action, and
- (ii) command each person to whom it is directed to attend and give testimony or to produce and permit inspection, copying, testing or sampling of designated books, documents, electronically stored

information or tangible things in the possession, custody or control of that person, or to permit inspection of premises, at a time and place therein specified. A subpoena may specify the form or forms in which electronically stored information is to be produced.

(iii) issue from the administrative law court or tribunal where the action is pending, and may be served at any place within the state.

(B) **Service.** Service of a subpoena upon a person named therein shall be made by delivering or mailing a copy thereof to such person. If the person's attendance is demanded, by tendering to the witness a ten-dollar (\$10.00) witness fee, per day, and the mileage allowed by law. Witness fees and mileage may be paid at the conclusion of the hearing.

(i) Service of a subpoena may be accomplished by any person who is eighteen (18) years of age or older.

(ii) Service of a subpoena may be accomplished by mail by mailing a copy thereof by certified mail with return receipt requested and delivery restricted to the person named in the subpoena. The person serving the subpoena shall make proof of service thereof to the administrative hearing officer promptly and, in any event, before the witness is required to testify at the hearing or trial. If service is made by a person other than a sheriff or deputy sheriff, such person shall make affidavit thereof. If service is by mail, the person serving the subpoena shall show in the proof of service the date and place of mailing and attach a copy of the return receipt showing that the mailing was accepted. Failure to make proof of service does not affect the validity of the service, but service of a subpoena by mail shall not be effective if the mailing was not accepted by the person named in the subpoena.

(iii) A copy of any subpoena that commands production of documents and things or inspection of premises before the hearing shall be served on each party in the manner as follows:

(iv) If the party is represented by an attorney, the service shall be made upon the attorney unless service directly upon the party is ordered by the hearing officer or final judgment has been rendered and the time for appeal has expired.

(v) Service upon the attorney or upon a party shall be made by delivering a copy to the attorney or the party or by mailing it or sending it by third-party commercial carrier for delivery within three (3) calendar days to the attorney or the party at the last-known address of the attorney or the party or by electronic means if the attorney or party consents to receiving service in a particular case by electronic means and the attorney or party provides instructions for making the electronic service consented to by the attorney or party. For purposes of this subsection, "electronic means" includes communications by facsimile or electronic mail. If no mailing address, physical address or electronic means address for the attorney or party is known, service is affected by delivery to the last known address. Delivery of a copy within this section means: (a) handing it to the attorney or to the party, or (b) leaving it at the office of the attorney or the party with the attorney's or party's clerk or other person in charge thereof, or (c) if there is no one in charge, leaving it in a conspicuous place therein, (d) if the office is closed or the person to be served has no office, leaving it at his or her dwelling house or usual place of abode with some person residing therein who is fifteen (15) years of age or older.

(C) **Service by Mail.** Service of a subpoena, or a subpoena that commands production of documents and things or inspection of premises by mail is complete upon mailing, service by commercial carrier is complete upon delivery to the commercial carrier, and service by electronic means is complete upon transmission, unless the party making service is notified in sufficient time prior to the hearing or the date for production or inspection that the copy or paper served was not received by the party served.

(D) **Objection(s).** If the subpoena commands the production of documents and things or inspection of premises from a nonparty before trial but does not require attendance of a witness, the subpoena shall specify a date for the production or inspection that is at least seven (7) days after the date that the subpoena and copies of the subpoena are served on the witness and all parties, and the subpoena shall include the following language: "In order to allow objections to the production of documents and things to be filed, you should not produce them until the date specified in this subpoena, and if an objection is filed, until the court rules on the objection."

(E) **Duties in Issuance and Service.** A party or an attorney responsible for the issuance and service of a subpoena shall take reasonable steps to avoid imposing undue burden or expense on a person subject to that subpoena.

(i) A person commanded to produce and permit inspection, copying, testing or sampling of designated books, papers, documents, electronically stored information or tangible things, or inspection of premises need not appear in person at the place of production or inspection unless commanded to appear for deposition, hearing or trial.

(ii) A person commanded to produce and permit inspection, copying, testing or sampling or any party may, within fourteen (14) days after service of the subpoena or before the time specified for compliance if such time is less than fourteen (14) days after service, serve written objection to inspection, copying, testing or sampling of any or all of the designated materials or of the premises, or to producing electronically stored information in the form or forms requested. An objection that all or a portion of the

requested material will or should be withheld on a claim that it is privileged or subject to protection as trial preparation materials shall be made within this time period. If the objection is made by the witness, the witness shall serve the objection on all parties; if objection is made by a party, the party shall serve the objection on the witness and all other parties. If objection is made, the party serving the subpoena shall not be entitled to inspect, copy, test or sample the materials or inspect the premises except pursuant to an order of the hearing officer. For failure to object in a timely fashion, the hearing officer may assess reasonable costs and attorney fees or take any other action she, or he, deems proper. A privilege or the protection for trial preparation materials shall not be waived solely for a failure to timely object under this section. If objection has been made, the party serving the subpoena may, upon notice to the person commanded to produce, move at any time for an order to compel the production. Such an order to compel production shall protect any person who is not a party or an officer of a party from significant expense resulting from the inspection and copying commanded.

(iii) On timely objection and motion, the hearing officer shall quash or modify the subpoena if it:

- (I) fails to allow reasonable time for compliance, or
- (II) requires a person to travel to a place beyond the territorial boundaries of the State of Oklahoma, or
- (III) requires disclosure of privileged or other protected matter and no exception or waiver applies, or
- (IV) subjects a person to undue burden, or
- (V) requires production of books, papers, documents, or tangible things that fall outside the scope of permissible disclosures for the hearing or matter being investigated, or
- (VI) requires disclosure of a trade secret or other confidential research, development, or commercial information, or
- (VII) requires disclosure of an unretained expert's opinion or information not describing specific events or occurrences in dispute and resulting from the expert's study made not at the request of any party.

(iv) However, if the party in whose behalf the subpoena is issued shows a substantial need for the testimony or material that cannot be otherwise met without undue hardship and assures that the person to whom the subpoena is addressed will be reasonably compensated, the hearing officer may order appearance or production upon specified conditions.

**(F) Duties in Responding to Subpoena:**

- (i) Persons whose attendance is secured via subpoena shall appear as the subpoena directs. Attendance only shall not waive a person's constitutional rights (e.g., the right against self-incrimination).
- (ii) A person responding to a subpoena to produce documents shall produce them as they are kept in the usual course of business or shall organize and label them to correspond with the categories in the demand.
- (iii) If a subpoena to produce documents does not specify the form or forms for producing electronically stored information, a person responding to a subpoena shall produce the information in a form or forms in which the person ordinarily maintains it or in a form or forms that are reasonably usable.
- (iv) A person responding to a subpoena to produce documents is not required to produce the same electronically stored information in more than one form.
- (v) A person responding to a subpoena to produce documents is not required to provide discovery of electronically stored information from sources that the person identifies as not reasonably accessible because of undue burden or cost. If such a showing is made, the hearing officer may order discovery from such sources if the requesting party shows good cause. The hearing officer may specify conditions for the disclosure.
- (vi) When information subject to a subpoena to produce documents is withheld on a claim that it is privileged or subject to protection as trial preparation materials, the claim shall be made expressly and shall be supported by a description of the nature of the documents, communications, or things not produced that is sufficient to enable the demanding party to contest the claim.
- (vii) If information is produced in response to a subpoena to produce documents that is subject to a claim or privilege or of protection as trial preparation material, the person making the claim may notify any party that received the information of the claim and the basis for such claim. After being notified, a party shall promptly return, sequester, or destroy the specified information and any copies the party has and may not use or disclose the information until the claim is resolved. A receiving party may promptly present the information to the hearing officer under seal for a determination of the claim. If the receiving party disclosed the information before being notified, the receiving party shall take reasonable steps to retrieve the information. The person who produced the information shall preserve the information until the claim is resolved. This mechanism is procedural only and does not alter the standards governing whether the information is privileged or subject to protection as trial preparation material or whether such privilege or protection has been waived.

**(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.



# CHAPTER 10. SCHOOL ADMINISTRATION AND INSTRUCTIONAL SERVICES

## SUBCHAPTER 1. GENERAL PROVISIONS

### 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 one (181) ~~180~~ days or one thousand eighty six (1,086) ~~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 1,086 ~~1,080~~ hours policy rather than a 181 ~~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).

## **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 (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 (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 1/2) 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 one (181)(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 one (181)(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 six (1,086)(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 one (181)(180) days or one thousand eighty six (1,086)(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 1/2) 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.

**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), a 1220 combined score on the Scholastic Assessment Test (SAT), or the equivalent score on the Classical Learning Test (CLT). 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, SAT, or CLT 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 - designates an Intermediate-Mid proficiency level, and Platinum - designates an Advanced-Low proficiency level. The candidate shall use an approved assessment for each language (English and another language to qualify). For an assessment to be approved, it must be an outside assessment and include tasks requiring the candidate to produce spoken and/or written language as evidence of meeting the required proficiency level in language production, depending on the language's available communication forms. Assessments will be regularly reviewed for eligibility and added or removed from the approved list based on their adherence to qualifying requirements. The Office of World Languages can approve or deny assessments as needed using the assessment criteria to meet students' needs. The list of qualifying assessments may include: 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 and optional essay 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.

(G) **Classic Learning Test (CLT).** A score on the English Art section of at least the equivalent of a score of 18 on the ACT for Gold level recognition or at least the equivalent to a score of 21 on the ACT for Platinum recognition. **AAPPL.** A score of at least Intermediate-Mid (I-3) on the Assessment of Performance of Progress toward Proficiency in Languages (AAPPL) for Gold level recognition, or a score of at least Advanced-Low (A-1) on the AAPPL.

(F) **STAMP Suite of Assessments.** 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.

(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)(I-3) 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 Suite of Assessments.** 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 and 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.

(d) **Requirements for the Civics Seal.** Students who meet all the requirements listed below shall be recognized by the local school district and the State Board of Education with a Civics Seal. The Seal shall be noted on the student's transcript upon completion of eligibility requirements, and noted on the student's diploma upon graduation. The seal will be provided by the Oklahoma State Department of Education.

(1) Accumulate a 3.0 GPA in all social studies classes.

(2) Score 80% or higher on the United States Naturalization test.

(3) Score proficient or advanced on the College and Career Readiness Test for U.S. History/Government.(4) Complete 75 hours of community service including a written reflection of experiences, as determined by district and subsequently school site policy.

(5) Complete 3 Civics Engagement Programs belonging to a curated list that is approved by the State Board.

## **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 Title 70 O.S. § 1-116.3, or any successor statute, 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, or replacement pancreatic enzymes prescribed and individually labeled.

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

(3) "Respiratory distress" means the perceived or actual presence of coughing, wheezing, or shortness of breath.

(4) "Inhaler" means a device that delivers a bronchodilator to alleviate symptoms of respiratory distress that is manufactured in the form of a metered-dose inhaler or dry-powder inhaler and that may include a spacer or holding chamber that attaches to the inhaler to improve the delivery of the bronchodilator.

(c) **School district decisions to stock epinephrine injectors.** Any school district that elects to stock epinephrine injectors pursuant to the provisions of Title 70 O.S. § 1-116.3, or any successor statute, 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 Title 70 O.S. § 1-116.3, or any successor statute, 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) at a minimum, required annual training is available and required for teachers and school employees who are directly responsible for students on the topics of food allergies, recognizing anaphylaxis, and instruction on how to administer Epinephrine. The training shall be completed before the school year begins or upon hiring the teacher or school employee. Documentation certifying completion of the required training shall be retained in the personnel file of the teacher or school employee. The training may be provided online or in person by the school nurse or a recognized food allergy and anaphylaxis training program.

(d) In the event a student is believed to be having an anaphylactic reaction or respiratory distress, a school employee shall contact 911 as soon as possible. If Epinephrine is administered to a student, a school employee shall contact 911 as soon as possible. The school district shall notify the parent or guardian of any student who experiences a possible allergic reaction as soon as possible. Such provision shall be included in the school district's policy and established procedures.

## SUBCHAPTER 13. STUDENT ASSESSMENT AND SCHOOL ACCOUNTABILITY

### 210:10-13-1.2. Make-up assessments

(a) **Purpose.** Any public school district or public charter school may determine if a senior student is eligible for make-up assessments due to an incomplete graduation requirement, provided, the senior student has met all other state and local graduation requirements and would have otherwise been eligible to graduate except for one or more missing assessments required to receive a standard diploma under Title 70 O.S. § 1210.508(F)(1) or an alternate diploma under Title 70 O.S. § 11-103.6(E) College and Career Ready Assessments: US History, Science, Math, ELA (ACT/SAT/ include both math and ELA) as required under 70 O.S. § 1210.508.F.1.

(b) **Application.** Any of the four (4) make up-assessments outlined in paragraph (a) of this section, or in the statutes listed therein, shall be part of the statewide student assessment system and shall be aligned to the Oklahoma Academic Standards or the Oklahoma Alternate Assessment Program as adopted by the State Board of Education. These assessments shall not be included in the state accountability system, nor are they intended to yield reportable data.

(c) **Procedure.** Upon administering any make-up assessment(s) to an impacted student, a public school district or public charter school may issue a standard diploma to the impacted student. The transcripts of an impacted student shall denote the student as

having participated in the assessment(s) assessment in lieu of reporting an assessment score. The make-up assessment(s) shall be retained at the local school district as a record of student participation in fulfillment of the graduation requirement.

(d) **Federal and state reporting.** Any impacted student who takes one or more of make-up assessments outlined in paragraph (a) of this section shall not be added to the public school district's or public charter school's participation rate in assessments mandated by state and federal law.

**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 181+80 day school calendar or ten percent (10%) or more of school days on a 1,086+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. A student receiving disciplinary action, such as out-of-school suspension ("OSS"), in-house suspension ("ISS"), or expulsion, shall not accrue absences; provided the child attends ISS.

(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.

(i) **Authority.** Title 70 O.S. Section 1210.545.

## 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 Agencies (SEA) ("SEAs") to adopt written procedures, pertaining to programs under Titles I through VIII of the Elementary and Secondary Education Act of 1965 or any successor statutes for the purpose of 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. See 34 C.F.R. Part 299, Subpart F; 20 U.S.C. Ch. 70.

(b) **Covered programs.** Programs covered by this section are the following. The term "federal programs," in this section, shall be in reference to Titles I through VIII of the Elementary and Secondary Education Act of 1965, or any successor statutes thereto. See 20 U.S.C. Ch. 70. The following ESEA programs are covered by this section:

- (1) Part A of Title I (Improving Basic Programs Operated by Local Education Agencies).
- (2) Subpart 1 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 1 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).
- (1) Part A of Title I (Improving Basic Programs Operated by Local Education Agencies);
- (2) Part B of Title I (State Assessment Grants);
- (3) Part C of Title I (Education of Migratory Children);
- (4) Part D of Title I (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk);
- (5) Title II (Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders);
- (6) Title III (Language Instruction for English Learners and Immigrant Students);
- (7) Part A of Title IV (Student Support and Academic Enrichment Grants);
- (8) Part B of Title IV (21st Century Community Learning Centers);
- (9) Part B of Title V (Rural Education Initiative);
- (10) Title VI (Indian, Native Hawaiian, and Alaska Native Education);
- (11) Title VII (Impact Aid); and
- (12) Part F, section 7881 of Title VIII (Participation by Private School Children and Teachers).

(c) **Computing Time.** Days shall be counted on the basis of calendar days, and the last day of the period so computed shall be included, unless it falls on a Saturday, Sunday, legal holiday, or other day the Oklahoma State Department of Education does not remain open for public business until the regularly scheduled closing time, in which event the period runs until the end of the next day that the Oklahoma State Department of Education is open for public business. **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) **Complaints.** A complaint in the form of a written, signed statement may be filed by an individual, an organization demonstrating a cognizable interest, a state agency, or a federal agency alleging that a Local Educational Agency (LEA), a state agency, a consortium of agencies, the State Department of Education, or the State Board of Education has violated a federal statute or regulation relevant to a federal program covered under this Section. Any complaint, including appeals from an LEA, a state agency, or a consortium of agencies must be filed within thirty (30) days of the action or inaction giving rise to the complaint.

(1) Complaints shall be submitted to: Oklahoma State Department of Education, Office of Legal Services, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

(2) A complaint must include the following or face dismissal:

- (A) A statement that the LEA, state agency, consortium of agencies, the State Department of Education, or the State Board of Education has violated a requirement of a federal statute or regulation applicable to a covered program under (b) of this Section;
- (B) The facts on which the statement is based, the specific requirement allegedly violated, and the relevant statute or regulation; and
- (C) Relevant documentary or other evidence supporting the allegation.

(3) Every LEA is required to disseminate adequate information about its complaint procedures to parents of students and appropriate non-public school officials or representatives free of charge.

(4) Any complaint against an LEA, consortium of agencies, or state agency other than the State Board of Education must be filed with the subject entity for processing through any applicable complaint resolution processes. The State Department of Education may waive this requirement and accept a complaint against an LEA, state agency, or consortium of agencies in the first instance if it is determined that:

- (A) Delay in resolving the complaint may result in serious and immediate harm;
- (B) The allegations and supporting information, together with readily available data maintained by the State Department of Education, provide sufficient evidence to show probable success on the merits; or
- (C) There is evidence that the LEA, state agency, or consortium of agencies is aware of the alleged violation and has failed to take reasonable action.

(e) **Investigations/Determinations.** The Oklahoma State Department of Education shall conduct any investigative efforts it deems necessary to effectively address a complaint. Such efforts may include the appointment of an investigative team to conduct an on-site visit, review records, or conduct interviews. The Oklahoma State Department of Education may conduct informal factfinding hearings or mediations to clarify the issues.

(1) Within forty-five (45) days of receiving of a procedurally proper complaint, the State Department of Education shall issue to complainant and to the LEA, state agency, or consortium of agencies a preliminary report containing:

- (A) A summary of the substance of the allegations in the complaint and the name of the individual, organization, or agency making the complaint;
- (B) A summary of the State Department of Education's investigative activities, if any;
- (C) A summary of the findings concerning each alleged violation or implied violation; and
- (D) A statement of the corrective actions, if any, needed to resolve the findings, including a recommendation for an independent audit if deemed appropriate.

(2) The complainant and the LEA, state agency, or consortium of agencies may submit written responses or additional evidence within thirty (30) days of the date of the preliminary report.

- (A) The response period of this paragraph may be waived by the parties.
- (B) Failure to timely respond to the preliminary report pursuant to this paragraph shall be considered as acceptance of the report.

(3) Within ten (10) days following the preliminary report response period provided in (2) of this subsection, the State Department of Education shall issue to the complainant and to the LEA or state agency a final report.

- (A) The final report may affirm and adopt the findings of the preliminary report, or it may make substitute findings.
- (B) Parties are permitted to file written exceptions before the State Board of Education within (10) days of the issuance of the final report.
- (C) Any exceptions, along with the final report will be placed before the State Board of Education for adoption, rejection, or modification.

(4) The Oklahoma State Department of Education may, in exceptional circumstances, grant extensions of any time limit in this section on its own initiative or on the request of a party.

(5) The complainant may request the Secretary of the U. S. Department of Education to review the final adopted report, at the Secretary's discretion. A request for review must be filed with the Secretary, with a copy to the State Department of Education, within thirty (30) days of adoption. On request, the State Department of Education will promptly provide the complainant with a copy of the preliminary report, and final report, and all pertinent exhibits thereto.

(6) Nothing in this section shall prohibit informal disposition by stipulation, mediation, settlement, consent order, or default.

**(f) Complaints by non-public schools participating in title programs.**

(1) Notwithstanding (d)(4) of this Section, a non-public school official may directly file a complaint in the first instance with the State Department of Education asserting that an LEA did not engage in consultation that was meaningful and timely, did not give due consideration to the view of the private school office, or did not make a decision that treats the private school or its students equitably as required by law. [20 U.S.C. §6320(b)(1)(G)(A)].

(A) A complaint under this subsection must be in writing and signed by the complainant; and

(B) A copy of the complaint must be simultaneously served on the LEA.

(2) Notwithstanding the timing provided for in (e) of this Section, within forty-five (45) days of receiving a complaint regarding non-public school participation in federal Title programs, the State Department of Education shall issue a written resolution.

(3) The timelines contained in this subsection shall be permitted an additional three (3) days to account for mail processing.

(4) The complainant may request the Secretary of the U. S. Department of Education to review the final adopted report, at the Secretary's discretion. A request for review must be filed with the Secretary, with a copy to the State Department of Education, within thirty (30) days of adoption. On request, the State Department of Education will promptly provide the complainant with a copy of the preliminary report, and final report, and all pertinent exhibits thereto.

**(g) Complaints against the State Department of Education or State Board of Education.**

(1) Within ten (10) days of receiving a complaint pursuant to (d) of this Section, the State Superintendent of Public Instruction shall appoint a hearing officer to adjudicate the complaint.

(A) The hearing officer shall remain impartial and shall have power to maintain order to rule upon all questions arising during the course of the complaint resolution process; to hold conferences for the settlement, clarification, or simplification of issues; and to regulate and guide the course of the complaint resolution process.

(B) The hearing officer shall conduct the complaint resolution process in such a manner as to preserve privileges and protect privacy rights, consistent with the Family Educational Rights and Privacy Act [20 U.S.C. § 1232g] and any other relevant federal or state law or regulation.

(C) The hearing officer shall promptly issue a briefing schedule setting time limits for the submission of briefs, affidavits, declarations, exhibits, or other documents by the parties.

(D) Travel and other expenses incurred by the hearing officer shall be reimbursed from appropriate federal program funds at the rate allowed for employees of the State of Oklahoma. At the option of the Oklahoma State Department of Education, a pre-negotiated per diem may be paid in lieu of expenses to persons who are not employed by the State of Oklahoma.

(2) All testimony, whether written or oral, shall be given under oath.

(3) Upon the request of any party, the hearing officer shall set a hearing on the merits within sixty (60) days of the request.

(A) Any hearing shall be stenographically recorded by a certified court reporter empowered to administer oaths with the expenses paid by the State Department of Education.

(B) Every party shall have the right to appear in person or by counsel.

(4) Within ninety (90) days of the receipt of the complaint, or sixty (60) days after holding a requested hearing, the hearing officer shall issue a written decision which shall include findings of fact and conclusions of law, separately stated, addressing every issue raised in the complaint. Copies of the decision shall be provided to the complainant and the State Department of Education.

(5) Parties are permitted to file written exceptions to the findings of fact and conclusions of law before the State Board of Education within (10) days of its issuance. Any exceptions, along with the final report will be placed before the State Board of Education for adoption, rejection, or modification. **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.

## CHAPTER 15. CURRICULUM AND INSTRUCTION

### SUBCHAPTER 13. SPECIAL EDUCATION

#### 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.

#### 210:15-13-7. Lindsey Nicole Henry Scholarship for Students with Disabilities Program [REVOKE]

(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.

## **SUBCHAPTER 27. READING SUFFICIENCY STRONG READERS 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**"), For purposes of this section, "**Student Literacy Intervention Plan**" ("**SLIP**"), means the program of reading instruction developed pursuant to Title 70 O.S. § 1210.508C for a student in **kindergarten**, 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 Strong Readers Reading Sufficiency Plans.** Each public school district shall will develop a District Strong Readers 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 Strong Readers 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 Literacy 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 Comprehensive School Improvement (CSI), More Rigorous Intervention (MRI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) site, the district shall submit its District Strong Readers 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 Strong Readers Reading Sufficiency Act report to the Oklahoma Legislature by the submission deadline to be determined by the Office of Literacy 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 Strong Readers Reading Sufficiency Act, the State Department of Education may allocate funds to public school districts in accordance with the provisions of Title 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 Strong Readers Reading Sufficiency Act prior to receipt of funding. In order to be eligible for Strong Readers Reading Sufficiency Act funds, a school district must submit its District Strong Readers 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 Strong Readers 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 Literacy 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.** Strong Readers 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 Strong Readers 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 Literacy Curriculum and Instruction.

(h) **Funding Requirements.** Districts that receive more than \$2,500 in Strong Readers Funds must spend 10% of those funds on science of reading professional development by an approved vendor. This list will be maintained by the Office of Literacy and will be reviewed annually. Approved expenditures include registration, cost of substitutes, stipends for training done outside of contract hours, travel expenses and accompanying materials. Per diem may not be covered with these funds.

(i) **Summer Academy Reading Programs.** Summer Academy Reading Programs for students, as authorized by Title 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 and focus on literacy instruction;

(2) incorporate the content of a reading sufficiency plan that meets the criteria set forth in the Strong Readers Reading Sufficiency Act;

(3) are taught by teachers who have successfully completed a professional development institute or program of at least six (6) hours and approved by the Office of Literacy in reading as prescribed by the statutory provisions of the Strong Readers 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. Education; and

(5) assesses participating students with the district adopted literacy screening assessment under the Strong Readers Act at the beginning and end of the session.

(tj) **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 Literacy Curriculum and Instruction.

(jk) **Exemption.** In order to be exempt from the universal and dyslexia screening requirements, student literacy intervention plans, and any other requirements of the strong readers act, a student must have a completed form on file at the district level verifying their eligibility according to one of the following qualifications:

(1) the student participates in the Oklahoma Alternate Assessment Program (OAAP) and is taught using alternate methods;

(2) the student's primary expressive or receptive communication is sign language;

(3) the student's primary form of written or read text is Braille; or

(4) the student's primary expressive or receptive language is not English, the student is identified as an English learner using a state-approved identification assessment, and the student received less than one (1) school year of instruction in an English-learner program.

(l) **Notice of Proficiency.** Notification of proficiency shall be sent to families no later than thirty (30) days after the close of the mid-year screening window.

**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.

## **210:15-27-2. Good cause exemptions for promotion under the Reading Sufficiency Act [REVOKE]**

(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 diagraphs, 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).

### **210:15-27-3. Standards for mid-year promotion of retained third graders [REVOKE]**

(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 (e)(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.

#### **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 a Student Literacy Intervention Plan ("SLIP") and 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 kindergarten, first grade, or second grade, or third grade as identified by an approved screening instrument, the Student Reading Proficiency Team shall develop an individualized program of reading instruction.

(2) The Student 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, 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 the requirements outlined in subsection D of provisions of the READ Initiative adopted by the school district as provided for in Title 70 O.S. § 1210.508C. For purposes of the Strong Readers 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 on-grade level 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, and consists of no less than twenty (20) minutes of instruction, three (3) times per week;
- (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, and consists of no less than thirty (30) minutes of instruction, five (5) times per week, or in the alternative, forty (40) minutes, four (4) times per week;

(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.

## **SUBCHAPTER 32. OKLAHOMA MATH ACHIEVEMENT AND PROFICIENCY ACT**

### **210:15-32-1. Summer Academy Math Programs**

(a) **Purpose.** The purpose of this subchapter is to establish requirements governing the operation of Summer Mathematics Academy Programs and other approved mathematics instruction options as authorized by Title 70 O.S. § 1210.903, or any successor statute thereto.

(b) **Summer Academy Math Programs.** Summer Academy Math Programs for students, as provided for by Title 70 O.S. § 1210.903, shall be courses that:

- (1) Provide at least four (4) weeks of instructional time consisting of a minimum of three (3) hours each day for at least four (4) days:
  - (A) Instructional time shall include direct instruction, guided practice, and assessment activities aligned with the Oklahoma Academic Standards for Mathematics.
  - (B) Schools may extend instructional time or offer additional sessions at their discretion to meet student needs.
- (2) Incorporate the contents of a Math Proficiency Plan that meet the criteria set forth in the Math Achievement and Proficiency Act;
- (3) Are taught by teachers who have successfully completed a professional development institute or program in math as prescribed by the statutory provisions of the Math Achievement and Proficiency Act; and
- (4) Evaluate how the Summer Academy Math Program impacted student achievement pursuant to paragraph (d) below.

(c) **Alternative schedule for Summer Academy Math Program.** School districts observing a continuous learning calendar may request to implement a Summer Academy Math Program on an alternative schedule throughout the extended school year (e.g., during intersession breaks) by submitting a proposed Alternative Summer Academy Math Program schedule to the Oklahoma State Department of Education ("OSDE") for approval prior to the deadline established by the Office of Standards and Learning.

(d) **Evaluation of Student Achievement.** Each Summer Academy Math Program shall implement a system of evaluation to measure student progress in mathematics. Evaluation procedures shall include, at a minimum:

- (1) A pre-assessment to determine the student's mathematics proficiency at the beginning of the program;
- (2) A post-assessment to measure achievement and growth upon completion; and
- (3) A summary report of results to be submitted to the State Department of Education in a form prescribed by the Department.

(e) **Compliance and Reporting.** By October 1 of each year, each school district shall submit to the OSDE – Office of Standards and Learning a report indicating the number of students in second, third, fourth and fifth grades found to be performing above grade level and below grade level in mathematics based on screening instruments approved by the Oklahoma State Board of Education. The report shall also include data collected pursuant to paragraph (d) on student achievement outcomes to assess the overall effectiveness of the Summer Academy Math Program.

## CHAPTER 20. STAFF

### SUBCHAPTER 9. PROFESSIONAL STANDARDS: TEACHER EDUCATION AND CERTIFICATION

#### PART 9. TEACHER CERTIFICATION

##### 210:20-9-95. Effective date of teaching certificates

(a) **New certificates.** A non-emergency certificate issued to an applicant who completes all requirements and applies for the certificate between May July 1 and December 31 will be dated and become effective July 1 of the year the application was submitted,and provided all supporting documentation were are received,, provided that Additionally, 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 Title 70 O.S. § 5-142. A non-emergency certificate issued to an applicant who completes all requirements and applies for the certificate between January 1 and April June 30 will be dated and become effective the first day of the month in which the application was submitted, provided that and all supporting documents are were received by the State Board of Education. The effective date for all emergency certificates will be the first day of the month in which the application was submitted and all supporting documents are received, according to deadlines established 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.

### 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 and receive a passing score on the a state-approved Oklahoma Teacher Certification Test(s) in the field(s) which corresponds or most closely corresponds to the desired credential(s).

(2) To register for the Oklahoma Teacher Certification Test(s), candidates may apply directly to the Teacher Certification Testing Section, State Department of Education (SDE) whose personnel will ensure that the candidate meets regulations contained in the TEACHER EDUCATION AND CERTIFICATION HANDBOOK, published by the SDE. In order to be eligible for registration, a candidate shall meet the state minimum coursework requirements for certification. The signature of approval of the college or university Director of Teacher Education (DTE) is not required for eligibility to test.

(3) Upon passing the Teacher Certification Test(s) and the written test based solely upon the U.S. Naturalization Test, and upon application for certification to the State Department of Education, a license or certificate will be issued without college or university approval for traditional teacher education program completers, or with Oklahoma State Department of Education and/or another state-approved entity approval for non-traditional teacher candidates.

(b) **Grandfather clause.** The testing requirement(s) set forth in this section shall not apply to persons who were certified before February 1, 1982, including, without limitation, 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 additional 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.

### SUBCHAPTER 25. TEACHER INCENTIVE PAY PLAN

#### 210:20-25-1. Rules and regulations

(a) **Purpose.** The purpose of this rule is to establish a framework for the development, approval, and administration of an academically based incentive pay plan to recognize and reward effective classroom teaching. The rule is intended to promote instructional excellence, enhance student achievement, and improve teacher retention.

**(b) Definitions.**

- (1) **“Classroom Teacher”** means any employee who holds certification and assignment outside of the classification of administrator.
- (2) **“Incentive Pay Award”** means a one-time financial award, not exceeding fifty percent (50%) of the recipient’s regular annual salary, excluding fringe benefits and extra duty pay. These awards are not part of the continuing contract and are not included in retirement of the Federal Insurance Contributions Act (“F.I.C.A.”), to the extent an exemption is provided by federal law.

**(c) Authority.** The State Board of Education, in compliance with the provisions of Title 70 O.S. § 5-141.2, or any successor statute(s) thereto, regarding academically based incentive pay plans for classroom teachers, shall adopt and post on its website five (5) model incentive pay plans. The Office of School and District Support shall annually notify local school districts of the availability for teachers to benefit from incentive pay, through local board adoption or teacher petition, along with any amendments made to the plans available for selection. In accordance with state law, the local board of education are not required to adopt or implement an incentive pay plan unless it chooses to do so or until a formal petition is received that meets the statutory threshold as provided herein.

(1) The local board of education shall adopt and implement an academically based incentive pay plan if a petition signed by twenty percent (20%) or more of the classroom teachers employed by the district is received. To be considered valid, the petition must:

- (A) Be submitted in writing to the district superintendent;
- (B) Include printed names and original signatures of participating teachers; and
- (C) Be verified by the district administration to confirm that at least twenty percent (20%) of classroom teachers employed at the time of submission have signed the petition.

(2) The teacher count used for verification shall reflect certified, non-administrative, instructional staff employed as of the date the petition is received.

(3) To ensure timely development and submission of the incentive pay plan, all petitions must be submitted on or before December 1st of the school year prior to the proposed implementation year (e.g., by December 1, 2024, for implementation in the 2025–2026 fiscal year).

**(d) Plan Development Process.** Prior to adopting or modifying an incentive pay plan, the local board of education shall:

(1) Review the model plans developed by the Oklahoma State Department of Education (“OSDE”) and shall consider one or more of the five model incentive pay plans developed and distributed by the OSDE pursuant to Title 70 O.S. § 5-141.2(A), or any successor statute(s) thereto. These models may be adopted in full, adapted to meet district needs, or used as a framework for a locally developed plan.

(2) Appoint an Incentive Pay Advisory Committee consisting of not less than four (4) and not more than ten (10) people and composed of:

- (A) Classroom teachers;
- (B) Parents and guardians;
- (C) Local business leaders or farmers; and
- (D) Other community members.

(3) Place the proposed plan on a board agenda for adoption after completion of, at minimum, a thirty (30) day public comment period ensuring transparency and community engagement.

(4) Submit the adopted plan to the Oklahoma State Board of Education for approval by March 1st of the preceding school year in which the plan is to be implemented or revised.

(5) Repeat this process each year the plan is modified to maintain compliance with state requirements and ensure continued citizen input.

(6) Seek the advice of the local teacher incentive pay plan advisory committee. Such advice shall include, what kind of academically based incentive pay plan the district will develop.

**(e) Design of the local teacher incentive pay plan.**

(1) The teacher incentive pay plan shall include the criteria for selection of the teacher incentive pay plan recipients.

(2) The teacher incentive pay plan shall include a description of the process of selecting teacher incentive pay recipients. 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.

(3) The teacher incentive pay plan shall include a description of teacher incentive pay awards.

(4) The teacher incentive pay plan shall include an appeal process for the selection of recipients.

(5) The plan submitted to the State Board of Education shall include the names of the teacher incentive pay advisory committee along with identifying roles.

(6) The plan submitted to the State Board of Education shall include the names of the teacher local evaluation committee along with identifying roles.

**(f) Management of the teacher incentive pay plan.**

(1) The local board of education shall provide for the implementation of the teacher incentive pay plan with the advice of the Local Evaluation Committee.

(A) A Local Evaluation Committee shall be an advisory committee formed annually to:

- (i) Review eligible classroom teachers based on plan criteria;

(ii) Recommend teachers and award amounts to the local board of education; and  
(iii) Maintain confidentiality in the evaluation process; and

(B) Members of the Local Evaluation Committee shall recuse themselves from scoring or recommending any teacher with whom they have a direct supervisory relationship or a close personal/familial connection.

(C) All incentive award determinations shall be documented by the Local Evaluation Committee and made available to the district superintendent and local board of education.

(D) Nothing herein shall preclude the local board of education from awarding eligible classroom teachers based on plan criteria which were not recommended by the Local Evaluation Committee.

(E) The local board of education shall not appoint the same individual to serve on both the Local Evaluation Committee and the Incentive Pay Advisory Committee unless the district's average daily attendance ("ADM"), pursuant to Title 70 O.S. 5-117.3, or any succeeding statute(s) thereto, is below 350 students.

(2) The local board of education shall be responsible for the management of the teacher incentive pay plan.

(A) Incentive pay awards may be funded through:

(i) Monies appropriated from the Oklahoma Legislature for reimbursement in accordance with Title 70 O.S. § 5-141.2, or any successor statute(s) thereto;

(ii) Monies otherwise appropriated from the Oklahoma Legislature

(iii) Monies from the district general fund, as determined by the local board of education.

(B) The district superintendent or designee shall annually review the plan's effectiveness and provide a report to the local board of education that includes:

(i) Participation rates;

(ii) Award distribution;

(iii) Teacher retention data; and

(iv) Community feedback.

(C) Based on this data, the local board of education may revise the plan for the following year, subject to seeking public comment and approval by the Oklahoma State Board of Education.

(3) The local board of education shall comply with any rules, forms, procedures, or reporting requirements established by law or regulation for the effective administration and oversight of incentive pay plans.

(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.

## **CHAPTER 35. STANDARDS FOR ACCREDITATION OF ELEMENTARY, MIDDLE LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

### **SUBCHAPTER 3. STANDARDS FOR ELEMENTARY, MIDDLE LEVEL, SECONDARY, AND CAREER AND TECHNOLOGY SCHOOLS**

#### **PART 5. STANDARD III: ADMINISTRATION AND ORGANIZATION**

##### **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 181+~~80~~ day academic calendar rather than a 1,086+~~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 1,086+~~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 1,086+~~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 1,086+~~080~~ hours.

#### **PART 11. STANDARD VI: STUDENT SERVICES**

##### **210:35-3-106. Guidance and counseling services**

(a) Oklahoma School Counselors shall be certified by one of the following methods:

(1) Traditional Certification. For Traditional Certification, an Oklahoma School Counselor shall, prior to certification:

- (A) possess a master's degree in School Counseling Program;
- (B) successfully pass the Oklahoma Subject Area Test ("OSAT") in School Counseling;
- (C) successfully pass a background check; and
- (D) submit a recommendation for certification from the university from which their degree was awarded

(2) Alternative Certification. For Alternative Certification, an Oklahoma School Counselor shall, prior to certification:

- (A) possess a master's degree in a school counseling-related field or a master's degree and two (2) years of counseling-related work experience;
- (B) have successfully completed thirty (30) or more counseling-related graduate credit hours; or fifteen (15) or more counseling-related graduate credit hours and one year of counseling-related work experience; or three (3) or more years of counseling-related work experience
- (C) successfully pass the Oklahoma Subject Area Test ("OSAT") in School Counseling;
- (D) successfully pass a background check; and
- (E) successfully complete two (2) college credit courses, totaling at least six credit hours, within three (3) years, 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 or approved equivalents.

(3) Emergency Certification. Decisions regarding emergency certification are initially handled at the local school level and then must be subsequently approved by the Oklahoma State Board of Education.

(b) All Oklahoma School Counselors shall be trained in the pathways unit system as provided for in Title 70 O.S. § Supp. 2023, Section 11-103.6, or any successor statute thereto.

(c) Schools shall develop a written Comprehensive School Counseling Program. "Comprehensive School Counseling Program," for the purposes of this section, shall mean a program that has an impact on student growth in the areas of academic advisement, college and career, and life skills and wellness.

(d) Oklahoma School Counselors shall spend a minimum of eighty percent (80%) of total work time providing direct and indirect services that are components of the school's Comprehensive School Counseling Program and shall spend the remaining percentage of total work time on program planning and providing school support.

(e) The Local Educational Agency ("LEA") shall develop and implement a comprehensive school counseling program that is delivered by a certified Oklahoma School Counselor and ensures student services are coordinated in a manner that provides comprehensive support to all students.

(f) Oklahoma School Counselors shall adhere to the ethics and standards set forth within their School Counselor Certification Programs, the Oklahoma Standards of Performance and Conduct for Teachers, as well as all other applicable laws and regulations.

(g) Beginning with the 2023-24 school year, prior to annual enrollment of a new or returning student, the Parent or Guardian of a student may disclose to the student's resident district, as determined by Title 70 O.S. § 1-113, or any successor statute thereto~~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 Title 43A O.S. § 5-502, or any successor statute thereto~~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).

## 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 Oklahoma State Department of Education ("OSDE") by the due date specified ~~by the OSDE on the Application. Accreditation is granted for one year and must be renewed annually, unless a school is placed on the Quadrennial Accreditation Review Cycle. 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) Each accredited school site shall meet and comply with all applicable regulations and statutory requirements at the beginning of and throughout each school year. Accredited school sites shall annually submit all reports and documentation required by the OSDE, including, but not limited to, those related to funding, health and safety, educator certification, school board governance, and other requirements established by state or federal law.~~

~~(c) In accordance with Title 70 O.S. §3-104.4, the Oklahoma State Board of Education ("OSBE") shall conduct a quadrennial accreditation review of each school district that meets full accreditation status with no deficiencies for two consecutive years. Districts and school sites meeting the criteria for quadrennial accreditation shall continue to submit all required annual reports and documentation as outlined above; however, their comprehensive accreditation review shall occur once every four years in lieu of an annual review.~~

~~(d) Accreditation status of school sites and school districts shall be classified according to the following categories:~~

~~(1) Accredited With Distinction: A school district, and all of its school sites, shall be placed on Accredited with Distinction status when the district and all sites have maintained full accreditation with no deficiencies for two consecutive years.~~

~~Districts on Accredited with Distinction status will move to a quadrennial accreditation review cycle. The district, and all of its school sites, shall maintain this status unless the district fails to comply with annual reporting requirements as outlined above. Failure to meet annual reporting requirements shall result in the district being placed on Accredited with Deficiencies status. were accredited with no deficiencies in the previous academic year, and the school applied for and received the distinction audit with the highest-level recommendation.~~

~~(2) Accredited With No Deficiencies: All standards are being met.~~

~~(3) Accredited With Deficiencies: A school district, or one or more of its school sites, fails to meet one or more of the accreditation standards, and it is the first year in which the deficiency or deficiencies have been cited. The number and~~

nature of the deficiencies are not excessive and do not significantly impact the overall quality or compliance of the district or site. A school site or district 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.

(4) Accredited With Warning: A district, or one of its school sites, fails to correct one or more deficiencies identified in the previous year's accreditation review, or demonstrates deficiencies significant enough to impact the overall quality or compliance of the district or site. A school site or district fails to meet one or more of the standards and the deficiency seriously detracts from the quality of the school's educational program.

(5) Accredited With Probation: A district or one of its school sites may will be placed on Accredited with Probation status if it: A school site or district:

- (A) has been on Accredited with warning status for two consecutive years with no documented corrective actions in place to address the cited deficiency or deficiencies, and/or, 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 that significantly impact the overall quality or compliance of the district or site.

(6) Nonaccredited: The school site or district is no longer recognized by the State Board of Education.

**(e) Removal from Accredited with Deficiencies, Accredited with Warning, or Accredited with Probation.**

(1) Accredited With Deficiencies status shall be removed from a district or one of its school sites when all cited deficiencies from the previous accreditation cycle have been corrected. However, the Accredited with Deficiencies status shall remain in effect for the remainder of the current accreditation cycle. During the subsequent accreditation cycle, the district or site may be placed on Accredited with No Deficiencies status, provided no new deficiencies are identified.

(2) Accredited with Warning status shall be removed from a district or one of its school sites when the district or site has corrected all cited deficiencies from the previous accreditation cycle. However, the Accredited with Warning status shall remain in effect for the remainder of the current accreditation cycle. If the district or site corrects all previously cited deficiencies but new deficiencies are identified during the current accreditation review, the district or site may be placed on Accredited with Deficiencies, provided the new deficiencies do not demonstrate a significant impact on the overall quality or compliance of the district or site.

(3) Accredited With Probation status shall be removed from a district or one of its school sites when all cited deficiencies from the previous accreditation cycle have been corrected. However, the Accredited with Probation status shall remain in effect for the remainder of the current accreditation cycle. Upon removal from probation, the district or site shall be placed on Accredited with Warning status for at least one accreditation cycle to ensure continued compliance and verify that the previously cited deficiencies do not recur.

(4) If the district or site corrects all previously cited deficiencies but new deficiencies are identified during the current accreditation review, the district or site may be placed on Accredited with Deficiencies status, provided the new deficiencies do not significantly impact the overall quality or compliance of the district or site.

(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.

(d) The State Department of Education shall develop and publish on its website the audit rubric for use in reviewing any school district seeking accreditation with distinction. A school district shall be reviewed under the rubric published on the Department's website as of July 1 preceding the relevant academic year.

(e) A school district that is Accredited with Distinction for one year will maintain that rating for every subsequent year in which it has zero deficiencies, up to a maximum of four years in a row, without needing subsequent audits for accreditation with distinction. Any district that is Accredited with Distinction shall be recognized at a meeting of the State Board of Education.

## **SUBCHAPTER 11. ADDITIONAL STANDARDS FOR CAREER AND TECHNOLOGY EDUCATION PROGRAMS IN COMPREHENSIVE SECONDARY SCHOOLS AND CAREER AND TECHNOLOGY SCHOOLS**

### **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 181+80 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.

## **SUBCHAPTER 13. STANDARDS FOR ACCREDITATION OF CAREER AND TECHNOLOGY SCHOOLS**

### **PART 5. STANDARD III: ORGANIZATION, ADMINISTRATION, AND PROGRAM OPERATIONS**

#### **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 181+80 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.

## **SUBCHAPTER 29. ALTERNATIVE EDUCATION ACADEMIES, PROGRAMS, AND SCHOOLS**

#### **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, which typically should not exceed a 15:1 student to teacher ratio;
- (2) Appropriate structure, curriculum, interaction, and reinforcement strategies for effective instruction, typically including:
  - (A) Utilize attendance, academic, and behavior data for program improvement, and
  - (B) Utilize a system of student support such as RTI, PBIS, or MTSS;
- (3) An intake and screening process to determine eligibility of students, typically including:
  - (A) Students are involved in enrolling in the program such that the program is accurately described as a "school of choice," and
  - (B) An "at-risk" assessment should be used to determine eligibility in the program;
- (4) Appropriately certified teaching faculty;
- (5) Teaching faculty with experiences or personal traits that qualify them for successful work with at-risk students, typically including
  - (A) At least one representative of the district's alternative education program must attend at least one of the Fall regional meetings at the State Department of Education, and
  - (B) Professional development intentionally designed to support alternative education is used to improve instruction and student success;
- (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, typically including:
  - (A) Students meet with licensed/certified counselor(s) at least once a month in a group or individual setting
  - (B) As needed, an "at-risk" assessment is used to determine social service needs
  - (C) Counseling and social service agencies are an integral part of the alternative education program. Alternative Education programs engage with these agencies to provide additional student supports;
- (11) Graduation plan for each student;
- (12) Life skills instruction, which should typically be integrated weekly to include long term transition to self-sufficiency, employment, or financial stability for adult life;
- (13) Opportunities for arts education, which must be infused into the academic curriculum at least monthly;
- (14) A proposed annual budget;
- (15) Service to students in grades seven (7) through twelve (12) who are most at risk of not completing high school for reasons other than disability, including without limitation, allocating adequate funding and resources to support and protect the integrity of the program; and
  - (A) Allocating adequate funding and resources to support and protect the integrity of the program; and
  - (B) ~~Providing Alternative Education students standard services including but not limited to physical classroom space, library access, school nutrition, and transportation, and~~
- (16) Opportunities for student participation in vocational programs and extra-curricular activities such as athletics, band, and clubs.

**(b) Submission of alternative education plan.** Every school district shall submit and certify an Alternative Education Implementation Plan to the State Department of Education by September 1 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.** Revoked rule text because statute addresses waiver and additional rules are unnecessary.

**(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.

**(e) Board appeals for the sixteen criteria.** Any school district who has valid reasons to comply with the criteria under subsection (a) aside from the typical definition, and any school district otherwise dissatisfied with the State Department of Education's application of the criteria, may request review by the State Board of Education within thirty days of receiving a report from the Department.

## CHAPTER 40. GRANTS AND PROGRAMS-IN-AID

### SUBCHAPTER 83. QUALIFIED ZONE ACADEMY BONDS

#### 210:40-83-1. Purpose [REVOKE]

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.

#### 210:40-83-2. Definitions [REVOKE]

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.

#### 210:40-83-3. Procedures for solicitation and acceptance of district applications [REVOKE]

(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.

#### 210:40-83-4. Evaluation procedure [REVOKE]

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.

**210:40-83-5. Return of unused allocation [REVOKED]**

(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.

**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 any federal or state law. "Willful" shall be defined as acting with the intent, purpose, or willingness to commit the act or the omission referred to. A willful violation does not require any intent to violate state or federal law, or to injure another, or to acquire any advantage; or ~~A willful violation of a rule or regulation of the State Board of Education, or the United States Department of Education; or~~  
~~(2) the abuse or neglect of a child; or~~  
~~(3) moral turpitude; or~~  
~~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) a conviction for any of the offenses or basis for revocation set forth in Title 70 O.S. §§ 3-104 or 3-104.1. 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 via certified mail and electronic mail 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 above, the State Department of Education shall notify the current or last known superintendent of the certificate holder (or board of education, if the superintendent is the holder of the certificate) by either electronic mail or regular mail. In addition to the requirements of notice set forth at Title 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. Service of notice or process may be accomplished as follows:

(A) Personal delivery. Personal delivery may be accomplished by service by a sheriff or deputy sheriff, a person licensed to make service of process in civil cases, or a person specially appointed for that purpose. Personal service shall be made as follows: (1) upon the individual by delivering a copy of the notice and the petition, (2) or by leaving copies thereof at the certificate holder's dwelling listed mailing address.

(B) Service by Mail. Service by mail may be accomplished by mailing a copy of the notice and the petition by certified mail, return receipt requested and delivery restricted to the addressee. Service by mail shall not be the basis for the entry of a default or a judgment by default unless the record contains a return receipt showing acceptance by the certificate holder or a returned envelope showing refusal of the process by the certificate holder. Acceptance or refusal of service by mail by a person who is fifteen (15) years of age or older who resides at the certificate holder's mailing address shall constitute acceptance or refusal by the certificate holder.

(C) Service by Publication. Service by publication may be made when an attorney or investigator for OSDE verifies in the petition, or by separate affidavit, that with due diligence service cannot be made upon the certificate

~~holder by any other method. Service pursuant to this paragraph shall be made by publication of a notice, signed by the Secretary of the Board of Education, one (1) day a week for three (3) consecutive weeks in a newspaper authorized by law to publish legal notices which is published in the county where the petition is filed.~~

(4) **Response to application.** Any respondent intending to contest an application must notify the Secretary of the State Board of Education of their intent to contest the application within twenty-one days of service of the application. The respondent must file a responsive pleading that states whether the respondent agrees, disagrees, or is without sufficient information to agree or disagree with each numbered paragraph containing a factual allegation. Failure to timely respond will be deemed confession of the allegations in the application unless the State Board of Education excuses the delay.

(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. **Form and Issuance.** Every subpoena shall:

- (i) state the name of the court from which it is issued and the title of the action, and
- (ii) command each person to whom it is directed to attend and give testimony or to produce and permit inspection, copying, testing or sampling of designated books, documents, electronically stored information or tangible things in the possession, custody or control of that person, or to permit inspection of premises, at a time and place therein specified. A subpoena may specify the form or forms in which electronically stored information is to be produced.
- (iii) issue from the administrative law court or tribunal where the action is pending, and may be served at any place within the state.

**(B) Service.** Service of a subpoena upon a person named therein shall be made by delivering or mailing a copy thereof to such person. If the person's attendance is demanded, by tendering to the witness a ten-dollar (\$10.00) witness fee, per day, and the mileage allowed by law. Witness fees and mileage may be paid at the conclusion of the hearing.

- (i) Service of a subpoena may be accomplished by any person who is eighteen (18) years of age or older.
- (ii) Service of a subpoena may be accomplished by mail by mailing a copy thereof by certified mail with return receipt requested and delivery restricted to the person named in the subpoena. The person serving the subpoena shall make proof of service thereof to the administrative hearing officer promptly and, in any event, before the witness is required to testify at the hearing or trial. If service is made by a person other than a sheriff or deputy sheriff, such person shall make affidavit thereof. If service is by mail, the person serving the subpoena shall show in the proof of service the date and place of mailing and attach a copy of the

~~return receipt showing that the mailing was accepted. Failure to make proof of service does not affect the validity of the service, but service of a subpoena by mail shall not be effective if the mailing was not accepted by the person named in the subpoena.~~

~~(iii) A copy of any subpoena that commands production of documents and things or inspection of premises before the hearing shall be served on each party in the manner as follows:~~

~~(iv) If the party is represented by an attorney, the service shall be made upon the attorney unless service directly upon the party is ordered by the hearing officer or final judgment has been rendered and the time for appeal has expired.~~

~~(v) Service upon the attorney or upon a party shall be made by delivering a copy to the attorney or the party or by mailing it or sending it by third-party commercial carrier for delivery within three (3) calendar days to the attorney or the party at the last known address of the attorney or the party or by electronic means if the attorney or party consents to receiving service in a particular case by electronic means and the attorney or party provides instructions for making the electronic service consented to by the attorney or party. For purposes of this subsection, "electronic means" includes communications by facsimile or electronic mail. If no mailing address, physical address or electronic means address for the attorney or party is known, service is affected by delivery to the last known address. Delivery of a copy within this section means: (a) handing it to the attorney or to the party, or (b) leaving it at the office of the attorney or the party with the attorney's or party's clerk or other person in charge thereof, or (c) if there is no one in charge, leaving it in a conspicuous place therein, (d) if the office is closed or the person to be served has no office, leaving it at his or her dwelling house or usual place of abode with some person residing therein who is fifteen (15) years of age or older.~~

**(C) Service by Mail.** Service of a subpoena, or a subpoena that commands production of documents and things or inspection of premises by mail is complete upon mailing, service by commercial carrier is complete upon delivery to the commercial carrier, and service by electronic means is complete upon transmission, unless the party making service is notified in sufficient time prior to the hearing or the date for production or inspection that the copy or paper served was not received by the party served.

**(D) Objection(s).** If the subpoena commands the production of documents and things or inspection of premises from a nonparty before trial but does not require attendance of a witness, the subpoena shall specify a date for the production or inspection that is at least seven (7) days after the date that the subpoena and copies of the subpoena are served on the witness and all parties, and the subpoena shall include the following language: "In order to allow objections to the production of documents and things to be filed, you should not produce them until the date specified in this subpoena, and if an objection is filed, until the court rules on the objection."

**(E) Duties in Issuance and Service.** A party or an attorney responsible for the issuance and service of a subpoena shall take reasonable steps to avoid imposing undue burden or expense on a person subject to that subpoena.

- (i) A person commanded to produce and permit inspection, copying, testing or sampling of designated books, papers, documents, electronically stored information or tangible things, or inspection of premises need not appear in person at the place of production or inspection unless commanded to appear for deposition, hearing or trial.
- (ii) A person commanded to produce and permit inspection, copying, testing or sampling or any party may, within fourteen (14) days after service of the subpoena or before the time specified for compliance if such time is less than fourteen (14) days after service, serve written objection to inspection, copying, testing or sampling of any or all of the designated materials or of the premises, or to producing electronically stored information in the form or forms requested. An objection that all or a portion of the requested material will or should be withheld on a claim that it is privileged or subject to protection as trial preparation materials shall be made within this time period. If the objection is made by the witness, the witness shall serve the objection on all parties; if objection is made by a party, the party shall serve the objection on the witness and all other parties. If objection is made, the party serving the subpoena shall not be entitled to inspect, copy, test or sample the materials or inspect the premises except pursuant to an order of the hearing officer. For failure to object in a timely fashion, the hearing officer may assess reasonable costs and attorney fees or take any other action she, or he, deems proper. A privilege or the protection for trial preparation materials shall not be waived solely for a failure to timely object under this section. If objection has been made, the party serving the subpoena may, upon notice to the person commanded to produce, move at any time for an order to compel the production. Such an order to compel production shall protect any person who is not a party or an officer of a party from significant expense resulting from the inspection and copying commanded.
- (iii) On timely objection and motion, the hearing officer shall quash or modify the subpoena if it:
  - (I) fails to allow reasonable time for compliance, or
  - (II) requires a person to travel to a place beyond the territorial boundaries of the State of Oklahoma, or
  - (III) requires disclosure of privileged or other protected matter and no exception or waiver applies, or
  - (IV) subjects a person to undue burden, or
  - (V) requires production of books, papers, documents, or tangible things that fall outside the scope of permissible disclosures for the hearing or matter being investigated, or
  - (VI) requires disclosure of a trade secret or other confidential research, development, or commercial information, or

~~(VII) requires disclosure of an unretained expert's opinion or information not describing specific events or occurrences in dispute and resulting from the expert's study made not at the request of any party.~~

~~(iv) However, if the party in whose behalf the subpoena is issued shows a substantial need for the testimony or material that cannot be otherwise met without undue hardship and assures that the person to whom the subpoena is addressed will be reasonably compensated, the hearing officer may order appearance or production upon specified conditions.~~

**(F) Duties in Responding to Subpoena.**

~~(i) Persons whose attendance is secured via subpoena shall appear as the subpoena directs. Attendance only shall not waive a person's constitutional rights (e.g., the right against self incrimination).~~

~~(ii) A person responding to a subpoena to produce documents shall produce them as they are kept in the usual course of business or shall organize and label them to correspond with the categories in the demand.~~

~~(iii) If a subpoena to produce documents does not specify the form or forms for producing electronically stored information, a person responding to a subpoena shall produce the information in a form or forms in which the person ordinarily maintains it or in a form or forms that are reasonably usable.~~

~~(iv) A person responding to a subpoena to produce documents is not required to produce the same electronically stored information in more than one form.~~

~~(v) A person responding to a subpoena to produce documents is not required to provide discovery of electronically stored information from sources that the person identifies as not reasonably accessible because of undue burden or cost. If such a showing is made, the hearing officer may order discovery from such sources if the requesting party shows good cause. The hearing officer may specify conditions for the disclosure.~~

~~(vi) When information subject to a subpoena to produce documents is withheld on a claim that it is privileged or subject to protection as trial preparation materials, the claim shall be made expressly and shall be supported by a description of the nature of the documents, communications, or things not produced that is sufficient to enable the demanding party to contest the claim.~~

~~(vii) If information is produced in response to a subpoena to produce documents that is subject to a claim or privilege or of protection as trial preparation material, the person making the claim may notify any party that received the information of the claim and the basis for such claim. After being notified, a party shall promptly return, sequester, or destroy the specified information and any copies the party has and may not use or disclose the information until the claim is resolved. A receiving party may promptly present the information to the hearing officer under seal for a determination of the claim. If the receiving party disclosed the information before being notified, the receiving party shall~~

~~take reasonable steps to retrieve the information. The person who produced the information shall preserve the information until the claim is resolved. This mechanism is procedural only and does not alter the standards governing whether the information is privileged or subject to protection as trial preparation material or whether such privilege or protection has been waived.~~

**(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.

## **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 Agencies (SEA) ("SEAs") to adopt written procedures, pertaining to ~~programs under Titles I through VIII of the Elementary and Secondary Education Act of 1965~~ or any successor statutes for the purpose of ~~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. See 34 C.F.R. Part 299, Subpart F; 20 U.S.C. Ch. 70.

(b) **Covered programs.** ~~Programs covered by this section are the following~~ The term "federal programs," in this section, shall be in reference to ~~Titles I through VIII of the Elementary and Secondary Education Act of 1965~~, or any successor statutes thereto. See 20 U.S.C. Ch. 70. The following ESEA programs are covered by this section:

- (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 (21<sup>st</sup> 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).
- (1) Part A of Title I (Improving Basic Programs Operated by Local Education Agencies);
- (2) Part B of Title I (State Assessment Grants);
- (3) Part C of Title I (Education of Migratory Children);
- (4) Part D of Title I (Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk);
- (5) Title II (Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders);
- (6) Title III (Language Instruction for English Learners and Immigrant Students);
- (7) Part A of Title IV (Student Support and Academic Enrichment Grants);
- (8) Part B of Title IV (21st Century Community Learning Centers);

- (9) Part B of Title V (Rural Education Initiative);
- (10) Title VI (Indian, Native Hawaiian, and Alaska Native Education);
- (11) Title VII (Impact Aid); and
- (12) Part F, section 7881 of Title VIII (Participation by Private School Children and Teachers).

(c) **Computing Time.** Days shall be counted on the basis of calendar days, and the last day of the period so computed shall be included, unless it falls on a Saturday, Sunday, legal holiday, or other day the Oklahoma State Department of Education does not remain open for public business until the regularly scheduled closing time, in which event the period runs until the end of the next day that the Oklahoma State Department of Education is open for public business. **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) **Complaints.** A complaint in the form of a written, signed statement may be filed by an individual, an organization demonstrating a cognizable interest, a state agency, or a federal agency alleging that a Local Educational Agency (LEA), a state agency, a consortium of agencies, the State Department of Education, or the State Board of Education has violated a federal statute or regulation relevant to a federal program covered under this Section. Any complaint, including appeals from an LEA, a state agency, or a consortium of agencies must be filed within thirty (30) days of the action or inaction giving rise to the complaint.

(1) Complaints shall be submitted to: Oklahoma State Department of Education, Office of Legal Services, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105.

(2) A complaint must include the following or face dismissal:

- (A) A statement that the LEA, state agency, consortium of agencies, the State Department of Education, or the State Board of Education has violated a requirement of a federal statute or regulation applicable to a covered program under (b) of this Section;
- (B) The facts on which the statement is based, the specific requirement allegedly violated, and the relevant statute or regulation; and
- (C) Relevant documentary or other evidence supporting the allegation.

(3) Every LEA is required to disseminate adequate information about its complaint procedures to parents of students and appropriate non-public school officials or representatives free of charge.

(4) Any complaint against an LEA, consortium of agencies, or state agency other than the State Board of Education must be filed with the subject entity for processing through any applicable complaint resolution processes. The State Department of Education may waive this requirement and accept a complaint against an LEA, state agency, or consortium of agencies in the first instance if it is determined that:

- (A) Delay in resolving the complaint may result in serious and immediate harm;
- (B) The allegations and supporting information, together with readily available data maintained by the State Department of Education, provide sufficient evidence to show probable success on the merits; or
- (C) There is evidence that the LEA, state agency, or consortium of agencies is aware of the alleged violation and has failed to take reasonable action.

**(e) Investigations/Determinations.** The Oklahoma State Department of Education shall conduct any investigative efforts it deems necessary to effectively address a complaint. Such efforts may include the appointment of an investigative team to conduct an on-site visit, review records, or conduct interviews. The Oklahoma State Department of Education may conduct informal fact-finding hearings or mediations to clarify the issues.

(1) Within forty-five (45) days of receiving of a procedurally proper complaint, the State Department of Education shall issue to complainant and to the LEA, state agency, or consortium of agencies a preliminary report containing:

- (A) A summary of the substance of the allegations in the complaint and the name of the individual, organization, or agency making the complaint;
- (B) A summary of the State Department of Education's investigative activities, if any;
- (C) A summary of the findings concerning each alleged violation or implied violation; and
- (D) A statement of the corrective actions, if any, needed to resolve the findings, including a recommendation for an independent audit if deemed appropriate.

(2) The complainant and the LEA, state agency, or consortium of agencies may submit written responses or additional evidence within thirty (30) days of the date of the preliminary report.

- (A) The response period of this paragraph may be waived by the parties.
- (B) Failure to timely respond to the preliminary report pursuant to this paragraph shall be considered as acceptance of the report.

(3) Within ten (10) days following the preliminary report response period provided in (2) of this subsection, the State Department of Education shall issue to the complainant and to the LEA or state agency a final report.

- (A) The final report may affirm and adopt the findings of the preliminary report, or it may make substitute findings.
- (B) Parties are permitted to file written exceptions before the State Board of Education within (10) days of the issuance of the final report.
- (C) Any exceptions, along with the final report will be placed before the State Board of Education for adoption, rejection, or modification.

(4) The Oklahoma State Department of Education may, in exceptional circumstances, grant extensions of any time limit in this section on its own initiative or on the request of a party.

(5) The complainant may request the Secretary of the U. S. Department of Education to review the final adopted report, at the Secretary's discretion. A request for review must be filed with the Secretary, with a copy to the State Department of Education, within thirty (30) days of adoption. On request, the State Department of Education will promptly provide the complainant with a copy of the preliminary report, and final report, and all pertinent exhibits thereto.

(6) Nothing in this section shall prohibit informal disposition by stipulation, mediation, settlement, consent order, or default.

**(f) Complaints by non-public schools participating in title programs.**

(1) Notwithstanding (d)(4) of this Section, a non-public school official may directly file a complaint in the first instance with the State Department of Education asserting that an LEA did not engage in consultation that was meaningful and timely, did not give due consideration to the view of the private school office, or did not make a decision that treats the private school or its students equitably as required by law. [20 U.S.C. §6320(b)(1)(6)(A)]

(A) A complaint under this subsection must be in writing and signed by the complainant; and

(B) A copy of the complaint must be simultaneously served on the LEA.

(2) The Oklahoma State Department of Education shall conduct any investigative efforts it deems necessary to effectively address a complaint. Such efforts may include the appointment of an investigative team to conduct an on-site visit, review records, or conduct interviews. The Oklahoma State Department of Education may conduct informal fact-finding hearings or mediations to clarify the issues.

(3) Within forty-five (45) days of receiving of a procedurally proper complaint, the State Department of Education shall issue to complainant and to the LEA a preliminary report containing:

(A) A summary of the substance of the allegations in the complaint and the name of the complainant;

(B) A summary of the State Department of Education's investigative activities, if any;

(C) A summary of the findings concerning each alleged violation or implied violation; and

(D) A statement of the corrective actions, if any, needed to resolve the findings, including a recommendation for an independent audit if deemed appropriate.

(4) The complainant and the LEA may submit written responses or additional evidence within thirty (30) days of the date of the preliminary report.

(A) The response period of this paragraph may be waived by the parties.

(B) Failure to timely respond to the preliminary report pursuant to this paragraph shall be considered as acceptance of the report.

(5) Within ten (10) days following the preliminary report response period provided in (2) of this subsection, the State Department of Education shall issue to the complainant and to the LEA a final report.

- (A) The final report may affirm and adopt the findings of the preliminary report, or it may make substitute findings.
- (B) Parties are permitted to file written exceptions before the State Board of Education within (10) days of the issuance of the final report.
- (C) Any exceptions, along with the final report will be placed before the State Board of Education for adoption, rejection, or modification.

~~(2) Notwithstanding the timing provided for in (e) of this Section, within forty-five (45) days of receiving a complaint regarding non-public school participation in federal Title programs, the State Department of Education shall issue a written resolution.~~

~~(3) The timelines contained in this subsection shall be permitted an additional three (3) days to account for mail processing.~~

~~(46) The complainant may request the Secretary of the U.S. Department of Education to review the final adopted report, at the Secretary's discretion. A request for review must be filed with the Secretary, with a copy to the State Department of Education, within thirty (30) days of adoption. On request, the State Department of Education will promptly provide the complainant with a copy of the preliminary report, and final report, and all pertinent exhibits thereto.~~

**(g) Complaints against the State Department of Education or State Board of Education.**

- (1) Within ten (10) days of receiving a complaint pursuant to (d) of this Section, the State Superintendent of Public Instruction shall appoint a hearing officer to adjudicate the complaint.
  - (A) The hearing officer shall remain impartial and shall have power to maintain order to rule upon all questions arising during the course of the complaint resolution process; to hold conferences for the settlement, clarification, or simplification of issues; and to regulate and guide the course of the complaint resolution process.
  - (B) The hearing officer shall conduct the complaint resolution process in such a manner as to preserve privileges and protect privacy rights, consistent with the Family Educational Rights and Privacy Act [20 U.S.C. § 1232g] and any other relevant federal or state law or regulation.
  - (C) The hearing officer shall promptly issue a briefing schedule setting time limits for the submission of briefs, affidavits, declarations, exhibits, or other documents by the parties.
  - (D) Travel and other expenses incurred by the hearing officer shall be reimbursed from appropriate federal program funds at the rate allowed for employees of the State of Oklahoma. At the option of the Oklahoma State Department of Education, a pre-negotiated per diem may be paid in lieu of expenses to persons who are not employed by the State of Oklahoma.
- (2) All testimony, whether written or oral, shall be given under oath.
- (3) Upon the request of any party, the hearing officer shall set a hearing on the merits within sixty (60) days of the request.
  - (A) Any hearing shall be ~~stenographically~~ recorded. Any party wishing for a transcript of such recording shall bear the burden and expense of having the recording transcribed. ~~by a certified court reporter empowered to administer oaths with the expenses paid by the State Department of Education.~~
  - (B) Every party shall have the right to appear in person or by counsel.

(4) Within ninety (90) days of the receipt of the complaint, or sixty (60) days after holding a requested hearing, the hearing officer shall issue a written decision which shall include findings of fact and conclusions of law, separately stated, addressing every issue raised in the complaint. Copies of the decision shall be provided to the complainant and the State Department of Education.

(5) Parties are permitted to file written exceptions to the findings of fact and conclusions of law before the State Board of Education within (10) days of its issuance. Any exceptions, along with the final report will be placed before the State Board of Education for adoption, rejection, or modification.

#### **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]

**210:20-13-1. Teacher testing regulations.**

**(a) Examinees.**

(1) Any person who applies for a teacher certification credential must take and receive a passing score on ~~the~~<sup>a</sup> state-approved Oklahoma Teacher Certification Test(s) in the field(s) which corresponds or most closely corresponds to the desired credential(s).

~~(2) To register for the Oklahoma Teacher Certification Test(s), candidates may apply directly to the Teacher Certification Testing Section, State Department of Education (SDE) whose personnel will ensure that the candidate meets regulations contained in the TEACHER EDUCATION AND CERTIFICATION HANDBOOK, published by the SDE. In order to be eligible for registration, a candidate shall meet the state minimum coursework requirements for certification. The signature of approval of the college or university Director of Teacher Education (DTE) is not required for eligibility to test.~~

~~(32) Upon passing the Teacher Certification Test(s) and the written test based solely upon the U.S. Naturalization Test, and upon application for certification to the State Department of Education, a license or certificate will be issued without college or university approval for traditional teacher education program completers, or with Oklahoma State Department of Education and/or another state-approved entity approval for non-traditional teacher candidates.~~

**(b) Grandfather clause.** The testing requirement(s) set forth in this section shall not apply to persons who were certified before February 1, 1982, including, without limitation, 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 additional 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.

## **210:20-25-1. Rules and regulations**

**(a) Purpose.** The purpose of this rule is to establish a framework for the development, approval, and administration of an academically based incentive pay plan to recognize and reward effective classroom teaching. The rule is intended to promote instructional excellence, enhance student achievement, and improve teacher retention.

### **(b) Definitions.**

- (1) "Classroom Teacher"** means any employee who holds certification and assignment outside of the classification of administrator.
- (2) "Incentive Pay Award"** means a one-time financial award, not exceeding fifty percent (50%) of the recipient's regular annual salary, excluding fringe benefits and extra duty pay. ~~There awards are not part of the continuing contract and are not included in retirement of the Federal Insurance Contributions Act ("F.I.C.A."), to the extent an exemption is provided by federal law.~~ Any incentive pay award shall be an annual award and shall not be a part of a continuing contract of a teacher. Any incentive pay awards received shall be excluded from the compensation of a teacher for purposes of calculating retirement pursuant to the Teachers' Retirement System of Oklahoma and shall not be subject to taxes levied by the Federal Insurance Contributions Act (F.I.C.A.), to the extent an exemption is provided by federal law.

**(c) Authority.** The State Board of Education, in compliance with the provisions of Title 70 O.S. § 5-141.2, or any successor statute(s) thereto, regarding academically based incentive pay plans for classroom teachers, shall adopt and post on its website five (5) model incentive pay plans. The Office of School and District Support shall annually notify local school districts of the availability for teachers to benefit from incentive pay, through local board adoption or teacher petition, along with any amendments made to the plans available for selection. In accordance with state law, the local board of education are not required to adopt or implement an incentive pay plan unless it chooses to do so or until a formal petition is received that meets the statutory threshold as provided herein.

(1) The local board of education shall adopt and implement an academically based incentive pay plan if a petition signed by twenty percent (20%) or more of the classroom teachers employed by the district is received. To be considered valid, the petition must:

- (A) Be submitted in writing to the district superintendent;
- (B) Include printed names and original signatures of partitional teachers; and
- (C) Be verified by the district administration to confirm that at least twenty percent (20%) of classroom teachers employed at the time of submission have signed the petition.

(2) The teacher count used for verification shall reflect certified, non-administrative, instructional staff employed as of the date the petition is received.

(3) To ensure timely development and submission of the incentive pay plan, all petitions must be submitted on or before December 1st of the school year prior to the proposed implementation year (e.g., by December 1, 2024, for implementation in the 2025–2026 fiscal year).

**(d) Plan Development Process.** Prior to adopting or modifying an incentive pay plan, the local board of education shall:

- (1) Review the model plans developed by the Oklahoma State Department of Education ("OSDE") and shall consider one or more of the five model incentive pay plans developed and distributed by the OSDE pursuant to Title 70 O.S. § 5-141.2(A), or any

successor statute(s) thereto. These models may be adopted in full, adapted to meet district needs, or used as a framework for a locally developed plan.

(2) Appoint an Incentive Pay Advisory Committee consisting of not less than four (4) and not more than ten (10) people and composed of:

- (A) Classroom teachers;
- (B) Parents and guardians;
- (C) Local business leaders or farmers; and
- (D) Other community members.

(3) Place the proposed plan on a board agenda for adoption after completion of, at minimum, a thirty (30) day public comment period ensuring transparency and community engagement.

(4) Submit the adopted plan to the Oklahoma State Board of Education for approval by March 1st of the preceding school year in which the plan is to be implemented or revised.

(5) Repeat this process each year the plan is modified to maintain compliance with state requirements and ensure continued citizen input.

(6) Seek the advice of the local teacher incentive pay plan advisory committee. Such advice shall include, what kind of academically based incentive pay plan the district will should develop.

**(e) Design of the local teacher incentive pay plan.**

- (1) The teacher incentive pay plan shall include the criteria for selection of the teacher incentive pay plan recipients.
- (2) The teacher incentive pay plan shall include a description of the process of selecting teacher incentive pay recipients. 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.
- (3) The teacher incentive pay plan shall include a description of teacher incentive pay awards.
- (4) The teacher incentive pay plan shall include an appeal process for the selection of recipients.
- (5) The plan submitted to the State Board of Education shall include the names of the teacher incentive pay advisory committee along with identifying roles.
- (6) The plan submitted to the State Board of Education shall include the names of the teacher local evaluation committee along with identifying roles.

**(f) Management of the teacher incentive pay plan.**

(1) The local board of education shall provide for the implementation of the teacher incentive pay plan with the advice of the Local Evaluation Committee.

(A) A Local Evaluation Committee shall be an advisory committee formed annually to:

- (i) Review eligible classroom teachers based on plan criteria;
- (ii) Recommend teachers and award amounts to the local board of education; and
- (iii) Maintain confidentiality in the evaluation process; and

(B) Members of the Local Evaluation Committee shall recuse themselves from scoring or recommending any teacher with whom they have a direct supervisory relationship or a close personal/familial connection.

(C) All incentive award determinations shall be documented by the Local Evaluation Committee and made available to the district superintendent and local board of education.

(D) Nothing herein shall preclude the local board of education from awarding eligible classroom teachers based on plan criteria which were not recommended by the Local Evaluation Committee.

(E) The local board of education shall not appoint the same individual to serve on both the Local Evaluation Committee and the Incentive Pay Advisory Committee unless the district's average daily attendance ("ADM"), pursuant to Title 70 O.S. 5-117.3, or any succeeding statute(s) thereto, is below 350 students.

(2) The local board of education shall be responsible for the management of the teacher incentive pay plan.

(A) Incentive pay awards may be funded through:

(i) Monies appropriated from the Oklahoma Legislature for reimbursement in accordance with Title 70 O.S. § 5-141.2, or any successor statute(s) thereto;

(ii) Monies otherwise appropriated from the Oklahoma Legislature;

(iii) Monies from the district general fund, as determined by the local board of education.

(B) The district superintendent or designee shall annually review the plan's effectiveness and provide a report to the local board of education that includes:

(i) Participation rates;

(ii) Award distribution;

(iii) Teacher retention data; and

(iv) Community feedback.

(C) Based on this data, the local board of education may revise the plan for the following year, subject to seeking public comment and approval by the Oklahoma State Board of Education.

(3) The local board of education shall comply with any rules, forms, procedures, or reporting requirements established by law or regulation for the effective administration and oversight of incentive pay plans.

**(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.

## 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 Oklahoma State Department of Education ("OSDE") by the due date specified by the OSDE on the Application. Accreditation is granted for one year and must be renewed annually, unless a school is placed on the Quadrennial Accreditation Review Cycle. 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) Each accredited school site shall meet and comply with all applicable regulations and statutory requirements at the beginning of and throughout each school year. Accredited school sites shall annually submit all reports and documentation required by the OSDE, including, but not limited to, those related to funding, health and safety, educator certification, school board governance, and other requirements established by state or federal law.

(c) In accordance with Title 70 O.S. §3-104.4, the Oklahoma State Board of Education ("OSBE") shall conduct a quadrennial accreditation review of each school district that meets full accreditation status with no deficiencies for two consecutive years. Districts and school sites meeting the criteria for quadrennial accreditation shall continue to submit all required annual reports and documentation as outlined above; however, their a comprehensive accreditation review shall occur once every four years in lieu of an annual review.

(d) Accreditation status of school sites and school districts shall be classified according to the following categories:

(1) Accredited With Distinction: A school district, and all of its school sites, shall be placed on Accredited with Distinction status when the district and all sites have maintained full accreditation with no deficiencies for two consecutive years. Districts on Accredited with Distinction status will move to a quadrennial accreditation review cycle. The district, and all of its school sites, shall maintain this Accredited With Distinction status unless the district fails to comply with annual reporting requirements as outlined above. Failure to meet annual reporting requirements shall result in the district being placed on Accredited with Deficiencies status. were accredited with no deficiencies in the previous academic year, and the school applied for and received the distinction audit with the highest level recommendation.

(2) Accredited With No Deficiencies: All standards are being met.

(3) Accredited With Deficiencies: A school district, or one or more of its school sites, fails to meet one or more of the accreditation standards, and it is the first year in which the deficiency or deficiencies have been cited. The number and nature of the deficiencies are not excessive and do not significantly impact the overall quality or compliance of the district or site. A school site or district 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.

(4) Accredited With Warning: A district, or one of its school sites, fails to correct one or more deficiencies identified in the previous year's accreditation review, or demonstrates deficiencies significant enough to impact the overall quality or compliance of the district or site. A school site or district fails to meet one or more of the standards and the deficiency seriously detracts from the quality of the school's educational program.

(5) Accredited With Probation: A district or one of its school sites may will be placed on Accredited with Probation status if it: A school site or district:

(A) has been on Accredited with warning status for two consecutive years with no documented corrective actions in place to address the cited deficiency or deficiencies, and/or, 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 that significantly impact the overall quality or compliance of the district or site.

(6) Nonaccredited: The school site or district is no longer recognized by the State Board of Education.

(e) Removal from Accredited with Deficiencies, Accredited with Warning, or Accredited with Probation.

(1) Accredited With Deficiencies status shall be removed from a district or one of its school sites when all cited deficiencies from the previous accreditation cycle have been corrected. However, the Accredited with Deficiencies status shall remain in effect for the remainder of the current accreditation cycle. During the subsequent accreditation cycle, the district or site may be placed on Accredited with No Deficiencies status, provided no new deficiencies are identified.

(2) Accredited with Warning status shall be removed from a district or one of its school sites when the district or site has corrected all cited deficiencies from the previous accreditation cycle. However, the Accredited with Warning status shall remain in effect for the remainder of the current accreditation cycle. If the district or site corrects all previously cited deficiencies but new deficiencies are identified during the current accreditation review, the district or site may be placed on Accredited with Deficiencies, provided the new deficiencies do not demonstrate a significant impact on the overall quality or compliance of the district or site.

(3) Accredited With Probation status shall be removed from a district or one of its school sites when all cited deficiencies from the previous accreditation cycle have been corrected. However, the Accredited with Probation status shall remain in effect for the remainder of the current accreditation cycle. Upon removal from probation, the district or site shall be placed on Accredited with Warning status for at least one accreditation cycle to ensure continued compliance and verify that the previously cited deficiencies do not recur.

(4) If the district or site corrects all previously cited deficiencies but new deficiencies are identified during the current accreditation review, the district or site may be placed on Accredited with Deficiencies status, provided the new deficiencies do not significantly impact the overall quality or compliance of the district or site.

(e) 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.

(d) The State Department of Education shall develop and publish on its website the audit rubric for use in reviewing any school district seeking accreditation with distinction. A school district

~~shall be reviewed under the rubric published on the Department's website as of July 1 preceding the relevant academic year.~~

~~(e) A school district that is Accredited with Distinction for one year will maintain that rating for every subsequent year in which it has zero deficiencies, up to a maximum of four years in a row, without needing subsequent audits for accreditation with distinction. Any district that is Accredited with Distinction shall be recognized at a meeting of the State Board of Education.~~



LINDEL FIELDS  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

**MEMORANDUM**

**TO:** The Honorable Members of the State Board of Education

**FROM:** Lindel Fields

**DATE:** January 22, 2026

**SUBJECT:** Exceptions to the State Board of Education Regulations Concerning Teacher Certification as Presented by the Teacher Certification Section

The Teacher Certification Section presents these exceptions to the State Board of Education. These requests are based on district need.

State Board of Education authority to grant exceptions to the requirements for licensure/certification is provided by 70 O.S. § 6-187.

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Attachments

# STATE BOARD OF EDUCATION MEETING

Thursday, January 22, 2026

## 70 O.S. § 6-187

*Nothing in the Oklahoma Teacher Preparation Act shall restrict the right of the State Board of Education to issue an emergency or provisional certificate, as needed. Provided, however, prior to the issuance of an emergency certificate, the district shall document substantial efforts to employ a teacher who holds a provisional or standard certificate or who is licensed in the teaching profession. In the event a district is unable to hire an individual meeting this criteria, the district shall document efforts to employ an individual with a provisional or standard certificate or with a license in another curricular area with academic preparation in the field of need. Only after these alternatives have been exhausted shall the district be allowed to employ an individual meeting minimum standards as established by the State Board of Education for the issuance of emergency certificates.*

Name of Applicant	Area Requested	Degree	Requesting District
Amber Good	ELEMENTARY EDUCATION	Bachelor's Degree - Communications,Master's Degree - Physical Education	ADA
Joshua Jordan (2)	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS, WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - History	ADA
Gladys Stephney	ELEMENTARY EDUCATION	Bachelor's Degree - Criminal Justice,Master's Degree - Criminal Justice	ADA
Ashley Daniels (2)	SCHOOL COUNSELOR	Bachelor's Degree - Elementary Education	BARTLESVILLE
Ashley Pipkins	SCHOOL COUNSELOR	Bachelor's Degree - Human Services,Master's Degree - Mental Health Counseling	BEGGS
Talyn Been	ELEMENTARY EDUCATION	Bachelor's Degree - Speech Language Pathology	CHECOTAH
Lexie Trice	PHYSICAL SCIENCE	Bachelor's Degree - University Studies	CHISHOLM
Brandon Armstrong	MID-LEVEL SCIENCE	Bachelor's Degree - History	DEWEY
Kaelen Estep	ART	Bachelor's Degree - Early Childhood Education	DUNCAN
McCauley Ivey	EARLY CHILDHOOD	Bachelor's Degree - Elementary Education	DUNCAN
Amberlyn Walsworth	ELEMENTARY EDUCATION	Bachelor's Degree - Occupational Health and Safety	DURANT
Amanda Bishop	EARTH SCIENCE	Bachelor's Degree - Anthropology,Master's Degree - Anthropology	EDMOND

Name of Applicant	Area Requested	Degree	Requesting District
Western Mussett	ELEMENTARY EDUCATION	Bachelor's Degree - Business Administration, Management	FOREST GROVE
Terribeth Seay	INTERMEDIATE MATHEMATICS	Bachelor's Degree - General Studies	GLENPOOL
Ryan McAbee	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Mathematics	GROVE
Landri Null (2)	ENGLISH	Bachelor's Degree - Agriculture Communications	HOBART
Jason Smith	TECHNOLOGY ENGINEERING	Bachelor's Degree - Ministry	LINDSAY
Brittnie Paul	LIBRARY MEDIA SPECIALIST	Bachelor's Degree - Biological Sciences	MIDWEST CITY-DEL CITY
Matthew Gamblin	US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	Bachelor's Degree - Liberal Arts/Studies	MOORE
CARLIE MORTON	ELEMENTARY EDUCATION	Bachelor's Degree - Interdisciplinary Studies	MOORE
Analysia Steffen	BIOLOGICAL SCIENCES	Bachelor's Degree - Athletic Training	MOORE
Carly Baker	VOCAL/GENERAL MUSIC	Bachelor's Degree - Music Theatre	NEWCASTLE
Sheri Lashley	ELEMENTARY EDUCATION	Bachelor's Degree - Music,Master's Degree - Divinity	NEWCASTLE
Michelle Toma	CAREER TECH BUSINESS	Bachelor's Degree - Computer Science,Master's Degree - Engineering, Technology Management,Master's Degree - Business Administration,Doctorate Degree - Learning and Org. Change	NORMAN
Clayton Ford	ELEMENTARY EDUCATION	Bachelor's Degree - Music Education,Master's Degree - Music	OKLAHOMA CITY
Nathaniel Aguilar	ELEMENTARY EDUCATION	Bachelor's Degree - Kinesiology,Master's Degree - Exercise and Sports Science	OKMULGEE
GABRIELLE WATTS (1)	ENGLISH, PHYSICAL EDUCATION/HEALTH/SAFETY, US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS, WORLD HISTORY/GEOGRAPHY	Bachelor's Degree - Psychology	PADEN
Zachary Watts	ENGLISH	Bachelor's Degree - Business Management	PUTNAM CITY
Stephanie Woodard	ELEMENTARY EDUCATION	Bachelor's Degree - English	PUTNAM CITY
Debra Little (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Human Services Counseling	SEMINOLE
Lauren McAlvain	ELEMENTARY EDUCATION	Bachelor's Degree - Elementary Education	SEMINOLE
Garrett Napier	INTERMEDIATE MATHEMATICS	Bachelor's Degree - Biblical Studies,Master's Degree - Divinity	SEMINOLE

Name of Applicant	Area Requested	Degree	Requesting District
ANDRUS RODRIGUEZ	EARLY CHILDHOOD, ELEMENTARY EDUCATION	Bachelor's Degree - Special Education	SKIATOOK
Breanna Thomas	ELEMENTARY EDUCATION	Bachelor's Degree - Applied Sciences	SPERRY
Talon Rupp (1)	ELEMENTARY EDUCATION	Bachelor's Degree - Physical Education	STILLWATER
Katy Mattox	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Psychology	STILWELL
Brandi Eyestone	PHYSICAL EDUCATION/HEALTH/ SAFETY	Bachelor's Degree - Organizational Leadership	TECUMSEH
Sneha Ciciliya	MID-LEVEL SCIENCE	Bachelor's Degree - Physics, Mathematics, Electronics Technology,Bachelor's Degree - Education	TULSA
Madison Hedge	ELEMENTARY EDUCATION	Bachelor's Degree - General Studies	TULSA
Blair Minor	ART	Bachelor's Degree - Psychology	TULSA
DAVID MORROW	MID-LEVEL ENGLISH	Bachelor's Degree - Psychology	TULSA
Tenesha Mullins (4)	SCHOOL COUNSELOR	Bachelor's Degree - Psychology,Master's Degree - Rehabilitation Counseling	TULSA
Julia Wells	ELEMENTARY EDUCATION	Bachelor's Degree - Communications,Master's Degree - Integrated Studies	TULSA
Deanna Ramirez	EARLY CHILDHOOD	Bachelor's Degree - Educational Studies	TUTTLE
Dallan Berglan	ENGLISH	Bachelor's Degree - English Education	WAYNE
Charlette Whitaker	ELEMENTARY EDUCATION	Bachelor's Degree - Family/Child Studies,Master's Degree - Family/Child Studies	YUKON

Total: 46

\*Renewals: 0

## School Year to Date Summary Information

Summary Information	Total
YTD Total Educators Requesting Emergency	3727
YTD Total Educators With Prior Certificates	643
YTD Total Educators Renewing Emergency	1058

## School Year to Date Summary by Area

Area Description	Total
ELEMENTARY EDUCATION	1029
EARLY CHILDHOOD	468
SCHOOL COUNSELOR	283
PHYSICAL EDUCATION/HEALTH/SAFETY	276
INTERMEDIATE MATHEMATICS	218
ENGLISH	216
MID-LEVEL SCIENCE	159
US HISTORY/OK HISTORY/GOVERNMENT/ECONOMICS	159
BIOLOGICAL SCIENCES	150
PHYSICAL SCIENCE	130
WORLD HISTORY/GEOGRAPHY	96
ART	94
MID-LEVEL SOCIAL STUDIES	87
ENGLISH AS A SECOND LANGUAGE	81
MID-LEVEL MATH FOR HIGH SCHOOL CREDIT	74
MID-LEVEL ENGLISH	66
LIBRARY MEDIA SPECIALIST	64
ADVANCED MATHEMATICS	55
CHEMISTRY	52
COMPUTER SCIENCE	50
BUSINESS EDUCATION	42
SPANISH	40
VOCAL/GENERAL MUSIC	32
CAREER TECH BUSINESS	28
INSTRUMENTAL/GENERAL MUSIC	28
SPEECH/DRAMA/DEBATE	25
EARTH SCIENCE	20
AGRICULTURAL EDUCATION	19
ELEMENTARY PRINCIPAL	16
SCHOOL PSYCHOLOGIST	15
PSYCHOLOGY/SOCIOLOGY	13

Area Description	Total
CAREER TECH FAMILY/CONSUMER SCIENCE	12
FAMILY AND CONSUMER SCIENCES	12
TECHNOLOGY ENGINEERING	8
PHYSICS	7
SECONDARY PRINCIPAL	7
CHEROKEE	5
FRENCH	5
JOURNALISM	5
TRADE/INDUSTRIAL EDUCATION	4
DANCE	2
READING SPECIALIST	2
LATIN	1
MARKETING EDUCATION	1

## School Year to Date Summary by District

District Name	Total
OKLAHOMA CITY (55-I089)	419
TULSA (72-I001)	352
PUTNAM CITY (55-I001)	219
LAWTON (16-I008)	135
BROKEN ARROW (72-I003)	119
MOORE (14-I002)	116
MIDWEST CITY-DEL CITY (55-I052)	103
UNION (72-I009)	91
ENID (24-I057)	89
MUSTANG (09-I069)	84
BARTLESVILLE (74-I030)	69
NORMAN (14-I029)	60
PONCA CITY (36-I071)	51
WESTERN HEIGHTS (55-I041)	51
OWASSO (72-I011)	50
ARDMORE (10-I019)	47

<b>District Name</b>	<b>Total</b>
YUKON (09-I027)	41
JENKS (72-I005)	40
EL RENO (09-I034)	36
MUSKOGEE (51-I020)	36
EDMOND (55-I012)	35
SHAWNEE (63-I093)	34
GUYMON (70-I008)	33
CHOCTAW-NICOMA PARK (55-I004)	32
DUNCAN (69-I001)	32
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PIEDMONT (09-I022)	14
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HUGO (12-I039)	13
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<b>District Name</b>	<b>Total</b>
BLACKWELL (36-I045)	12
DEER CREEK (55-I006)	12
PRAGUE (41-I103)	12
WEWOKA (67-I002)	12
ANTLERS (64-I013)	10
DEWEY (74-I007)	10
PERKINS-TRYON (60-I056)	10
STIGLER (31-I020)	10
TISHOMINGO (35-I020)	10
GROVE (21-I002)	9
QUAPAW (58-I014)	9
WOODWARD (77-I001)	9
ANADARKO (08-I020)	8
CROOKED OAK (55-I053)	8
HASKELL (51-I002)	8
HILLCARRETT (51-I029)	8
KANSAS (21-I003)	8
WYNNEWOOD (25-I038)	8
BLANCHARD (47-I029)	7
CATOOSA (66-I002)	7
CHANDLER (41-I001)	7
COALGATE (15-I001)	7
CRUTCHO (55-C074)	7
DAVIS (50-I010)	7
DICKSON (10-I077)	7
IDABEL (48-I005)	7
KINGFISHER (37-I007)	7
LITTLE AXE (14-I070)	7
MARIETTA (43-I016)	7
MIAMI (58-I023)	7
OKEMAH (54-I026)	7
PAWHUSKA (57-I002)	7
PERRY (52-I001)	7
ADAIR (46-I002)	6

<b>District Name</b>	<b>Total</b>
ATOKA (03-I015)	6
BRISTOW (19-I002)	6
CLINTON (20-I099)	6
COLLINSVILLE (72-I006)	6
COMANCHE (69-I002)	6
CUSHING (60-I067)	6
ELK CITY (05-I006)	6
HEALDTON (10-I055)	6
NORTH ROCK CREEK (63-I010)	6
ROLAND (68-I005)	6
SKIATOOK (72-I007)	6
TUTTLE (26-I097)	6
VALLIANT (48-I011)	6
WARNER (51-I074)	6
BISHOP (16-C049)	5
BOSWELL (12-I001)	5
EUFAULA (49-I001)	5
LINDSAY (25-I009)	5
LOCUST GROVE (46-I017)	5
MADILL (45-I002)	5
MCCURTAIN (31-I037)	5
MCLOUD (63-I001)	5
NOBLE (14-I040)	5
OKLAHOMA SCHOOL FOR THE DEAF (50-H000)	5
OKMULGEE (56-I001)	5
PADEN (54-I014)	5
PLAINVIEW (10-I027)	5
RIVERSIDE INDIAN SCHOOL (08-B001)	5
SEMINOLE (67-I001)	5
SULPHUR (50-I001)	5
TURPIN (04-I128)	5
WELCH (18-I017)	5
WILSON (10-I043)	5
WILSON (56-I007)	5

<b>District Name</b>	<b>Total</b>
CHOUTEAU-MAZIE (46-I032)	4
CLEVELAND (59-I006)	4
COLEMAN (35-I035)	4
FAIRLAND (58-I031)	4
FREDERICK (71-I158)	4
HARTSHORNE (61-I001)	4
HOLLIS (29-I066)	4
KELLYVILLE (19-I031)	4
MERRITT (05-I002)	4
OKLAHOMA YOUTH ACADEMY (55-J001)	4
OLUSTEE-ELDORADO (33-I040)	4
PAULS VALLEY (25-I018)	4
POTEAU (40-I029)	4
TEXHOMA (70-I061)	4
VERDIGRIS (66-I008)	4
VINITA (18-I065)	4
WALTERS (17-I001)	4
ALVA (76-I001)	3
ANDERSON (57-C052)	3
BOISE CITY (13-I002)	3
BRIGGS (11-C044)	3
CACHE (16-I001)	3
CALVIN (32-I048)	3
CANADIAN (61-I002)	3
CANTON (06-I105)	3
CHISHOLM (24-I042)	3
COLBERT (07-I004)	3
COLCORD (21-I004)	3
COLLEGE BOUND of Tulsa (72-E017)	3
COMMERCE (58-I018)	3
DRUMRIGHT (19-I039)	3
FOYIL (66-I007)	3
GEARY (06-I080)	3
GRANITE (28-I003)	3

<b>District Name</b>	<b>Total</b>
HENNESSEY (37-I016)	3
HOBART (38-I001)	3
HULBERT (11-I016)	3
JONES (55-I009)	3
JUSTICE (67-C054)	3
KINGSTON (45-I003)	3
MANGUM (28-I001)	3
MANNFORD (19-I003)	3
MARYETTA (01-C022)	3
MILLWOOD (55-I037)	3
MORRIS (56-I003)	3
NEW LIMA (67-I006)	3
OKLAHOMA UNION (53-I003)	3
OOLOGAH-TALALA (66-I004)	3
RAVIA (35-C010)	3
RIPLEY (60-I003)	3
RIVERSIDE (09-C029)	3
SALLISAW (68-I001)	3
SENTINEL (75-I001)	3
SEQUOYAH (66-I006)	3
SPIRO (40-I002)	3
STRATFORD (25-I002)	3
TALIHINA (40-I052)	3
TEMPLE (17-I101)	3
WAUKOMIS (24-I001)	3
WAYNOKA (76-I003)	3
WEATHERFORD (20-I026)	3
WISTER (40-I049)	3
WRIGHT CITY (48-I039)	3
AFTON (58-I026)	2
ALEX (26-I056)	2
BEAVER (04-I022)	2
BERRYHILL (72-I010)	2
BLAIR (33-I054)	2

<b>District Name</b>	<b>Total</b>
BOKOSHE (40-I026)	2
BUFFALO VALLEY (39-I003)	2
CALERA (07-I048)	2
CENTRAL HIGH (69-I034)	2
CHATTANOOGA (16-II132)	2
CROWDER (61-I028)	2
DIBBLE (47-I002)	2
EPIC Charter School (55-Z014)	2
FOREST GROVE (48-C001)	2
FORGAN (04-I123)	2
FORT GIBSON (51-I003)	2
GORDON COOPER TECHNOLOGY CTR (63-V005)	2
HAILEYVILLE (61-I011)	2
KINTA (31-I013)	2
KONAWA (67-I004)	2
LIBERTY (72-I014)	2
MORRISON (52-I006)	2
MOUNDS (19-I005)	2
NOWATA (53-I040)	2
OAK GROVE (60-C104)	2
OKAY (73-I001)	2
PIONEER (26-C131)	2
PLEASANT GROVE (63-C029)	2
PURCELL (47-I015)	2
RINGWOOD (44-I001)	2
SILO (07-I001)	2
SNYDER (38-I004)	2
SOUTH ROCK CREEK (63-C032)	2
SPERRY (72-I008)	2
SPRINGER (10-I021)	2
VIAN (68-I002)	2
WATONGA (06-I042)	2
WAYNE (47-I010)	2
WELEETKA (54-I031)	2

<b>District Name</b>	<b>Total</b>
WESTVILLE (01-I011)	2
WHITE ROCK (41-C005)	2
WICKLIFFE (46-C035)	2
WILBURTON (39-I001)	2
(ILC) OSAGE COUNTY (57-K001)	1
ACHILLE (07-I003)	1
ALLEN (62-I001)	1
ARNETT (23-I003)	1
ASHER (63-I112)	1
BALKO (04-I075)	1
BEARDEN (54-C029)	1
BEGGS (56-I004)	1
BIG PASTURE (17-I333)	1
BINGER-ONEY (08-I168)	1
BURNS FLAT-DILL CITY (75-I010)	1
BYNG (62-I016)	1
CANADIAN VALLEY (09-V006)	1
CARNEY (41-I105)	1
CAVE SPRINGS (01-I030)	1
CEMENT (08-I160)	1
CENTRAL TECH (19-V003)	1
CHEROKEE (02-I046)	1
CIMARRON (44-I092)	1
CLAYTON (64-I010)	1
COPAN (74-I004)	1
COYLE (42-I014)	1
CRESCENT (42-I002)	1
DAHLONEGAH (01-C029)	1
DAVIDSON (71-C009)	1
DEER CREEK-LAMONT (27-I095)	1
DRUMMOND (24-I085)	1
EARLSBORO (63-I005)	1
ELMORE CITY-PERNELL (25-I072)	1
ERICK (05-I051)	1

<b>District Name</b>	<b>Total</b>
FAIRVIEW (44-I084)	1
FORT SUPPLY (77-I005)	1
FRIEND (26-C037)	1
GANS (68-I004)	1
GARBER (24-I047)	1
GERONIMO (16-I004)	1
GRAND VIEW (11-C034)	1
GRANDFIELD (71-I249)	1
HARDESTY (70-I015)	1
HODGEN (40-C014)	1
HUPFELD/W VILLAGE (55-E003)	1
HYDRO-EAKLY (08-I011)	1
INDIANOLA (61-I025)	1
KEOTA (31-I043)	1
KEYS (11-I006)	1
KIEFER (19-I018)	1
KILDARE (36-C050)	1
KIOWA (61-I014)	1
LEEDEY (65-I003)	1
LIBERTY (68-C001)	1
LONE GROVE (10-I032)	1
LUTHER (55-I003)	1
MARLOW (69-I003)	1
MIDDLEBERG (26-C096)	1
MILBURN (35-I029)	1
MOSS (32-I001)	1
MOUNTAIN VIEW-GOTEBO (38-I003)	1
MULDROW (68-I003)	1
NASHOBA (64-C015)	1
NAVAJO (33-I001)	1
NORWOOD (11-C014)	1
OKEENE (06-I009)	1
OKTAHA (51-I008)	1
PEAVINE (01-C019)	1

<b>District Name</b>	<b>Total</b>
PORTER CONSOLIDATED (73-I365)	1
REYDON (65-I006)	1
ROBIN HILL (14-C016)	1
ROCK CREEK (07-I002)	1
ROFF (62-I037)	1
RYAL (49-C003)	1
SCHULTER (56-I006)	1
SEILING (22-I008)	1
SHADY POINT (40-C004)	1
SOUTHERN OKLA. TECHNOLOGY CTR (10-V020)	1
STIDHAM (49-C016)	1
STONEWALL (62-I030)	1
STRINGTOWN (03-I007)	1
TANNEHILL (61-C056)	1
TIMBERLAKE (02-I093)	1
TOWN AND COUNTRY SCHOOL (72-P009)	1
TRI-COUNTY TECHNOLOGY CENTER (74-V001)	1
TURNER (43-I005)	1
TUSKAHOMA (64-C004)	1
VICI (22-I005)	1
WAINWRIGHT (51-C009)	1
WAPANUCKA (35-I037)	1
WAURIKA (34-I023)	1
WEBBERS FALLS (51-I006)	1
WELLSTON (41-I004)	1
WHITE OAK (18-C001)	1
WOODALL (11-C021)	1
YALE (60-I103)	1

## **Oklahoma State Department of Education**

**6/4/2025**

**Abigail Ramirez**  
**Nature Field Creative Academy**  
**220 E Franklin Rd**  
**Norman, OK 73071**

Dear **Abigail Ramirez**,

On behalf of the Oklahoma State Department of Education (OSDE), I am pleased to inform you that **Nature Field Creative Academy** has successfully achieved **accreditation, with the OSDE**. This recognition reflects your commitment to providing a high-quality educational environment that meets the rigorous standards set forth by the OSDE.

Your efforts in developing and submitting a comprehensive application, along with your dedication to excellence in governance, curriculum, operations, and student services, have been commendable. As an accredited institution, your school is now recognized as meeting the standards necessary to deliver a robust and supportive educational experience for your students.

Please be advised that accreditation is an ongoing process. The OSDE will continue to provide support and guidance as you maintain compliance with state requirements and pursue continuous improvement. Your Regional Accreditation Officer will be in contact to schedule any necessary follow-ups or provide further assistance.

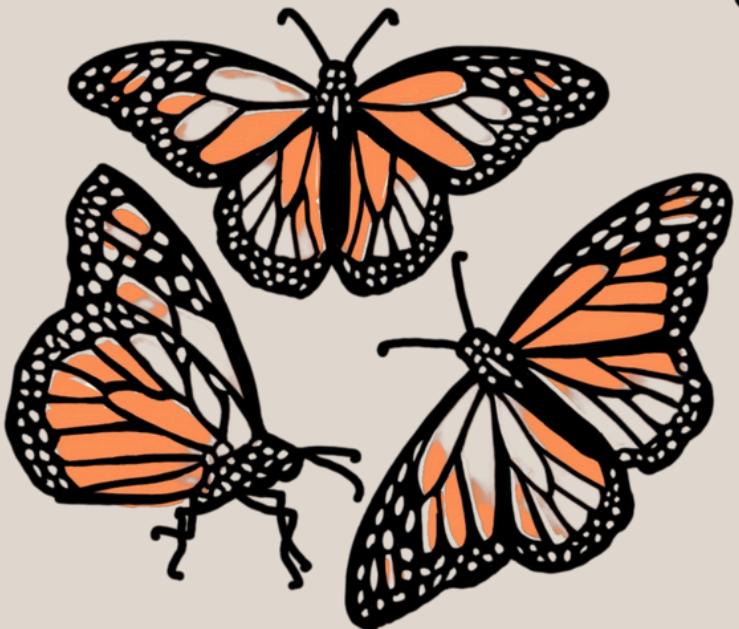
Congratulations to you, your staff, and your school community on this significant accomplishment. We look forward to partnering with you in your ongoing journey to uphold the standards of excellence in education.

If you have any questions or need further assistance, please do not hesitate to contact our office at **405-522-1643**.

Sincerely,

John Tautfest  
**Director of School Choice**  
Oklahoma State Department of Education  
**405-533-1643**

Inspiring young Naturalists • NATURE FIELD CREATIVE ACADEMY •



Three monarch butterflies are arranged in a triangular cluster. The top butterfly is facing down, the left one is facing right, and the right one is facing left. They have black wings with distinct orange and white patterns.

Parent Handbook

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# ABOUT US

## **What makes Nature Field Creative Academy Different?**

At Nature Field Creative Academy we harbor a facility that encourages hands-on learning, uninterrupted time with nature every day no matter the weather, and a student-inspired curriculum. We see our classroom as being full of individual students who have limitless capacity to create, invent, and learn. We believe childhood is a joy. Sadly, Oklahoma is currently ranked 47th in education. Parents and students know that the public school system is failing them and are looking for options. Nature Field is the change that our community so desperately needs. Nature Field Creative Academy is just as it sounds, an educational environment that reaches beyond our classroom doors. At Nature Field Creative Academy we understand that childhood is not a race.

## **Nature Field Creative Academy's Philosophy of Education**

The mission of Nature Field Creative Academy is to bring joy back into learning. We do this by providing a student-led, nature-based learning environment. Students are encouraged to build a meaningful relationship with the outdoors by spending uninterrupted time outside each day. We use the project approach to create an individualized curriculum that caters to our student's interests. We are inspired by Reggio Emilia, Montessori, and Nature Schooling. We prioritize exploration and discovery in a non-competitive learning environment. We foster a community of learners who are self-motivated, critical thinkers who carry their love for learning well beyond their time at Nature Field.

# NFCA CONTACT INFORMATION

**220 E. Franklin Road Norman, OK  
Norman, OK 73071  
(405) 759 - 0747  
naturefieldcreativeacademy@gmail.com**

You can also find us as "Nature Field Creative Academy" on Facebook or "naturefield\_" on Instagram.

Once your student is enrolled you may join the private group on Facebook "Nature Field Creative Academy."

You will need to request to join, and we will add you to the group. We use this as one method of sharing pictures, announcements and events.

## **Enrollment Information**

For applications to be considered complete they must be returned with all of the following:

- Copy of Birth Certificate
- Proof of Address
- Enrollment Form
- Vaccination Record
- \$200 Enrollment Fee
- \$100 Deposit (Credited towards first month's tuition)
- Signed copy of financial obligation contract
- 

### **Tuition (may be paid via cash, check or cashapp)**

#### **2 Day Preschool:**

**\$475**

#### **3 Day Preschool:**

**\$550**

**5 Day Preschool: \$650**

**1/2 Day Kindergarten: \$475**

**Kindergarten- 5th Grade:**

**\$750 For Single Student \$712.95 For Multiple**

# Classroom Structure

We are excited to announce a significant and positive change in our approach to education by transitioning to mixed age classrooms.

This decision is rooted in extensive research and proven educational benefits. We believe this will greatly enhance the learning experience for your children. Here's why we are making this change:

## 4. \*\*Enhanced Social Skills\*\*

In mixed age classrooms, children interact with peers of different ages, which mirrors real-world environments. Older students naturally take on leadership and mentoring roles, while younger students learn to collaborate and communicate effectively. This fosters a nurturing community where everyone supports each other, promoting kindness, patience, and respect.

## 2. \*\*Individualized Learning\*\*

Every child learns at their own pace, and mixed age classrooms allow for more personalized instruction. Teachers can tailor lessons to meet each student's unique needs, providing more advanced material for those ready to move ahead and additional support for those who need it. This flexibility ensures that no child is left behind or held back.

## 3. \*\*Peer Learning\*\*

In these classrooms, students have the opportunity to learn from each other. Younger students benefit from the guidance of their older peers, while older students reinforce their knowledge by teaching concepts they have mastered. This reciprocal learning strengthens understanding and builds confidence in all students.

## 4. \*\*Flexible and Integrated Curriculum\*\*

Our curriculum will be designed to accommodate a range of learning levels and styles, making education more dynamic and engaging. This approach encourages interdisciplinary learning, critical thinking, and problem-solving skills, better preparing students for future academic challenges and real-world scenarios.

## 5. \*\*Positive Classroom Environment\*\*

Mixed age classrooms reduce competition and comparison among students of the same age. Instead, they promote a cooperative and supportive atmosphere where each child's unique contributions are valued. This helps to build self-esteem and a sense of belonging.

## 6. \*\*Increased Self-Esteem and Confidence\*\*

Students will experience being both learners and teachers, which boosts their confidence and self-worth. Opportunities for leadership and responsibility, especially for older students, help build essential life skills.

## 7. \*\*Continuity and Stability\*\*

Students often stay with the same teacher for multiple years in mixed age classrooms. This continuity allows teachers to develop a deeper understanding of each child's strengths and areas for growth, creating a stable and consistent learning environment.

## 8. \*\*Preparation for Real Life\*\*

In the real world, people work and interact with individuals of all ages. Mixed age classrooms prepare students for these interactions, teaching them to respect and understand people at different stages of development.

## 9. \*\*Promotes Diversity and Inclusion\*\*

Our classrooms will foster an inclusive environment where age-related stereotypes are broken down, and diversity is celebrated. Students will learn to appreciate and respect differences, preparing them for a diverse and interconnected world.

## 10. \*\*Resource Sharing and Creativity\*\*

Older students can share resources and study materials with younger students, making learning more efficient and creative. Joint projects will benefit from diverse perspectives and skills, enhancing the educational experience.

We are committed to providing the best possible education for your children. This shift to mixed age classrooms is a thoughtful and strategic move to enhance their learning, social development, and overall school experience. We appreciate your support and look forward to seeing the positive impact this change will bring.

**Seedlings and Saplings- Preschool**

**The Dandelions - Kindergarten**

**The Honeybees- 1st & 2nd**

**The Marigolds- 3rd & 4th**

**The Sunflowers - 5th & 6th**

**Preschool 9:15am - 2:15pm**

**Half Day Kinder 9:15 - 11:45 or**

**11:45 - 2:15**

**Kinder and Up 8:45am - 3:15pm**

## **Grades**

Students at Nature Field Creative Academy will be assessed using a portfolio-based assessment during their time in Preschool – 6th grade. This means we will be documenting their development throughout the year in areas such as gross motor and fine motor skills, social skills, and cognitive development. We will go over each student's progress throughout the year at our parent-teacher conferences. If you have any questions or concerns about your child's progress you may schedule a meeting with us anytime.

## **Birthday Celebrations**

At Nature Field we recognize the importance of making and keeping traditions. If you wish to celebrate your child's birthday at school we ask that you do so by wrapping a book specific to your child's interest and leaving it at school with the teacher. During circle time your child will unwrap the book and the teacher will read it to the class. We will then add the book to our school library for your child to be able to read at any time. If you wish to invite classmates to your child's birthday party we ask that you invite every child in the class so that none feel excluded. If you do not wish to invite every student in class we require you to pass out invitations outside of school hours.

## **PARENT COMMUNICATION**

### **Partnership at home**

You are the most important person in your child's education. Our job is to partner with you in your child's education. We want our children to see school as an extension to the education they are receiving at home. We would like to encourage you to ask questions, offer suggestions, and volunteer in your child's classroom whenever possible. We want our students to see us as the team we are!

### **Family Engagement Committee**

We would love for you to be a part of our family engagement committee. We have several volunteer opportunities within the school such as party planning, gardening/yard work, fundraising, classroom assistance and teacher appreciation. We require any adult volunteering within the classroom to first complete a background check. If you would like to learn more about our Family Engagement Committee, please contact Emily Lovelace at [nfca.fec@gmail.com](mailto:nfca.fec@gmail.com).

## PROCEDURES & POLICIES

### **Payment & Refund Policy**

Payment is due in full on the 1st of each month. If payment is not received on time a \$20 late fee will be applied for each day that it is late. You must give a 2-week notice and complete a withdrawal form to formally withdraw your student from NFCA. Refunds will not be given if a day's program must be cancelled due to inclement weather. Any person who leaves during the middle of a program due to illness, injury, expulsion, or any other reason will not be refunded any portion of the program fees and **will be required to pay tuition monthly until the end of the school year**, regardless of enrollment status.

### **Illness Policy**

In the following cases, we require students to stay home from school for at least 24 hours after their last symptom has subsided:

- Temperature 100.4 degrees or higher
- Vomiting
- Diarrhea

### **Absence Policy**

Students cannot be absent more than six days per semester. Continued absences will fall under the district's discipline policy. Two tardies will equal one absence (after 8:50am). A student must be in their classroom at the time attendance is recorded (8:50am) If a student is more than 5 minutes late to class, he/she will be marked as absent from the class. Absences must be confirmed by a parent contacting the appropriate school office on the day of the absence.

#### **Excused Absences Include:**

1. Any event that is approved as a school activity.
2. Any medical treatment that is substantiated by a physician's written statement.
3. The physician's statement must be submitted to the school within five (5) days of the student's return and is subject to verification by a school official.
4. Religious holidays or activities.
5. Bereavement.

## **Snack-Sharing**

Children will take turns bringing snacks to share with the classroom. We will send home a calendar at the beginning of every month with the date on which your child is to bring snacks. We will make you aware of any allergies students may have in your child's class. If you are ever unable to bring snack, just let your child's teacher know so arrangements can be made. Each class will have free access to a fruit and vegetable bowl. You may provide the class with any fruits or veggies at any time throughout the school year. Fully bellies help our students learn best!

## **Environmental Awareness**

The average person uses approximately 220 pounds of plastic per year. Nature Field Creative Academy wants to be mindful of our impact on the environment. We encourage families and students to pack waste-free lunches. Instead of using plastic bags consider using Tupperware, bento boxes, or reusable bags. We want to teach our students to be good stewards of what we have.

## **Hand-washing and Drinking Water**

Participants will be asked to wash their hands with soap and water and/or sanitize their hands before eating and after using the bathroom.

Students will be able to refill their water bottles on-site. Please ensure that your child's water bottle is clearly labeled with their name.

## **Privacy Policy**

NFCA takes the privacy of clients and visitors seriously, and we have taken steps to protect it. Any personal data shared with us, including photographic images, will be processed strictly in accordance with privacy legislation and will be used for the purposes that you have consented to. We will not share details with third parties without consent, except where we are legally compelled or obligated to do so.

Please contact us if you have any questions or concerns about protecting the privacy of the information you provide.

## **Visitation Policy**

We love to have visitors and we think it is important for our students to see their family members as an active part of their education. Parents are welcome in the school during drop off and pickup time as well as school parties. If you would like to volunteer within the school, we ask that you complete a background check prior to doing so. Safety is our number one priority!

## **Head Lice Policy**

The following policies and procedures have been set forth to safeguard the students and personnel from an epidemic of lice. The Protocol for any student or personnel with signs of live lice or nits will be as follows:

- When live lice are found, the student will be immediately sent home from school and may not return until all lice and nits are removed.
- If only nits are found without the presence of live lice, the student may remain at school for the remainder of the day, but may not return until all nits are removed.
- The student will be readmitted to school only after health department personnel has checked and released him or her to return. Should a re-infestation occur, the individual will again be excluded from school and the above policy will be in effect.

## **Show & Share**

Show and share days vary by class. This is a time when your child is able to bring something from home to show the class during circle time. This is a great way to teach our students that home life and school life are intertwined as well as promote public speaking skills while they tell us the story about the item they are sharing. We ask that you limit commercial toys or items containing batteries.

Some great examples of show-and-share items are family pictures, seashells, rocks, binoculars, a magnifying glass, a piece of artwork made by your child, a book, etc. If your child does not wish to bring a show and share to school, they are not required to do so. Your child's teacher will provide more details about their specific classroom show and share.

## **Field Trip Policy**

Nature Field Creative Academy has two scheduled field trip days that can be found on our yearly calendar. We do not transport students to or from field trips. If you are unable to transport your child to and from our field trip you are encouraged to have a family member, friend, or class parent transport your child.

We are not responsible for your child during the time in which they are being transported to or from our field trip. On-campus care is not provided on field trip days.

## **Front Door Policy**

We have a lock with a code on our front door. The door will remain locked at all times. Families must enter a code to unlock the door. The code will change the first of every month. We ask that you do not share the code with anyone other than those who are on your child's pick-up list. If anyone attempts to enter the door after you have entered the code make sure they know the policy states that everyone must input a code to enter the building. Please shut the door behind you. This may seem unnatural at first, but we want to be diligent about our staff and student's safety. If you forget the code, you may call the school number and someone will meet you at the front door to let you in.

## **Child Entry and Release Policy**

Parents must give NFCA written authorization for everyone who may pick up their children. Parents must notify us in writing before changing the usual pick-up routine (either with a note left with the teacher or staff member, or through email). For our student's safety, we will not make exceptions to this rule.

## **Medication Policy**

All medications are stored in a cabinet that is inaccessible to children. Children are not given any medication without their parents' written consent. Written consent may only be on a "Permission to Administer Medications" form and all medications must be in their original bottles with original labels. Staff must also indicate on the administering form the date, time, and dosage of medicine given at each administration, and then initial this information. For prescription medication, only the directions on the bottle will be accepted for administering the medication. And in all instances staff need to know when the child received his/her last dosage of the medication, to ensure medication is given at appropriate times consistently. With any prescription antibiotics children may not return to care until they've had a full 24 hours of dosage, are no longer contagious, and are ready to participate in the full childcare day, to ensure they are well on the road to recovery.

## **Before and After School Programs**

Before care will be offered to Preschool and pre-K students only. It will begin at 8:45 am and last until 9:15 am when our typical school day starts. This is beneficial to families who have a student(s) in Preschool and Elementary Grades, as it provides the ability to drop off at one time. The cost for before care is \$5 per day. Aftercare will be provided afterschool until 5:00pm Monday–Thursday for families that wish to utilize it. The cost is \$10 per hour and must be paid either cash or check the same day. There will be a \$10 fee for pickup after 5:00pm. Hours may be affected due to inclement weather, holidays, or low enrollment.

There is a discount for those who regularly use our aftercare program. The monthly rates are as follows:

4 Day use until 5:00pm – \$275  
3 Day use until 5:00pm – \$250  
2 Day use until 5:00pm – \$225

**Please note aftercare is not available in June or July**

## Weather and First Aid

NFCA has written emergency procedures with which all educators and volunteers are familiar. A copy of the procedures, including emergency phone numbers, is kept with our teachers at all times in the emergency/first aid backpack. In the event of an accident during school hours, a teacher or staff member will take the lead in responding to the emergency.

### **ACCIDENT AND EMERGENCY PROCEDURE**

In a severe accident or emergency Nature Field Creative Academy teachers and staff will follow this procedure:

1. Establish the nature and extent of the emergency. Administer first aid and appropriate safety measures.
2. Make sure the area and all other members of the school are accounted for.
3. Assess the incident and ask another adult to call 911 while you administer appropriate first aid. The person phoning will need to respond to the following questions:
  - Nature of emergency
  - Injured party details: age, gender, medical history (see ‘Emergency: Medical Form in first aid backpack)
  - First aid administered
4. Contact Parent/Guardian
5. Coordinate with the ambulance and receiving hospital. Ensure that a staff member or parent attends the receiving hospital, taking with them any medical information available for the injured person.
6. Ensure that the remainder of the party:
  - a. Is adequately supervised.
  - b. Receives appropriate support and reassurance.
7. As soon as reasonably possible after the event, the accident will be reported using an Accident Report Form.

### **Severe Weather**

In the event of severe weather such as snow, ice, hail, or tornado we will do our best to inform families no later than 6:00 am the day of, whether or not school will be closed, opening late, or closing early. We will inform you through multiple communication platforms such as Facebook, email, and through the Remind app when school hours are affected due to severe weather. Our number one goal is to ensure our students and staff's safety. We will perform a school-wide Tornado, Fire Drill, and Lockdown Drill every three months with our staff and students. Our tornado and fire safety plans will be posted in our classrooms.

### **Rain or Shine**

We are a rain-or-shine school. This means that we go outside every day, rain or shine. Please send your child in clothes that will help keep them comfortable in all weather. Please ensure that your child has a weather-appropriate change of clothes packed with them daily. We recommend sending their change of clothes in a grocery bag labeled with their name so that dirty clothes can be sent home easily once they change.

## Clothing

Given that NFCA embraces all seasons and strives to remain outside during many types of weather, it is CRITICAL that your child has clothes and gear that allows him or her to play comfortably. We adhere to the motto: There is no such thing as bad weather, only bad clothing choices. Below you will find a list of useful items as well as helpful tips and suggestions regarding clothing and gear.

### Fall and Spring:

- Lightweight water resistant pants
- Rain boots and socks
- Lightweight water-resistant jacket.
- Long-sleeved tops and/or rain jackets

### Winter:

- Rain boots/Snow boots
- Hooded jacket and pants
- Warm socks
- Mittens and a hat: wool or fleece is warmest.

### Year Round

- Water bottle
- Sunscreen
- Extra set of clothing. The complete change of clothing should include pants, underwear, warm socks, a short-sleeved shirt, a long-sleeved shirt, a sweater or sweatshirt, a warm hat, and mittens.

### **\*Please label ALL items\***

### Helpful Hints

- Layering is key! Some days are 1-layer clothing days, some 2-layer, and some 3-layer. It is better to have too much clothing and the ability to remove it than too little and be uncomfortable outside.
- We ARE going to get dirty! Please make sure you dress your children in clothes they can get messy in!
- Pants are more comfortable for children when they have elastic waists instead of buttons or snaps. Please stay away from one piece clothing such as rompers.
- Please label everything with your child's name.

## **Behavior Management**

At NFCA we manage behavior proactively by engaging in developmentally appropriate activities, and by nurturing a positive physical and social/emotional space. In general, our behavior management will be:

- Redirecting – replacing inappropriate behaviors with appropriate ones.
  - Consider the child's developmental level and needs
- Make expectations clear and provide scaffolding to help students participate positively
  - Focus on the behavior rather than the child
  - Be implemented in a positive and consistent manner
  - Be designed to help the child to learn appropriate behavior and techniques
- Consult with parents to include their input of successful approaches with a child, as well as to keep them informed of issues/concerns as they arise
- Help children to develop self-control, self-confidence, decision-making skills, the ability to communicate effectively and sensitively in their interactions with others.

### **Behavior Incident Report**

If a child consistently displays any of the listed behaviors, the teacher will be required to fill out a Behavior Incident Report.

Inappropriate behavior such as:

- Aggression to another child or adult that results in physical pain or harm to that person (includes kicking, hitting, biting, scratching, etc)
- Running out of room, out of the yard, or from the group without responding to the calls of the adult
- Intentionally injuring self in a manner that may cause serious harm (severe head banging, biting self, etc)

At NFCA inappropriate behavior is defined as using actions that make other students or staff members uncomfortable or unsafe. Behavior incident reports must be signed by the teacher, director, and guardian.

If one behavior report is filled out:

Students will be supervised for the remainder of the day in the school office.

The teacher, Guardian, and NFCA Directors will meet about appropriate steps to take to prevent such behaviors from continuing. Students may return to school after a two-day suspension.

If two behavior reports are filled out:

Students must be picked up from school early.

The teacher, Guardian, and NFCA Directors will meet about appropriate steps to take to prevent such behaviors from continuing.

Students may return to school after a five-day suspension.

If three behavior reports are filled out:

Students will be dismissed from the program. It is our goal as educators to ensure we are providing prompt intervention and student support to help prevent the need for behavior incident reports. It is our desire to provide a healthy, supportive and safe learning environment for all of our students.

# The Marigolds



## LEARNING GOALS

### Math

- Spell with word names, numbers through one hundred
- Ability to correctly write any number through 1,000
- Ability to use number line to find and/or plot any number
- Understanding of greater than/less than of any number
- Add and subtract numbers to 100,000
- Find 10,000, 1,000, or 100 more/less than a given number
- Recognize when to round numbers to the nearest 10, 100, 1,000, 10,000
- Measure in inches, feet and yards independently
- Read and write the time to the nearest 5 minutes
- Explain in words how a math problem is solved
- Demonstrate fluency of multiplication facts with factors up to 12
- Add and subtract a collection of money up to \$20
- Relate number problems to everyday situations (eg using a budget to plan a party)
- Classify angles as acute, right, obtuse and straight
- Recognize that remainders can be represented in a variety of ways including a whole number, fraction or decimal.
- Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius

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- Compare and order decimal fractions
- Divide multi-digit numbers, by one- and two-digit divisors
- Estimate sums and differences of fractions with like and unlike denominators, mixed numbers, and decimals
- Describe and graph patterns of change created through numerical patterns.
- Determine volume using the object's dimensions.
- 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
- Create and analyze data to find the range and measures of central tendency (mean, median, mode).

# Math

- 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.
- Solve real-world and mathematical problems using multiplication and division.
- Read, write, discuss, and represent whole numbers up to 1,000,000. Representations may include numerals, words, pictures, number lines, and manipulatives

# Reading/Writing

- Students will develop and apply effective communication skills through speaking and active listening represented through individual and group presentations.
- Students will engage in collaborative discussions about what they are reading and writing.
- Recognize high frequency words.
- Able to use a dictionary or glossary to determine the meaning of words or phrases.
- Ability to alphabetize a group of up to twenty words.
- Find examples of literary devices:
  - Simile
  - Metaphor
  - Personification
  - Onomatopoeia
  - Hyperbole

- Students will correctly form words in print and cursive and use appropriate spacing for letters, words, and sentences.
- Write independently over extended periods of time (time for reflection and revision) and shorter periods of time (a single sitting)
- Students will express an opinion about a topic and provide reasons as support.
- Ability to use context clues to determine the meaning of a word.
- Students will correct spelling when writing the following sounds in words:
  - Diphthongs
  - Schwa
  - Silent letter combinations (eg knew, could, ghost)
  - hard/soft c, g (eg cover, celebrate, gorilla, general)
- Progress as an independent reader and work up to an appropriate comprehension level.
- Explain fables, myths, legends, poems and plays.
- Students will engage in a recursive process that may include prewriting, drafting, revising, editing and publishing.
- Write in paragraph form using transitions.
- Use outlines to write a story or book report that has a beginning, middle and end.

# Reading/Writing

- Students will determine whether a text is narrated in first or third person point of view.
- Students will compose informative essays.
- Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.
- Students will recognize, count, and manipulate the parts of spoken words, including syllables, onset/rimes, and phonemes.
- Students will communicate their ideas, thoughts, and feelings by combining two or more kinds of content:
  - writing/alphabetic
  - sound, visual, and/or spatial
  - movement(for example, writing and performing a play)
- Students will recognize simple and compound sentences.
- Engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly in pairs, diverse groups, and whole-class settings.
- Decode and encode words by applying phonics and word analysis skills in context and isolation.
- Students will expand their sight word vocabulary by reading regularly- and irregularly-spelled words in isolation and context with increasing automaticity
- Students will distinguish the structures of informational texts:
  - compare/contrast
  - cause/effect
  - problem/solution
  - description
  - sequential
- Students will write opinion essays
- Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
- 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).

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# Science

- Plan and carry out individual and group investigations. Create a model and present it to the class.
- Compare multiple solutions to a single problem.
- Understand various life cycles and their common themes (birth, growth, reproduction and death.)
- Define a simple problem that can be solved through the development of a new or improved tool.
- Construct an argument with relevant data.
- Identify and name the eight planets. Explore the galaxies, moons, stars and meteors.
- Ability to analyze and interpret data.
- Display understanding of seriation (placing objects in series by age, weight, height, lightest to darkest etc.)
- Patterns of change can be used to make predictions.
- Understanding of electric and magnetic forces.
- Obtain and combine information from books and other reliable media to explain phenomena.
- Apply scientific ideas to design, test, and refine a device that converts energy from one form to another
- Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
- Develop a model to describe that matter is made of particles too small to be seen.
- Support an argument with evidence that Earth's gravitational force pulls objects downwards to the center of the Earth.
- Support an argument that plants get the materials they need for growth chiefly from air and water.
- Develop a model to describe the movement of matter among plants, animals, decomposers and the environment.
- Explain factors that upset the stability of the local ecosystem.
- Understanding of how the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
- Understanding of ways individuals and communities can protect the Earth's resources and environments.

# Social Studies

- Understanding of local, state and federal government.
- Ability to identify all continents and all 50 states on a map.
- Ability to identify the seven seas on a globe and map.
- 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

# Social Studies

- 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.
- Describe relationships between people and events of the past, including those commemorated on national, state, and community holidays.
- Identify the characteristics of renewable and non-renewable resources and evaluate the role of citizens in conserving natural resources.
- The student will analyze the human characteristics of the United States and how geography impacts historic events.
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- Summarize the reasons for key expeditions of North America by Spain, France, and England and their impact on the development of each region
- 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
- Identify the characteristics of culture (language, customs, beliefs, food, clothing, shelter) and compare the cultural characteristics of different regions of the United States.
- The student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.
- Summarize reasons for European colonization of North America and the impact on the development of the American colonies.
- Explain how American Indian agricultural practices, such as the Three Sisters, contributed to the early survival of the colonists.
- 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
- Compare daily life in the colonies as experienced by different social classes, plantation owners, farmers, merchants, craftsmen, artisans, and women and children.
- 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.
- 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.
- Learn Capitals of all 50 States

# Social Studies

- 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

- 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

- 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

# Social/Emotional

## Health

- Use classroom tools appropriately and respectfully
- Respectful of differences among peers.
- Share one's own beliefs or ideas in a group setting.
- Recognizes and labels various emotions both on self, and others.
- Is respectful of speaker/audience relationship.
- Able to manage transitions.
- Thinks of pros and cons of different options.
- Able to identify consequences for actions.
- Identify adverse situations which all people encounter and healthy ways to address them.
- Recognize unsafe situations and warn peers about safety risks.
- Recognize emergency situations and discuss appropriate responses.
- Identify personal hygiene practices.
- Distinguish between healthy and unhealthy behaviors.

# The Dandelions



## LEARNING GOALS

### Math

- Understand the relationship between printed numbers and the quantity they represent
- Count forward from a number within the known sequence (not starting from 1)
- Can count in sequence to 20 or greater
- Can recognize and identify common shapes
- Count with understanding
- Count by 5's & 10's
- Understanding of more, less, least, most
- Differentiate addition and subtraction
- Understands concept of counting money

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### Reading

- Listens to stories read aloud with understanding
- Recognize and produce rhyming words
- Writes name using upper and lowercase letters
- With prompting and support, name the author and illustrator of a story and define the role of each
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)
- Masters letter and letter sounds
- Understands the relationship between written word and spoken word
- Identify the front cover, back cover, and title page of a book.

# Reading

- Print many upper- and lowercase letters.
- Follow words from left to right, top to bottom, and page by page.

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- Decode simple words
- Uses knowledge of letter sound when trying to sound out words
- Recognizing the beginning, middle and ending of a story
- Investigate self selected reading materials
- Able to discuss characters and/or plots of books after completion
- Demonstrate awareness of speaker-audience relationship
- Developing handwriting

# Small Motor (Kinder)

- Increased control of hand eye coordination (pegs, beads, scissors etc.)
- Can zip a zipper and button buttons
- Use pinch and support to properly grasp a pencil

# Science

- Asks questions, makes predictions, and communicates via writing, drawing, or speaking.
- Explores cause and effect
- Observe and describe how objects move (slide, twirl, roll etc.)
- Is introduced to the concept of measuring (weight, length, volume etc)

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- Understanding of the different senses
- Understand cause and effect
- Understand when and how to measure weight and length
- Sort objects by size, color, type

# Large Motor (Kinder)

- Can demonstrate basic gross motor skills (hopping, skipping etc.)
- Demonstrates body and spatial awareness
- Can throw and catch a ball

# Social Skills

- Plays and or interacts with peers and teachers
- Manage bathroom needs
- Ability to recognize, identify, and express his/her emotions.
- Ability to demonstrate personal, social, and ethical responsibility.
- Ability to manage conflict and problem solve.
- Ability to demonstrate initiative, self-direction, and independence.
- Ability to demonstrate eagerness and curiosity as a learner.

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- Understand classroom rules
- Give an example of a fair resolution following a conflict with a peer
- Respectfully observe differences among peers
- Recite the pledge of allegiance with prompting
- Understanding of teacher student relationship
- Body awareness and respectful of others bodies

# The Honeybees



## LEARNING GOALS

### Math

- Spell with word names, numbers through twenty
- Numerically write numbers through 500
- Use number line to find and/or plot numbers up to 100 on a number line
- Understanding of greater than/less than in numbers up to 100
- Add and subtract one and two digit numbers
- Ability to recognize and write quarters, halves and wholes
- Use a variation of coins to represent one dollar
- Describe, compare and classify two dimensional and three dimensional shapes
- Measure in inches, feet and yards
- Read and write the time/ understanding of am and pm
- Read and write a bar graph
- Spell with word names, numbers through fifty
- Use number line to find and/or plot numbers up to 500
- Understanding of greater than/less than in numbers up to 500
- Add and subtract numbers to 5,000
- Identify written and spoken numbers through 10,000
- Explain in words how a math problem was solved
- Understanding of multiplication through 10's
- Use measuring tools to calculate volume, area, length and height.
- Work with simple fractions and decimals.
- Relate number problems to everyday situations (eg using a budget to plan a party)



# Reading

- Restate and follow multi step instruction
- Decode one and two syllable words
- Able to read words with and recognize word families (e.g. -ight, ink, ine, ow)
- Able to identify and discuss the following:
  - Setting
  - Plot
  - Characters
  - Characterization
- Able to use dictionary or glossary to determine the meaning of words or phrases
- Demonstrate awareness of speaker-audience relationship
- Student will write independently over extended periods of time (time for reflection and revision) and shorter periods of time (a single sitting)
- Student will gather information from text, organize, and give a presentation
- Student will recognize:
  - Nouns
  - Pronouns
  - Plural Nouns
  - Adjectives
  - Verbs
- Students will correctly spell age appropriate words

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- Locate the main idea and supporting details of a text
- Compare and contrast details (plots, events, settings, characters etc) to determine the genre of a book
- Recognize high frequency words
- Recognize high frequency words
- Able to use dictionary or glossary to determine the meaning of words or phrases
- Find examples of literary devices:
  - Simile
  - Metaphor
  - Personification
  - Onomatopoeia
  - Hyperbole

# Reading

- Determine fact from opinion in a text
- Write independently over extended periods of time (time for reflection and revision) and shorter periods of time (a single sitting)
- Student will express an opinion about a topic and provide reasons as support
- Ability to use context clues to determine the meaning of a word
- Capitalize and appropriately punctuate:  
Titles of respect  
Appropriate words in titles  
Geographical Names
- Progress as an independent reader and work up to an appropriate comprehension level
- Explore fables, legends, myths, poems and plays
- Learn to write in cursive
- Write in paragraph form, using transitions
- Use outlines to write a story or book report that has a beginning, middle and end.

- Understand written instruction and follow them independently

# Science

- Plan and carry out individual and group investigations, create a model and present it to the class
- Compare multiple solutions to a single problem
- Understand various life cycles and their common themes (birth, growth, reproduction and death)
- Understand and describe climates in different areas of the world
- Understanding of gravity as it pertains to earth and space
- Identify and name the eight planets
- Understanding of freshwater vs. saltwater. Ability to name and identify the oceans.



# Science

- Identify and name the eight planets. Explore the galaxies, moons, stars and meteors.
- Identify rocks and minerals
- Ability to analyze and interpret data
- Compare human skeletons to animal skeletons.
- Conduct experiments that test a hypothesis
- Track water cycles and study how they relate to the formation of clouds
- Understanding of basic roles of National Leaders
- Ability to identify all continents, and 10 states on a map
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- Ability to identify all continents, and 25 states on a map
- Compare different parts of the United States (eg contrasting year-round climate of the various regions)
- Study topics relating to American history, First Americans, the journey of the Mayflower, pilgrims and the First Settlers

# Social Studies

- Introduction to local, state, and federal government
- Understanding of citizens ability to vote, and the role citizens play in the community
- Ability to locate and identify basic landforms, bodies of water, continents, and oceans on a map

# Social/Emotional

- Use classroom tools appropriately and respectfully
- Transitions between activities easily
- Respectful of differences among peers
- Shares one's own beliefs or ideas in a group setting

# Social/Emotional

- Recognizes and labels different emotions
- Is respectful of speaker/audience relationship

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- Able to manage transitions
- Thinks of pros and cons of different options
- Able to identify consequences for actions

## **Teacher Handbook**

- Teachers must have a bachelor's degree in an education related field OR five years or more experience.
- I have read and understand that no student shall be excluded by the school as a whole or individual teachers on ground of race, color, or national origin
- Teachers must arrive on time to ensure that there is adequate time to prepare for the day, including disinfecting, setting up activities, and equipping the room with any necessary supplies. Please ensure you arrive *at least* thirty minutes before start time and allow thirty minutes at the end of the school day to thoroughly clean and disinfect classroom items.
- Tending to text messages, phone calls or personal emails while school is in session is strictly prohibited. Cell phones may be used for photography with the intention of sharing in the Bloomz app to provide parents with a look at what is going on in the classroom.
- Please maintain a professional yet friendly relationship with guardians and family members. In an effort to keep everyone comfortable, please do not share religious or political beliefs with students or their family members. Keep all conversations focused on the student and their studies.
- It is never appropriate to discuss another student or staff member with guardians or family members. If a guardian or family member ever tries to comment on another child or family member, promptly redirect the conversation. (If a parent was to say something along the lines of "Wow, that child must be a lot of work." an appropriate response would be "I'm so happy they are in my class. We are learning so much together!" and then promptly moving on.)
- All hard surfaces must be disinfected every morning upon arrival and afternoon before leaving.

Daily procedure:

AM: Spray all hard surfaces with either diluted hydrogen peroxide or diluted vinegar. Allow spray to set for thirty seconds to one minute and wipe with either a clean rag or paper towel. Ensure that there is a fresh trash bag in the trash can.

Ensure that cubbies are orderly and ready for students to arrive.

PM: Spray all hard surfaces with diluted bleach and allow to set for thirty seconds to one minute and wipe with either a clean rag or paper towels.

Clean any trash from students cubbies.

Take the trash bag to the dumpster.

Sweep the floor and mop with bleach water when necessary (at least twice per week. More during the cold and flu season.)

- Screens are not to be used by children in the classroom. Any videos you wish to show your class must correlate to your current study and must be previewed off campus before showing to students.
- Teachers must maintain a classroom that is in line with the Nature Field Creative Academy philosophy (Reggio Emilia, Montessori, Loose Parts etc.) Keep plastic toys to a minimum and ensure that the materials in your classroom are truly "loose parts" (can be used for many different

things.) If you have any questions regarding whether or not an item is a loose part, please direct those questions to the school directors. We are here to help!

- Keep the items in your classroom fresh. Don't allow items to remain in the classroom for so long that the children become uninterested in them. Utilize the resources we have available, ask parents to donate specific items that you need in your classroom or "swap" with another teacher.
- Documentation is required. Note taking, photographs, and (some) art work must be saved to compile a portfolio by the end of the school year.
- Attendance must be taken every morning and turned in to the office.
- Teachers must be knowledgeable about lockdown, tornado and fire drill procedure (see student handbook.) Drills must be performed every three months. You will be notified by school directors on dates that drills will be performed.
- Teachers need to take the first aid kit from their classroom everytime they take their class outside. If any type of first aid is administered, the office must be notified.
- We are a rain or shine school. To ensure that you are comfortable during outdoor times, please dress appropriately. Layer up for cold weather with a coat, scarf and gloves, wear rainboots and a rain jacket on rainy days etc. We must ensure we are giving our students ample opportunity to explore outside in all types of weather.
- Teachers must give at least a 24 hour notice for days they are unable to work. You may contact substitutes from our sub list in an attempt to find someone to work for you on your missed day. Please let us know the days you intend to miss with as much notice as possible.
- At Nature Field Creative Academy we want to be mindful of the way we discipline our students. It is **never okay** to touch a child while they are being disciplined. We utilize redirection. Appropriate phrases to use are "I didn't like it when you yelled at me. Please re-do that." or "I see that you hurt your friend's feelings. Let's find out how we can fix that." Under no circumstances is "time out" okay. If a child is being disruptive there are two options: 1.) Require the child to be your partner until they have self regulated and are able to rejoin the class. This means the child may work near you while they are your "partner" until they show you they are able to work independently again. 2.) If a child is being disruptive past the point of being redirected you may call the front desk worker and ask them to take the child to calm down in the office with them. We want to include ourselves in the self regulation process until our students learn how to self regulate on their own. **Isolation is not a technique we implement at NFCA.** If you are having trouble with a specific student, notify the directors. We are here to help you.

# Pre-K DAP and Learning Standards

## Teacher DAP in Pre-K:

The teacher should allow open exploration while also setting aside time blocks for specific skill and concept study. The teacher understands the child needs:

- Unstructured Exploration
- Explanation
- Illustrative Information
- Direct instruction when introducing a new concept, word or event
- Ample opportunity to practice/exercise new skills

## The classroom environment should

- be set up and ready for the day before students arrive and thoroughly cleaned when students leave.
- be a supportive, calming, enriching, experience - where each child is given the opportunity to learn and thrive.
- provide quality/child focused materials.
- not have items within reach that are not intended for the children to touch/use/investigate.
- promote and highlight diversity in a respectful and meaningful way.
- be clean, safe and healthy.
- include designated science, math, literature, art and dramatic play areas that have been intentionally equipped with learning materials to engage students interests.

## The teacher should consider

- What the class as a whole needs - daily gross motor play, outdoor exposure, one on one attention, etc.
- What each individual child needs - one on one instruction from the teacher focusing on the students individual needs.
- Ways to support each child's family and background culture - learning words in a students native language, learning about and observing a student's/families observed holidays, culture and traditions etc.

**Physical development is the way your child moves her arms and legs (large motor skills) and her fingers and hands (small motor skills). Teachers help children learn these skills by offering different physical activities and equipment. Children run, jump, climb, throw, and catch. Using their hands, they explore materials like paints, playdough, puzzles, sand, and things to write with. By using their bodies actively both indoors and outdoors, children build healthy bones and muscles.**

**Social development helps your child get along with others. Teachers work with children on respecting others and working together. By playing and learning together, children build their social skills, language skills, and self-control. With support from teachers, children learn to resolve conflicts that may come up during play.**

**Emotional development lets your child understand his feelings and the feelings of others. Teachers help children recognize and manage their own feelings and behavior. They also teach children to show concern for others. To build your child's self-esteem, teachers encourage him to try new things and keep working at hard tasks.**

**Language and literacy development helps your child understand and communicate through listening, talking, reading, and writing. These skills are all connected. Teachers help your child use her growing communication skills to learn new concepts.**

**Thinking, or cognitive, skills develop as children learn to think more complexly, make decisions, and solve problems. As young children explore, ask questions, and create, they improve their thinking skills. Reflecting on and using information lets your child understand the world around him. The way children approach**

**learning is also an important part of their thinking skills. For example, being able to focus or handle frustration helps him learn more easily.**

**Teachers help preschoolers develop their thinking skills by:**

- 1.) Providing interesting materials to use and plenty of time to explore them**
- 2.) Offering suggestions that encourage more complex play and thinking**
- 3.) Asking questions that stretch your child's thinking**

# Pre-K Goals

<b>Math Skills</b>	Concept has been introduced	Understanding of Concept	Mastered Concept
Can sort and group objects			
Can recognize and explain patterns			
Can count in sequence to 10 or greater			
Can recognize and identify common shapes			
Understands concept of counting money			
<b>Reading Skills</b>			
Listens to stories read aloud with understanding			
Can repeat rhymes or songs			
Uses sentences with three or more words			
Actively participates in conversation			
Is introduced to and understands the concept of the alphabet			
Begins to understand the relationship between written word and spoken word			
<b>Large Motor</b>			

Can demonstrate basic gross motor skills (hopping, skipping etc.)			
Demonstrates body and spatial awareness			
<b>Small Motor</b>			
Increased control of hand eye coordination (pegs, beads, scissors etc.)			
<b>Science</b>			
Asks questions, makes predictions, and communicates via writing, drawing, or speaking.			
Explores cause and effect			
Observe and describe how objects move (slide, twirl, roll etc.)			
<b>Social Skills</b>			
Plays and or interacts with peers and teachers			
Recognizes the feelings of others			
Recognizes and expresses one's own feelings			
Develops ability to give and take ("taking turns")			
Seeks assistance from adults when appropriate			

## **Nature Field Creative Academy: HIV/AIDS Awareness and Privacy Commitment**

At Nature Field Creative Academy, we believe in fostering a community that's informed, respectful, and supportive. We want everyone to have access to the right information about HIV/AIDS while ensuring that privacy and dignity are always protected.

### **Staying Safe & Educated**

- We provide age-appropriate lessons on how HIV/AIDS is transmitted, how to prevent it, and the importance of regular health check-ups.
- We encourage responsible choices and open conversations about health and wellness.
- Our goal is to promote understanding—not fear—so that everyone can make informed decisions.

### **Respect & Privacy Matter**

- Personal health information, including HIV status, is strictly confidential. No student, staff member, or family should ever feel pressured to share this information.
- We do not tolerate discrimination, stigma, or harassment related to HIV/AIDS. Everyone has the right to feel safe and valued.
- If you experience or witness anything concerning, reach out—we'll listen and take action.

### **Support & Resources**

We believe in compassion and care, so if you have questions or need guidance, we're here for you.

Owner & Director

Abigail Ramirez

## **Nature Field Creative Academy Drug-Free Policy**

At Nature Field Creative Academy, we are committed to providing a safe, healthy, and supportive environment where students can thrive. To ensure the well-being of everyone in our school community, we maintain a strict **drug-free policy** that prohibits the use, possession, distribution, or influence of illegal substances, including alcohol, tobacco, and unauthorized prescription drugs, on school grounds and at school-sponsored events.

### **Expectations & Responsibilities**

- Students, staff, and visitors are expected to respect and uphold this policy at all times.
- Anyone found in violation of this policy will be subject to appropriate disciplinary actions, which may include counseling, suspension, or legal consequences.
- Our school provides education and resources on substance abuse prevention to encourage informed, responsible decision-making.

### **Support & Prevention**

- We believe in education first—our curriculum includes age-appropriate discussions on the risks and impacts of drug use.
- Confidential support is available for students or staff who need help overcoming substance-related challenges.
- If you or someone you know needs guidance, reach out to our **Student Wellness Office** or the designated administrator.

### **Reporting & Enforcement**

- Concerns about drug-related incidents should be reported immediately to a trusted teacher, school administrator, or counselor.
- Reports will be handled with care, ensuring the privacy and dignity of all individuals involved.
- Our ultimate goal is not just enforcement but helping students and staff make safe, positive choices.

Nature Field Creative Academy is proud to be a **drug-free environment**, dedicated to learning, growth, and well-being.

Owner & Director,

Abigail Ramirez

# Zardo CPA PLLC

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905 24<sup>th</sup> Ave NW Suite B · Norman, OK 73069  
PH (405) 605-3716 · Fax (405) 857-2090  
[roxi@amrtax.com](mailto:roxi@amrtax.com)

May 6, 2025

To Whom it May Concern:

Nature Field Creative Academy LLP has been in operation since 2019. Based on projected revenues and expenses, Nature Field Creative Academy LLP is expected to remain in operation for the foreseeable future.

I have attached a copy of their insurance verification.

Please let me know if you need additional information.

Thank You,

A handwritten signature in blue ink, appearing to read "Roxanne Zardo".

Roxanne Zardo, CPA



## CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
10/01/2024

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERNS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

<p>PRODUCER BIBERK P.O. Box 113247 Stamford, CT 06911</p> <p>INSURED Nature Field Creative Academy 220 E Franklin Rd Norman, OK 73071</p>	<table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">CONTACT NAME:</td> <td style="width: 25%;">PHONE (A/C, No, Ext):</td> <td style="width: 25%;">FAX (A/C, No):</td> <td style="width: 25%;"> </td> </tr> <tr> <td> </td> <td>844-472-0967</td> <td>203-654-3613</td> <td> </td> </tr> <tr> <td>E-MAIL:</td> <td colspan="3"> </td> </tr> <tr> <td>ADDRESS:</td> <td colspan="3">customerservice@biBERK.com</td> </tr> <tr> <td colspan="2">INSURER(S) AFFORDING COVERAGE</td> <td colspan="2">NAIC #</td> </tr> <tr> <td colspan="2">INSURER A: Berkshire Hathaway Direct Insurance Company</td> <td colspan="2">10391</td> </tr> <tr> <td colspan="2">INSURER B: _____</td> <td colspan="2"> </td> </tr> <tr> <td colspan="2">INSURER C: _____</td> <td colspan="2"> </td> </tr> <tr> <td colspan="2">INSURER D: _____</td> <td colspan="2"> </td> </tr> <tr> <td colspan="2">INSURER E: _____</td> <td colspan="2"> </td> </tr> <tr> <td colspan="2">INSURER F: _____</td> <td colspan="2"> </td> </tr> </table>	CONTACT NAME:	PHONE (A/C, No, Ext):	FAX (A/C, No):			844-472-0967	203-654-3613		E-MAIL:				ADDRESS:	customerservice@biBERK.com			INSURER(S) AFFORDING COVERAGE		NAIC #		INSURER A: Berkshire Hathaway Direct Insurance Company		10391		INSURER B: _____				INSURER C: _____				INSURER D: _____				INSURER E: _____				INSURER F: _____			
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INSR LTR	TYPE OF INSURANCE	ADD'L SUBR (INSO, WVD)	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS			REVISION NUMBER:	
A	COMMERCIAL GENERAL LIABILITY		N9WC477309	08/20/2024	08/20/2025	EACH OCCURRENCE	\$	0		
	<input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR					DAMAGE TO RENTED PREMISES (EA occurrence)	\$	0		
	<input type="checkbox"/>					MED EXP (Any one person)	\$	0		
	<input type="checkbox"/>					PERSONAL & ADV INJURY	\$	0		
	<input type="checkbox"/>					GENERAL AGGREGATE	\$	0		
B	GEN'L AGGREGATE LIMIT APPLIES PER: POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER: _____					PRODUCTS - COMPOD AGG	\$	0		
	<input type="checkbox"/>						\$	0		
	<input type="checkbox"/>					COMBINED SINGLE LIMIT (EA accident)	\$	0		
	<input type="checkbox"/>					BODILY INJURY (Per person)	\$	0		
	<input type="checkbox"/>					BODILY INJURY (Per accident)	\$	0		
C	AUTOMOBILE LIABILITY					PROPERTY DAMAGE (Per accident)	\$	0		
	ANY AUTO					<input type="checkbox"/> SCHEDULED AUTOS				
	OWNED AUTOS ONLY					<input type="checkbox"/> NON-OWNED AUTOS ONLY				
	Hired AUTOS ONLY					<input type="checkbox"/>				
D	UMBRELLA LIAB					EACH OCCURRENCE	\$	0		
	EXCESS LIAB					<input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE				
	<input type="checkbox"/> DED					RETENTION \$				
	<input type="checkbox"/>									
	<input type="checkbox"/>									
E	WORKERS COMPENSATION AND EMPLOYERS LIABILITY		N9WC477309	08/20/2024	08/20/2025	X PER STATUTE	OTH- ER			
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)					<input checked="" type="checkbox"/> Y	N/A			
	If yes, describe under DESCRIPTION OF OPERATIONS below:									
Professional Liability (Errors & Omissions): Claims-Made									Per Occurrence/ Aggregate	
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)										
Policy #N9WC477309 contains a blanket Waiver of Subrogation therefore the insurer agrees to waive its right to recover from the certificate holder to the extent required by written contract. Exclusions: Cinthia Rivas; Abigail Ramirez;										

<p>CERTIFICATE HOLDER</p> <p>Nature Field Creative Academy 220 E Franklin Rd Norman, OK 73071-</p>	<p>CANCELLATION</p> <p>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.</p> <p>AUTHORIZED REPRESENTATIVE</p> <p></p>
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## SECOND AMENDMENT

TO

### COMMERCIAL LEASE AGREEMENT

This Second Amendment to Commercial Lease Agreement ("Second Amendment") is made and entered into this \_\_\_\_ day of May 2023, by and between Jackson Freedom Farms LLC, an Oklahoma limited liability company ("Owner"), and Nature Field Creative Academy LLP, an Oklahoma partnership ("Tenant"), and Cinthia Rivas and Abigail Ramirez (collectively, "Guarantors").

NOW THEREFORE, for good and valuable consideration, the sufficiency of which is herein acknowledged, the parties desire to amend and modify that certain Commercial Lease Agreement dated June 3, 2022 ("Lease") entered into by the parties, as follows:

A. **Lease Term.** Paragraph G of Article I: Basic Lease Terms shall be amended and entirely restated as follows:

<b>G. Term:</b> See article II Section 2.	Seven (7) years, commencing on May 16, 2023 ("Commencement Date") and ending on May 15, 2030.
--	---

B. **Base Rent.** Paragraph C of Article I: Basic Lease Terms shall be amended and entirely restated as follows:

<b>C. "Base Annual Rent":</b> See article II Section 4.	The Base Annual Rent shall be \$5,000.00 per month.  Year 1: \$5,000.00 per month
--	---

C. **Increase in Base Annual Rent.** Paragraph F of Article I: Basic Lease Terms shall be amended and entirely restated as follows:

<b>G. Base Rent Increase:</b> See article II Section 6.	The Base Annual Rent shall increase at a rate of one percent (1%) every Lease year.
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D. **Maintenance and Repairs.** Paragraph 17 of Article II of the Lease shall be amended and entirely restated as follows:

**17. MAINTENANCE AND REPAIRS.** Tenant and Owner shall have the following obligations with respect to repair and maintenance:

17.1. **Tenant's Obligations.** Tenant shall be responsible for the expense and performance of all maintenance and repairs that are necessary to keep all of the buildings, structures,

improvements, fixtures, equipment, and appliances related in any way to the interior or exterior of the Premises, in good condition and working order. Such maintenance and repair by Tenant shall include, but is not limited to, the following: interior and exterior elements of the building, roof, structural elements, all building systems (electrical, plumbing, etc.), sidewalks, parking areas, entryways, landscaping, mowing, tree-trimming, heating and air conditioning systems and their components, ducts, and accessories; walls; doors and windows (including those in the exterior walls); door and window frames; door and window hardware and locks; window glass; locks; floor coverings; paint; partitions; wall coverings; cabinets; caulking and sealants; signage; plumbing; drain lines; water lines; water lines; toilets; sinks; plumbing fixtures and accessories; appliances; equipment; window coverings; trade fixtures and equipment; fume exhaust equipment; lighting; ballasts; lighting accessories; electrical power, wiring, breakers, panels, switches, and outlets; any and all roof penetrations installed by Tenant; and exterior signs installed by Tenant; and any other items that are in any way associated with the interior of the building. Additionally, Tenant is required to properly care for the pedestrian sidewalks, parking areas, and drive lanes immediately adjacent to the Premises by keeping such improvements in good condition and safe and free of water, ice, snow, obstructions or other trip, slip, and fall hazards. All damage or injury to the Premises or to its fixtures, glass, appurtenances, and equipment, or to the Site (including but not limited to its structural components and roof) or its fixtures, glass, appurtenances and equipment (i) caused by Tenant moving property in or out of the Premises, (ii) caused by Tenant's installation or removal of furniture, fixtures, or other property, (iii) resulting from fire, explosion, air conditioning unit or heating system failure, short circuits, flow or leakage of water, steam, sewer gas, sewerage odors, mold or by frost or by bursting or leaking of pipes or plumbing works or gas, or from rain, or (iv) from any other cause of any other kind or nature whatsoever, resulting due to the carelessness, omission, neglect, improper conduct or other cause of Tenant, its servants, delivery persons, suppliers, employees, agents, customers, visitors, or licensees, shall be repaired, restored, or replaced promptly by Tenant at Tenant's sole cost and expense, to the satisfaction of Owner. All such repairs, restorations and replacements shall be in quality and class equal to the original work or installations and shall be done in a good and workmanlike manner. If Tenant fails to make such repairs, restorations, or replacements, the same may be made by Owner at the expense of Tenant and all sums so spent and expenses incurred by Owner shall be reimbursed by Tenant and shall be paid by Tenant within ten (10) days after rendition of a bill or statement therefore. If Tenant fails to pay for such costs and expenses within the time allowed, Owner may collect late fees and interest on such costs and expenses in the same manner prescribed under this Lease for unpaid rent. Tenant will not allow any material or mechanics liens to be placed upon the Site or Premises. Tenant will bear all of the costs and expenses to remove said liens, including reasonable attorneys' fees. Owner shall not be responsible for maintenance or repair of any improvements that were installed by Tenant, including but not limited to, roof penetrations put in by Tenant, exterior signage, exterior equipment, etc.

**17.2. Owner's Obligations.** For all repairs to the roof, structural members of the building, or repairs that collectively cost \$5,000.00 or more, Owner shall have the right (but not the obligation) to either perform the repair or subcontract out the repair in order to ensure that such repairs and maintenance to the Premises are made by quality professionals. If Owner so elects to manage a repair, Tenant shall either, at the discretion of Owner, reimburse Owner for all such costs of the repair or directly pay to the subcontractor all amounts owed. All repairs contracted or subcontracted by Owner shall be priced at rates standard to such industry, as reasonably determined. It is herein agreed that an estimate or bid obtained by Owner from a third-party contractor shall be conclusive evidence of standard rates for such repair work.

17.3. Heating and Air Conditioning Equipment. With respect to the heating and air conditioning equipment contained in and/or servicing the Premises, Owner and Tenant hereby agree as follows:

17.3.1. Inspection. Tenant acknowledges and agrees that it has been provided ample access to and has made its own independent inspection of the heating and air conditioning system(s) contained in and/or servicing the Premises and is accepting such equipment in "as is" condition subject to all faults and without warranty of any kind relating thereto.

17.3.2. Maintenance Agreement. Tenant agrees that at all times during the term of this Lease and any extension thereof, Tenant shall maintain, keep in good repair, and replace when necessary at Tenant's sole cost and expense, all of such heating and air conditioning equipment and systems. In order to insure the proper functioning of such equipment and to increase the efficiency thereof, Tenant agrees that at all times during the term of this Lease and any extension thereof, Tenant shall at Tenant's sole cost and expense, keep in full force and effect a maintenance agreement with a qualified heating and air conditioning service company reasonably satisfactory to Owner, which maintenance agreement shall provide for the periodic inspection, maintenance and repair (including replacement) of such equipment at least twice per year. Tenant shall annually provide Owner with a valid copy of said maintenance agreement or a copy of the semi-annual statement verifying the semi-annual inspection. Should Tenant fail to enter into such maintenance agreement, Owner, at its sole option and without any obligation whatsoever to do so, may enter into a maintenance agreement with a heating and air conditioning service company of Owner's choice. Owner shall be reimbursed by Tenant for all costs and expenses relating to such maintenance agreement and any work done pursuant to the agreement. Tenant shall reimburse Owner within ten (10) days after rendition of a bill or statement therefore. If Tenant fails to pay for such costs and expenses within the time allowed, Owner may collect late fees and interest on such costs and expenses in the same manner prescribed under this Lease for unpaid rent.

E. Completion of Improvements. Tenant acknowledges the following (i) Tenant has inspected the work completed by Owner prior to the Commencement Date, (ii) the work performed by Owner is fully complete in all respects, and (iii) Tenant fully accepts the work performed by Owner in its "AS-IS, WHERE-IS" condition with no warranty of any kind. Tenant acknowledges that Owner has fulfilled all duties owed by Owner to Tenant prior to the Commencement Date under the Lease (as amended).

F. Ratification of Lease. All other terms of the Lease and all exhibits and guaranties attached thereto shall remain in effect, and Owner, Tenant, and Guarantor hereby ratify and reaffirm the terms, conditions, and obligations of the Lease and its attached exhibits and guaranties as amended by this Second Amendment. In the event of a conflict between the Lease and this Second Amendment, this Second Amendment shall govern.

G. Paragraph 64 of Article II of the Lease is deleted entirely.

IN WITNESS WHEREOF, intending to be bound, the parties execute this Second Amendment pursuant with the below signatures.

**“OWNER”**

JACKSON FREEDOM FARMS LLC,  
An Oklahoma limited liability company

By: \_\_\_\_\_  
Austin Jackson, as Manager

**“TENANT”**

NATURE FIELD CREATIVE ACADEMY LLP,  
An Oklahoma partnership

By: \_\_\_\_\_  
Abigail Ramirez, as Principal

**“GUARANTORS”**

By: \_\_\_\_\_  
Abigail Ramirez, an individual

By: \_\_\_\_\_  
Cinthia Rivas, an individual

2025 - 2026

Employee Contract

       The term of this agreement is from August 21st, 2025 through May 21st, 2026.

       I have read and agree to all policies and procedures referenced in the teacher handbook. I understand that if I do not maintain the policies and procedures written in the teacher handbook, I may be suspended or terminated.

       I have read and agree to all policies referenced in the Nature Field Creative Academy student handbook. I understand that if I do not maintain the policies and procedures written in the student handbook I may be suspended or terminated.

       I agree to the following: \$20.00 per hour, M - F from 8:15 am to 3:45 pm complying with the 2025-2026 official school calendar. I understand I will be paid  $\frac{1}{2}$  time during school breaks (Spring, Fall, Christmas etc.)

       I agree to give the directors of Nature Field Creative Academy at least 24 hours notice when I can not make it to work.

       I understand that for the duration of my employment I will receive 15% off of tuition for any of my enrolled children.

       I agree to serve Nature Field Creative Academy for the duration of the 2025 - 2026 school year and to perform any other necessary work days throughout the school year as assigned by school directors.

       I understand that Nature Field Creative Academy has until May 21, 2025 to either present me with a new contract or give me written notice of intention not to re-employ.

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Printed Name:** \_\_\_\_\_

### **Nature Field Creative Academy Title IX Statement**

Nature Field Creative Academy is committed to fostering an inclusive, safe, and equitable learning environment for all students, faculty, and staff. In accordance with Title IX of the Education Amendments of 1972, which prohibits sex-based discrimination in federally funded education programs, we uphold policies that ensure equal opportunities and prevent harassment or discrimination based on sex, gender identity, or sexual orientation.

We do not tolerate discrimination, harassment, or retaliation in any form.

Owner & Director,

Abigail Prescott Ramirez

## AUGUST

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					1	2
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31						

## SEPTEMBER

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## NOVEMBER

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Aug 21st– First day of school  
 Sept 1ST– Labor day  
 Oct 9TH– Field Trip (No school)  
 Oct 10TH– Parent Teacher Conference (No School)  
 Oct 13th–17TH– Fall break  
 Nov 21st–28th– Thanksgiving break  
 Dec 19th–Jan 2ND – Winter break  
 Jan 16th – Teacher Training Day  
 Jan 19th– MLK Day  
 Feb 20th – Teacher Training Day  
 Mar 13th– Parent teacher conference (No school)  
 Mar 16th–210th– Spring break  
 April 17th – Teacher Training Day  
 May 8th– Field trip  
 May 21st– Last day of school

## JANUARY

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## FEBRUARY

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15	16	17	18	19	20	21
22	23	24	25	26	27	28

## MARCH

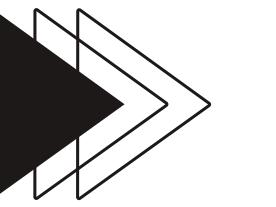
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## APRIL

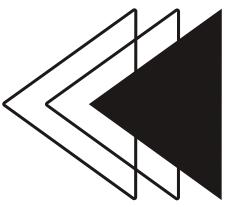
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## MAY

S	M	T	W	T	F	S
					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



# 2025-2026 EARLY CHILDHOOD CALENDAR



JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

SEPTEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

OCTOBER

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 20th – June 2nd – Summer Break  
July 3rd & 4th – No School  
August 7th – 20th Summer Break  
Aug 21st – First day of school  
Sept 1ST – Labor day  
Oct 9TH – Field Trip (No school)  
Oct 10TH – Parent Teacher Conference  
(No School)  
Oct 13th–17TH – Fall break  
Nov 21st–28th – Thanksgiving break  
Dec 19th–Jan 2ND – Winter break  
Jan 16th – Teacher Training Day  
Jan 19th – MLK Day  
Feb 20th – Teacher Training Day  
Mar 13th – Parent teacher conference  
(No school)  
Mar 16th–20th – Spring break  
April 17th – Teacher Training Day  
May 8th – Field trip  
May 22nd – June 5th – Summer Break

DECEMBER

S	M	T	W	T	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						