

**Representative John Dougall** proposes the following substitute bill:

**HIGH SCHOOL CURRICULUM AND GRADUATION**

2006 GENERAL SESSION

STATE OF UTAH

**Chief Sponsor: Bradley M. Daw**

**Senate Sponsor: Curtis S. Bramble**

**Cosponsor: Ronda Rudd Menlove**

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**LONG TITLE**

**General Description:**

This bill establishes additional high school curriculum provisions and graduation requirements.

**Highlighted Provisions:**

- This bill:
- ▶ establishes a rigorous curriculum for high school students;
  - ▶ requires a student to pass certain courses prior to receiving a basic high school diploma of graduation;
  - ▶ allows a student passing certain tests to be exempt from the basic skills competency test required for a basic diploma of graduation; and
  - ▶ encourages a meeting to select the curriculum a student will follow.

**Monies Appropriated in this Bill:**

None

**Other Special Clauses:**

None

**Utah Code Sections Affected:**

AMENDS:



26           **53A-1-611**, as last amended by Chapter 7, Laws of Utah 2002, Fifth Special Session

27 ENACTS:

28           **53A-1-402.7**, Utah Code Annotated 1953

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30 *Be it enacted by the Legislature of the state of Utah:*

31           Section 1. Section **53A-1-402.7** is enacted to read:

32           **53A-1-402.7. High school curriculum.**

33           (1) In accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, the  
34 State Board of Education shall make rules to:

35           (a) establish a rigorous and relevant secondary education curriculum that provides  
36 significant opportunity for applied learning, as part of the core curriculum required by Sections  
37 53A-1-402 and 53A-1-402.6; and

38           (b) beginning with students graduating in the 2008-09 school year, require a student, in  
39 order to receive a high school diploma of graduation, to successfully complete the equivalent  
40 of:

41           (i) (A) four years of English language arts courses;

42           (B) four years of advanced or applied mathematics courses, including, at a minimum,  
43 courses in algebra and geometry; and

44           (C) four years of advanced or applied science courses, including two years of biology,  
45 chemistry, earth science, or physics; or

46           (ii) examinations that demonstrate a level of competency comparable to the  
47 requirement of Subsection (1)(b)(i); and

48           (c) allow appropriate exceptions to the requirements of this section for a special  
49 education student, under Title 53A, Chapter 15, Part 3, Education of Children with Disabilities,  
50 in accordance with that student's individualized education program.

51           (2) The State Board of Education shall encourage a school district to convene a  
52 meeting prior to or during a student's ninth grade year to discuss the best curriculum path based  
53 on the student's needs, involving:

54           (a) the student;

55           (b) the student's parent or guardian;

56           (c) the student's guidance counselor or teacher; and

57 (d) any other appropriate school officials, including the principal.

58 Section 2. Section **53A-1-611** is amended to read:

59 **53A-1-611. Standards and assessment processes to measure student performance**  
60 **-- Basic skills competency test.**

61 (1) The Legislature recognizes the need for the State Board of Education to develop  
62 and implement standards and assessment processes to ensure that student progress is measured  
63 and that school boards and school personnel are accountable.

64 (2) (a) In addition to its responsibilities under Sections 53A-1-603 through 53A-1-605,  
65 the State Board of Education, through the state superintendent of public instruction, shall  
66 design a basic skills competency test to be administered in the tenth grade.

67 (b) [~~A~~] Except as provided in Subsection (2)(e), a student must pass the basic skills  
68 competency test, in addition to the established requirements of the state and local board of  
69 education of the district in which the student attends school, in order to receive a basic high  
70 school diploma of graduation.

71 (c) The state board shall include in the test, at a minimum, components on English  
72 language arts and reading and mathematics.

73 (d) [~~A~~] Except as provided in Subsection (2)(e), a student who fails to pass all  
74 components of the test may not receive a basic high school diploma but may receive a  
75 certificate of completion or alternative completion diploma under rules made by the State  
76 Board of Education in accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking  
77 Act.

78 (e) A student may receive a basic high school diploma without passing the basic skills  
79 competency test under this section if:

80 (i) the student receives a composite score on a nationally-normed college entrance  
81 exam, including the ACT or SAT, that ranks in the top 15% of national composite scores; and

82 (ii) the student's score on each subtest, excluding a score on any optional subtest, ranks  
83 in the top 25% of national scores for the subtest.

84 [~~e~~] (f) The state board shall make rules:

85 (i) to allow students who initially fail the test to retake all or part of the test; and

86 (ii) that take into account and are consistent with federal law relating to students with  
87 disabilities in the administration of the test.

88           (3) The state board shall implement the tenth grade basic skills competency test, no  
89 later than the beginning of the 2003-04 school year.

90           (4) The requirements of this section are to be complementary to the other achievement  
91 testing provisions of this part.