

# HOUSE BILL No. 4270

February 11, 1997, Introduced by Reps. Schroer, Baird, LaForge, Thomas, Price, Bogardus, Cherry, Martinez, Gire, Anthony, Scott, Bankes, Kilpatrick, Brater, Hanley, Bobier, Gilmer, Curtis and Gubow and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled  
"The revised school code,"  
by amending sections 1278 and 1525 (MCL 380.1278 and 380.1525),  
as amended by 1995 PA 289.

## **THE PEOPLE OF THE STATE OF MICHIGAN ENACT:**

1       Sec. 1278. (1) In addition to the requirements for accred-  
2 itation under section 1280 specified in that section, if the  
3 board of a school district wants all of the schools of the school  
4 district to be accredited under section 1280, the board shall  
5 provide to all pupils attending public school in the district a  
6 core academic curriculum in compliance with subsection (3) in  
7 each of the curricular areas specified in the state board recom-  
8 mended model core academic curriculum content standards developed  
9 under subsection (2). The state board model core academic  
10 curriculum content standards shall encompass academic and

1 cognitive instruction only. For purposes of this section, the  
2 state board model core academic curriculum content standards  
3 shall not include attitudes, beliefs, or value systems that are  
4 not essential in the legal, economic, and social structure of our  
5 society and to the personal and social responsibility of citizens  
6 of our society.

7 (2) Recommended model core academic curriculum content stan-  
8 dards shall be developed and periodically updated by the state  
9 board, shall be in the form of knowledge and skill content stan-  
10 dards that are recommended as state standards for adoption by  
11 public schools in local curriculum formulation and adoption, and  
12 shall be distributed to each school district in the state. The  
13 recommended model core academic curriculum content standards  
14 shall set forth desired learning objectives in math, science,  
15 reading, history, geography, economics, American government, and  
16 writing for all children at each stage of schooling; ~~and~~ IN  
17 LIFE MANAGEMENT, INCLUDING PARENTING EDUCATION, FOR ALL CHILDREN  
18 IN GRADES 7-12; AND IN PARENTING FOR ALL CHILDREN IN GRADES K-6.  
19 THE RECOMMENDED MODEL CORE ACADEMIC CURRICULUM CONTENT STANDARDS  
20 SHALL be based upon the "Michigan K-12 program standards of  
21 quality" to ensure that high academic standards, academic skills,  
22 and academic subject matters are built into the instructional  
23 goals of all school districts for all children. The state board  
24 also shall ensure that the Michigan educational assessment pro-  
25 gram and the high school proficiency exam are based on the state  
26 recommended model core curriculum content standards, are testing  
27 only for proficiency in basic academic skills and academic

1 subject matter, and are not used to measure pupils' values or  
2 attitudes.

3 (3) The board of each school district, considering academic  
4 curricular objectives defined and recommended pursuant to subsec-  
5 tion (2), shall do both of the following:

6 (a) Establish a core academic curriculum for its pupils at  
7 the elementary, middle, and secondary school levels. The core  
8 academic curriculum shall define academic objectives to be  
9 achieved by all pupils and shall be based upon the school  
10 district's educational mission, long-range pupil goals, and pupil  
11 performance objectives. The core academic curriculum may vary  
12 from the model core academic curriculum content standards recom-  
13 mended by the state board pursuant to subsection (2).

14 (b) After consulting with teachers and school building  
15 administrators, determine the aligned instructional program for  
16 delivering the core academic curriculum and identify the courses  
17 and programs in which the core academic curriculum will be  
18 taught.

19 (4) The board may supplement the core academic curriculum by  
20 providing instruction through additional classes and programs.

21 (5) For all pupils, the subjects or courses, and the deliv-  
22 ery of those including special assistance, that constitute the  
23 curriculum the pupils engage in shall assure the pupils have a  
24 realistic opportunity to learn all subjects and courses required  
25 by the district's core academic curriculum in order to give all  
26 pupils a reasonable opportunity to attain a state-endorsed  
27 diploma. A subject or course required by the core academic

1 curriculum pursuant to subsection (3) shall be provided to all  
2 pupils in the school district by a school district, a consortium  
3 of school districts, or a consortium of 1 or more school dis-  
4 tricts and 1 or more intermediate school districts.

5 (6) To the extent practicable, the state board may adopt or  
6 develop academic objective-oriented high standards for knowledge  
7 and life skills, and a recommended core academic curriculum, for  
8 special education pupils for whom it may not be realistic or  
9 desirable to expect achievement of novice level or initial mas-  
10 tery of the state board recommended model core academic content  
11 standards objectives or of a high school diploma.

12 (7) The state board shall make available to all nonpublic  
13 schools in this state, as a resource for their consideration, the  
14 model core academic curriculum content standards developed for  
15 public schools pursuant to subsection (2) for the purpose of  
16 assisting the governing body of a nonpublic school in developing  
17 its core academic curriculum.

18 (8) Excluding special education pupils, pupils having a  
19 learning disability, and pupils with extenuating circumstances as  
20 determined by school officials, a pupil who does not score satis-  
21 factorily on the 4th or 7th grade Michigan educational assessment  
22 program reading test shall be provided special assistance reason-  
23 ably expected to enable the pupil to bring his or her reading  
24 skills to grade level within 12 months.

25 (9) Any course that would have been considered a nonessen-  
26 tial elective course under Snyder v Charlotte School Dist., 421

1 Mich 517 (1984), on April 13, 1990 shall continue to be offered  
2 to resident pupils of nonpublic schools on a shared time basis.

3 (10) THE PARENTING LEARNING OBJECTIVES REQUIRED TO BE  
4 INCLUDED IN THE RECOMMENDED MODEL CORE ACADEMIC CURRICULUM CON-  
5 TENT STANDARDS SHALL BE DESIGNED TO TEACH CHILDREN ABOUT EARLY  
6 CHILDHOOD DEVELOPMENT, CAREGIVING, AND PARENTING IN ORDER TO  
7 ENHANCE PUPILS' UNDERSTANDING OF THE RESPONSIBILITIES OF BEING A  
8 PARENT AND A CARING PERSON, TO TEACH POSITIVE WAYS TO RESPOND TO  
9 STRESSFUL SITUATIONS, AND, BY EXPOSING PUPILS TO CAREGIVING  
10 ALTERNATIVES THAT THEY MIGHT NEVER HAVE EXPERIENCED, TO DECREASE  
11 THE LIKELIHOOD OF CHILD ABUSE AND NEGLECT; SHALL BE INTEGRATED AS  
12 MUCH AS PRACTICABLE INTO THE ACADEMIC CURRICULUM; AND SHALL BE  
13 INCLUDED BEGINNING IN KINDERGARTEN. A SCHOOL DISTRICT THAT  
14 INCLUDES PARENTING IN ITS CURRICULUM MAY CONTRACT FOR THE DEVEL-  
15 OPMENT OF THE CURRICULAR MATERIALS. TO THE EXTENT THAT INSTRUC-  
16 TION IN PARENTING INCLUDES ANY INSTRUCTION OF THE TYPE DESCRIBED  
17 IN SECTION 1507, THAT TYPE OF INSTRUCTION SHALL NOT BE OFFERED  
18 UNLESS IT IS SUBMITTED TO THE ADVISORY BOARD PROCESS DESCRIBED IN  
19 SECTION 1507(5).

20 Sec. 1525. (1) Funds appropriated by the legislature to  
21 support professional development and education shall be allocated  
22 substantially as follows:

23 (a) Twenty percent to the department.

24 (b) Fifteen percent to intermediate school districts on an  
25 equal amount per pupil basis based on the memberships of constit-  
26 uent districts.

1 (c) Sixty-five percent to school districts on an equal  
2 amount per pupil basis.

3 (2) The funds described in subsection (1) may be used for  
4 the following:

5 (a) Professional development programs for administrators and  
6 teachers. These programs shall emphasize the improvement of  
7 teaching and pupils' learning of academic core curriculum objec-  
8 tives, as measured by Michigan educational assessment program and  
9 other criterion - reference assessments; collaborative decision  
10 making; site-based management; the process of school improvement;  
11 instructional leadership; and the use of data and assessment  
12 instruments to improve teaching and learning for all pupils.

13 (b) A biennial education policy leadership institute. The  
14 state board shall organize and convene a biennial education  
15 policy leadership institute for the governor, the lieutenant gov-  
16 ernor, the state board, the state superintendent, the legisla-  
17 ture, and the presidents of the state board approved teacher edu-  
18 cation institutions, and the staff of each as may be considered  
19 appropriate, to examine the most current public education policy  
20 issues and initiatives and the appropriate role of policy  
21 leaders.

22 (c) A statewide academy for school leadership established by  
23 the state board.

24 (d) Community leadership development. The state board, in  
25 conjunction with intermediate school districts, shall conduct a  
26 leadership development training program in each school district  
27 for members of the community.

1 (e) Promotion of high educational standards. The state  
2 board, in collaboration with the business community and educa-  
3 tors, shall coordinate and assist in the promotion of a statewide  
4 public education and information program concerning the need to  
5 achieve world class educational standards in the public schools  
6 of this state.

7 (f) Sabbatical leaves. School districts shall provide sab-  
8 batical leaves for up to 1 academic year for selected master  
9 teachers who aid in professional development.

10 (G) PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS ON TEACH-  
11 ING PARENTING INFORMATION AND SKILLS AND INTEGRATING THE TEACHING  
12 OF PARENTING EDUCATION INTO THE CURRICULUM BEGINNING IN  
13 KINDERGARTEN.

14 (H) ~~(g)~~ Any other purpose authorized in the appropriation  
15 for professional development in the state school aid act of  
16 1979.

17 (3) In order to receive professional development funding  
18 described in subsection (1), each school district and intermedi-  
19 ate school district shall prepare and submit to the state board  
20 for approval an annual professional development plan.

21 (4) The state board may disapprove for state funding pro-  
22 posed professional development that the state board finds to be 1  
23 or more of the following:

24 (a) Not in furtherance of core academic curriculum needs.

25 (b) Not constituting serious, informed innovation.

1 (c) Of generally inferior overall quality or depth  
2 regardless of who sponsors or conducts the education or  
3 training.

4 (d) Not complying with the requirements of section 1526.