SENATE BILL NO. 600

October 24, 2019, Introduced by Senators BUMSTEAD, HORN, JOHNSON, RUNESTAD, DALEY, OUTMAN, ZORN, VICTORY, THEIS and BARRETT and referred to the Committee on Education and Career Readiness.

A bill to amend 1976 PA 451, entitled "The revised school code," by amending sections 1277, 1278a, 1278c, 1278d, 1279h, 1280, and 1531f (MCL 380.1277, 380.1278a, 380.1278c, 380.1278d, 380.1279h, 380.1280, and 380.1531f), section 1277 as amended by 2018 PA 231, section 1278a as amended by 2018 PA 232, section 1278c as amended by 2018 PA 242, section 1279h as added by 2018 PA 184, section 1280 as amended by 2006 PA 123, and section 1531f as added by 2010 PA 168; and to repeal acts and parts of acts.
THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

Sec. 1277. (1) Considering criteria established by the state board, in addition to the requirements specified in section 1280 for accreditation under that section, if the board of a school district wants all of the schools of the school district to be accredited under section 1280, the board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year school improvement plan and continuing school improvement process for each school within the school district. The school improvement plans shall include, but are not limited to, a mission statement, goals based on student academic objectives for all students, curriculum alignment corresponding with those goals, evaluation processes, staff development, development and utilization of community resources and volunteers, the role of adult and community education, libraries and community colleges in the learning community, and building level decision making. School board members, school building administrators, teachers and other school employees, pupils, parents of pupils attending that school, and other residents of the school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the district's school improvement plans. Upon request of the board of a school district, the department and the intermediate school district shall assist the school district in the development and implementation of district school improvement plans. Educational organizations may also provide assistance for these purposes.

School—Each school and the board of the school district shall annually update school improvement plans described in this section. They shall be updated annually by each school and by the board of the school district.
(2) School improvement plans must include at least all of the following additional matters:

(a) Goals centered on student academic learning.

(b) Strategies to accomplish the goals.

(c) Evaluation of the plan.

(d) Development of alternative measures of assessment that will provide authentic assessment of pupils' achievements, skills, and competencies.

(e) Methods for effective use of technology as a way of improving learning and delivery of services and for integration of evolving technology in the curriculum.

(f) Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships that involve active, direct, and hands-on learning, combined with classroom instruction that enhances a pupil's employability, including, but not limited to, instruction relating to problem solving, personal management, organizational and negotiation skills, and teamwork.

(g) A requirement that each school operated by the school district provide to pupils a variety of age-appropriate career informational resources in grades K to 12 and an opportunity to do each of the following:

(i) During grade levels that the board of the school district considers appropriate, complete 1 or more experiences in a field of a pupil's interests or aptitude and participate in a follow-up process that provides the pupil with sufficient reflection of those experiences.

(ii) During grades K to 12, discuss career interests, options,
and preparations with a school counselor or, as considered appropriate by the board of the school district, another knowledgeable adult.

(h) Programs that will provide pupils in grades 6 to 12 work-based learning activities that ensure those pupils make connections with workers or experts in a variety of fields.

(i) Programs or instruction that ensure every pupil in grade 12 knows how to develop and use a resume, letter of reference, school record, and talent portfolio, as described in section 1278b-1278a.

(3) Each intermediate school board shall adopt and implement and, not later than September 1 each year, shall make available to the department a copy of a 3- to 5-year intermediate school district school improvement plan and continuing school improvement process for the intermediate school district. Constituent and intermediate school board members, school building administrators, teachers and other school employees, pupils, parents of pupils, and residents of the intermediate school district shall be invited and allowed to voluntarily participate in the development, review, and evaluation of the intermediate school district's school improvement plan. Upon request of the intermediate school board, the department shall assist the intermediate school district in the development and implementation of an intermediate school district school improvement plan. An intermediate school board shall annually update the intermediate school district school improvement plan described in this section. An intermediate school district school improvement plan shall include at least all of the following:

(a) Methods to assist districts in improving pupils' academic
learning.

(b) Assurance that all pupils have reasonable access to all programs offered by the intermediate school district, including, but not limited to, transportation if necessary.

(c) A plan for professional development that supports academic learning.

(d) Methods to assist school districts in integrating applied academics and career and employability skills into all curricular areas.

(e) Ways to make available in as many fields as practicable opportunities for structured on-the-job learning, such as apprenticeships and internships, combined with classroom instruction.

(f) Collaborative efforts with supporting agencies that enhance academic learning.

(g) Long-range cost containment measures, including additional services that might be provided at reduced costs by the intermediate school district or through cooperative programs, and cost reduction programs such as interdistrict cooperation in special education and other programs and services.

(h) To the extent that it would improve school effectiveness, specific recommendations on consolidation or enhanced interdistrict cooperation, or both, along with possible sources of revenue.

(i) Evaluation of the plan.

Sec. 1278a. (1) Except as otherwise provided in this section, or section 1278b, beginning with pupils entering grade 8 in 2006, 2020, the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil meets all-both of the following:
(a) Has successfully completed all of the following credit requirements of the Michigan merit standard before graduating from high school:

(i) At least 4 credits in mathematics that are aligned with subject area content expectations developed by the department and approved by the state board as described under section 1278b, this section, including completion of at least algebra I and geometry, and algebra II, or an integrated sequence of this course content that consists of 3–2 credits, and an additional mathematics credit, such as trigonometry, statistics, precalculus, calculus, applied math, accounting, business math, a retake of algebra II, or a course in financial literacy as described in section 1165. A pupil may complete algebra II over 2 years with 2 credits awarded or over 1.5 years with 1.5 credits awarded for the purposes of this section and section 1278b. A pupil also may partially or fully fulfill the algebra II requirement by completing a department-approved formal career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the department-prescribed state high school assessment, as determined by the department. The department shall post on its website guidelines for implementation of the immediately preceding sentence. Each pupil must successfully complete at least 1 mathematics course during his or her final year of high school enrollment. This subparagraph does not require completion of mathematics courses in any particular sequence. The remaining mathematics credits required in this subparagraph must be satisfied
through successful completion of any of the following specified credits, courses, programs, or curricula that align with subject area content expectations developed by the department and approved by the state board as described under this section and that align with a pupil's educational development plan described under subsection (15):

(A) 1 credit in algebra II. A pupil may partially or fully successfully complete a credit in algebra II by completing a state-approved career and technical education program or curriculum, such as a program or curriculum in electronics, machining, construction, welding, engineering, computer science, or renewable energy, and in that program or curriculum successfully completing the same content as the algebra II benchmarks assessed on the department-prescribed state high school assessment, as determined by the department. The department shall post on its website guidelines for implementation of this sub-subparagraph.

(B) 1 credit in trigonometry.

(C) 1 credit in statistics.

(D) 1 credit in precalculus.

(E) 1 credit in calculus.

(F) 1 credit in applied math.

(G) 1 credit in accounting.

(H) 1 credit in business math.

(I) A course in financial literacy as described in section 1165. A pupil who successfully completes the financial literacy course described under this sub-subparagraph is considered to have completed 1 credit for purposes of this subparagraph.

(J) Any other credit, course, program, or curriculum that the board of the school district or board of directors of the public
school academy determines is appropriate and that includes the same content as the benchmarks assessed on the department-prescribed state high school assessment for any of the credits or courses listed under sub-subparagraphs (A) to (I).

(ii) Subparagraph (i) does not require completion of mathematics courses in any particular sequence.

(iii) (ii) At least 3 credits in social science that are aligned with subject area content expectations developed by the department and approved by the state board as described under section 1278b, including completion of at least 1 credit in United States history and geography, 1 credit in world history and geography, 1/2 credit in economics, and the civics course described in section 1166(2). The 1/2-credit economics requirement may be satisfied by completion of at least a 1/2-credit course in personal economics that includes a financial literacy component as described in section 1165, if that course covers the subject area content expectations for economics developed by the department and approved by the state board under section 1278b. this section, including completion of the civics course described under section 1166(2). The remaining social science credits required in this subparagraph must be satisfied through successful completion of any of the following specified credits, courses, programs, or curricula that align with subject area content expectations developed by the department and approved by the state board as described under this section and that align with a pupil's educational development plan described under subsection (15):

(A) 1 credit in United States history and geography.
(B) 1 credit in world history and geography.
(C) 1/2 credit in economics.
(D) A course in personal economics that includes a financial literacy component as described in section 1165, if that course covers the subject area content expectations developed by the department and approved by the state board as described under this section that apply to economics. A pupil who successfully completes a personal economics course described under this sub-subparagraph is considered to have completed 1/2 credit for purposes of this subparagraph.

(E) Any other credit, course, program, or curriculum that the board of the school district or board of directors of the public school academy determines is appropriate and that includes the same content as the benchmarks assessed on the department-prescribed state high school assessment for any of the credits or courses listed under sub-subparagraphs (A) to (D).

(iv) (iii) At least 1 credit in subject matter that includes both health and physical education aligned with guidelines developed by the department and approved by the state board under section 1278b, or at least 1/2 credit in health aligned with guidelines developed by the department and approved by the state board under section 1278b and at least 1/2 credit awarded by the school district or public school academy for approved participation in extracurricular athletics or other extracurricular activities involving physical activity. At least 4 credits in English language arts that are aligned with subject area content expectations developed by the department and approved by the state board as described under this section and that align with a pupil's educational development plan described under subsection (15).

(v) (iv) At least 1 credit in visual arts, performing arts, or applied arts, as defined by the department, that is aligned with
guidelines developed by the department and approved by the state board under section 1278b. A school district or public school academy is strongly encouraged to offer visual arts and performing arts courses. At least 3 credits in science that must include successful completion of any of the following specified credits, courses, programs, or curricula that align with subject area content expectations developed by the department and approved by the state board as described under this section and that align with a pupil's educational development plan described under subsection (15):

(A) 1 credit in biology.
(B) 1 credit in chemistry.
(C) 1 credit in physics.
(D) 1 credit in anatomy.
(E) 1 credit in agricultural science.
(F) 1 credit in forensics.
(G) 1 credit in astronomy.
(H) 1 credit in earth science.
(I) 1 credit in environmental science.
(J) 1 credit in geology.
(K) 1 credit in physiology.
(L) 1 credit in microbiology.
(M) A program or curriculum that provides the same content as the chemistry or physics benchmarks, as determined by the department. A pupil who completes a program or curriculum described under this sub-subparagraph is considered to have completed 1 credit for purposes of this subparagraph.
(N) A department-approved computer science program or curriculum or state-approved career and technical education program
or curriculum. A pupil who completes a program or curriculum described under this sub-subparagraph is considered to have completed 1 credit for purposes of this subparagraph.

(O) Any other credit, course, program, or curriculum that the board of the school district or board of directors of the public school academy determines is appropriate and that includes the same content as the benchmarks assessed on the department-prescribed state high school assessment for any of the credits listed under sub-subparagraphs (A) to (L).

(v) The credit requirements specified in section 1278b(1).

(vi) Four credits in addition to the credits required under subparagraphs (i), (iii), (iv), and (v). A school district or public school academy shall determine the subject area and the manner of completion in which the credits required under this subparagraph must be successfully completed.

(b) Meets the online course or learning experience requirement of this subsection. A school district or public school academy shall provide the basic level of technology and internet access required by the state board to complete the online course or learning experience. For a pupil to meet this requirement, the pupil shall meet either of the following, as determined by the school district or public school academy:

(i) Has successfully completed at least 1 course or learning experience that is presented online, as defined by the department.

(ii) The pupil's school district or public school academy has integrated an online experience throughout the high school curriculum by ensuring that each teacher of each course that provides the required credits of the Michigan merit curriculum has integrated an online experience into the course.
(2) Any of the following may be counted as an elective credit for a high school pupil if successfully completed and if aligned with that pupil's educational development plan described under subsection (15):

(a) A credit that is grade-appropriate in a language other than English or coursework or other learning experiences that are substantially equivalent to a credit in a language other than English, based on guidelines developed by the department, and that is successfully completed during grades K-12. The board of a school district or board of directors of a public school academy is strongly encouraged to ensure that all pupils complete at least 1 credit in a language other than English in grades K-6. For purposes of this subdivision, both of the following apply:

(i) American Sign Language is considered to be a language other than English.

(ii) The pupil may successfully complete all or part of a credit under this subdivision with online coursework.

(b) A credit in health aligned with guidelines developed by the department and approved by the state board as described under this section.

(c) A credit in physical education aligned with guidelines developed by the department and approved by the state board as described under this section.

(d) A credit in a subject matter that includes both health and physical education aligned with guidelines developed by the department and approved by the state board as described under this section.

(e) A credit awarded by the school district or public school academy for approved participation in extracurricular activities
(f) A credit in visual arts, performing arts, or applied arts as defined by the department, that is aligned with guidelines developed by the department and approved by the state board as described under this section. A school district or public school academy is strongly encouraged to offer visual arts and performing arts courses.

(g) Alternative coursework determined to be appropriate by the board of the school district or board of directors of the public school academy.

(h) Humanities course sequences as determined by the board of the school district or board of directors of the public school academy.

(i) A career and technical education course, program, or curriculum.

(j) An industrial technology course, program, or curriculum.

(k) A vocational education course, program, or curriculum.

(l) A course, program, or curriculum that is a combination of the courses, programs, or curricula described in subdivisions (i) to (k).

(m) Any other credit, course, program, or curriculum determined to be appropriate by the board of the school district or board of directors of the public school academy.

(2) In addition to the requirements under subsection (1), beginning with pupils entering grade 3 in 2006, the board of a school district or board of directors of a public school academy shall not award a high school diploma to a pupil unless the pupil has successfully completed during grades K to 12 at least 2 credits that are grade-appropriate in a language other than English or
course work or other learning experiences that are substantially
equivalent to 2 credits in a language other than English, based on
guidelines developed by the department. For pupils who graduate
or 2024 only, a pupil may partially or fully fulfill 1 credit of
this requirement by completing a department-approved formal career
and technical education program or curriculum or by completing
visual or performing arts instruction that is in addition to the
requirements under subsection (1)(a)(iv). The board of a school
district or board of directors of a public school academy is
strongly encouraged to ensure that all pupils complete at least 1
credit in a language other than English in grades K to 6. For the
purposes of this subsection, all of the following apply:

(a) American sign language is considered to be a language
other than English.

(b) The pupil may meet all or part of this requirement with
online course work.

(c) Not later than September 1, 2018, and not later than
September 1 of each subsequent school year, a school district or
public school academy shall report to the department both of the
following, in a form and manner prescribed by the department:

(i) The number of pupils who partially or fully fulfilled 1
credit in a language other than English by completing a department-
approved formal career and technical education program or
curriculum under this subsection in the immediately preceding
school year.

(ii) The number of pupils who partially or fully fulfilled 1
credit in a language other than English by completing visual or
performing arts instruction that is in addition to the requirements
under subsection (1)(a)(iv) under this subsection in the immediately
preceding school year.

(3) The requirements under this section and section 1278b for
a high school diploma are in addition to any local requirements
imposed by the board of a school district or board of directors of
a public school academy. The board of a school district or board of
directors of a public school academy, as a local requirement for a
high school diploma, may require a pupil to complete the Michigan
merit examination under section 1279g or may require a pupil to
participate in the MIAccess assessments if appropriate for the
pupil.

(4) Except for the credits required under subsection
(1)(a)(vi), for the purposes of this section, and section 1278b, all
of the following apply:

(a) A pupil is considered to have completed a credit if the
pupil successfully completes the subject area content expectations
or guidelines developed by the department that apply to the credit.
For a career and technical education credit, a school district or
public school academy may supplement those content expectations and
guidelines with additional guidelines developed by the school
district or public school academy.

(b) A school district or public school academy shall base its
determination of whether a pupil has successfully completed the
subject area content expectations or guidelines developed by the
department that apply to a credit at least in part on the pupil's
performance on the assessments developed or selected by the
department under section 1278b or on 1 or more assessments
developed or selected by the school district or public school
academy that measure a pupil's understanding of the subject area.
content expectations or guidelines that apply to the credit.

(c) A school district or public school academy shall also
grant a pupil a credit if the pupil earns a qualifying score, as
determined by the department, on the assessments developed or
selected for the subject area by the department under section 1278b
or the pupil earns a qualifying score, as determined by the school
district or public school academy, on 1 or more assessments
developed or selected by the school district or public school
academy that measure a pupil's understanding of the subject area
content expectations or guidelines that apply to the credit.

(5) If a high school is designated by the superintendent of
public instruction as a specialty school and the high school meets
the requirements of subsection (6), then the pupils of the high
school are not required to successfully complete the 4 credits in
English language arts required under section 1278b(1)(a) subsection
(1)(a)(iv) or the 3 credits in social science required under
subsection (1)(a)(ii) (1)(a)(iii) and the school district or public
school academy is not required to ensure that each pupil is offered
the curriculum necessary for meeting those English language arts or
social science credit requirements. The superintendent of public
instruction may designate up to 15 high schools that meet the
requirements of this subsection as specialty schools. Subject to
this maximum number, the superintendent of public instruction shall
designate a high school as a specialty school if the superintendent
of public instruction finds that the high school meets all of the
following criteria:

(a) The high school incorporates a significant reading and
writing component throughout its curriculum.

(b) The high school uses a specialized, innovative, and
rigorous curriculum in such areas as performing arts, foreign language, extensive use of internships, or other learning innovations that conform to pioneering innovations among other leading national or international high schools.

(6) A high school that is designated by the superintendent of public instruction as a specialty school under subsection (5) is only exempt from requirements as described under subsection (5) as long as the superintendent of public instruction finds that the high school continues to meet all of the following requirements:

(a) The high school clearly states to prospective pupils and their parents that it does not meet the requirements of the Michigan merit standard under this section and section 1278b but is a designated specialty school that is exempt from some of those requirements and that a pupil who enrolls in the high school and subsequently transfers to a high school that is not a specialty school meeting the requirements of this subsection will be required to comply with the requirements of the Michigan merit standard under this section and section 1278b.

(b) For the most recent year for which the data are available, the mean scores on both the mathematics and science portions of the ACT or SAT examination, as applicable, for the pupils of the high school exceed by at least 10% the mean scores on the mathematics and science portions of the ACT or SAT examination, as applicable, for the pupils of the school district in which the greatest number of the pupils of the high school reside.

(c) For the most recent year for which the data are available, the high school had a graduation rate of at least 85%, as determined by the department.

(d) For the most recent year for which the data are available,
at least 75% of the pupils who graduated from the high school the
preceding year are enrolled in a postsecondary institution.

(e) All pupils of the high school are required to meet the
mathematics credit requirements of subsection (1)(a)(i), with no
modification of these requirements under section 1278b(5), under
subsection (1)(a)(i) and each pupil is offered the curriculum
necessary to meet this requirement.

(f) All pupils of the high school are required to meet the
science credit requirements of section 1278b(1)(b) under subsection
(1)(a)(v) and are also required to successfully complete at least 1
additional science credit, for a total of at least 4 science
credits, with no modification of these requirements under section
1278b(5), and each pupil is offered the curriculum necessary to
meet this requirement.

(7) If a pupil successfully completes 1 or more of the high
school credits required under subsection (1) or elective credit
options under subsection (2) before entering high school, the pupil
must be given high school credit for that credit.

(8) For the purposes of this section, the department shall do
all of the following:

(a) Develop subject area content expectations that apply to
the credits required in the Michigan merit standard under
subsection (1)(a)(i), (iii), (iv), and (v) and develop guidelines for
the online course or learning experience required under subsection
(1)(b) and for the elective credit options specified under
subsection (2). All of the following apply to these subject area
content expectations and guidelines:

(i) All subject area content expectations must be consistent
with the state board recommended model core academic curriculum
content standards under section 1278. Subject area content expectations or guidelines must not include attitudes, beliefs, or value systems that are not essential in the legal, economic, and social structure of our society and to the personal and social responsibility of citizens of our society. The subject area content expectations must require pupils to demonstrate critical thinking skills.

(ii) The subject area content expectations and the guidelines must be approved by the state board under subsection (9).

(iii) The subject area content expectations must state in clear and measurable terms what pupils are expected to know upon completion of each credit.

(iv) The department shall complete the development of the subject area content expectations and guidelines described under this subdivision not later than August 1, 2020.

(v) If the department has not completed development of the subject area content expectations that apply to the required credits in the Michigan merit standard under subsection (1)(a)(i), (iii), (iv), and (v) by the date required under this subdivision, a school district or public school academy may align the content of the credit with locally adopted standards.

(vi) Until all of the subject area content expectations and guidelines have been developed by the department and approved by the state board, the department shall submit a report at least every 6 months to the senate and house standing committees responsible for education legislation on the status of the development of the subject area content expectations and guidelines. The report must detail any failure by the department to meet a deadline established under subparagraph (iv) and the reasons
for that failure.

(vii) The department shall include in the subject area content expectations and the guidelines that apply to any credit under this section, that a credit, unless otherwise particularly specified in this section, may be successfully completed through alternative instructional delivery methods such as alternative coursework, humanities course sequences, career and technical education, industrial technology courses, or vocational education, or by a combination of these.

(b) Develop and implement a process for developing the subject area content expectations and guidelines required under this section. This process must provide for all of the following:

(i) Soliciting input from all of the following groups:

(A) Recognized experts in the relevant subject areas.

(B) Representatives from 4-year colleges or universities, community colleges, and other postsecondary institutions.

(C) Teachers, administrators, and school personnel who have specialized knowledge of the subject area.

(D) Representatives from the business community.

(E) Representatives from vocational and career and technical education providers.

(F) Government officials, including officials from the legislature.

(G) Parents of public school pupils.

(ii) A review of the subject area content expectations or guidelines by national experts.

(iii) An opportunity for the public to review and provide input on the proposed subject area content expectations or guidelines before they are submitted to the state board for approval. The time
period allowed for this review and input must be at least 15
business days.

(c) Determine the basic level of technology and internet
access required for pupils to complete the online course or
learning experience requirement of subsection (1)(b), and submit
that determination to the state board for approval.

(d) Develop and make available material to assist school
districts and public school academies in implementing the
requirements of this section. This must include developing
guidelines for alternative instructional delivery methods as
described in subsection (11).

(9) The state board shall approve subject area content
expectations and guidelines developed by the department under
subsection (8) before those subject area content expectations and
guidelines may take effect. The state board also shall approve the
basic level of technology and internet access required for pupils
to complete the online course or learning experience requirement of
subsection (1)(b).

(10) If a pupil receives special education services, the
pupil's individualized education program, in accordance with the
individuals with disabilities education act, title VI of Public Law
91-230, must identify the appropriate course or courses of study
and identify the supports, accommodations, and modifications
necessary to allow the pupil to progress in the curricular
requirements of this section and meet the requirements for a high
school diploma.

(11) The board of a school district or board of directors of a
public school academy that operates a high school shall ensure that
each pupil is offered the curriculum necessary for the pupil to
meet the curricular requirements of this section. The board or
board of directors may provide this curriculum by providing the
credits specified in this section, by using alternative
instructional delivery methods such as alternative coursework,
humanities course sequences, career and technical education,
industrial technology courses, or vocational education, or by a
combination of these. School districts and public school academies
that operate career and technical education programs are encouraged
to integrate the credit requirements of this section into those
programs.

(12) If the board of a school district or board of directors
of a public school academy wants its high school to be accredited
under section 1280, the board or board of directors shall ensure
that all elements of the curriculum required under this section are
made available to all affected pupils. If a school district or
public school academy does not offer all of the required credits,
the board of the school district or board of directors of the
public school academy shall ensure that the pupil has access to the
required credits by another means, such as enrollment in a
postsecondary course under the postsecondary enrollment options
act, 1996 PA 160, MCL 388.511 to 388.524; enrollment in an online
course; a cooperative arrangement with a neighboring school
district or with a public school academy; or granting approval
under section 6(6) of the state school aid act of 1979, MCL
388.1606, for the pupil to be counted in membership in another
school district.

(13) If a pupil is not successfully completing a credit
required for graduation under this section, or is identified as
being at risk of withdrawing from high school, then the pupil's
school district or public school academy shall notify the pupil's parent or legal guardian or, if the pupil is at least age 18 or is an emancipated minor, the pupil, of the availability of tutoring or other supplemental educational support and counseling services that may be available to the pupil under existing state or federal programs, such as those programs or services available under section 31a of the state school aid act of 1979, MCL 388.1631a, or under the no child left behind act of 2001, Public Law 107-110 or the every student succeeds act, Public Law 114-95.

(14) To the extent required by the no child left behind act of 2001, Public Law 107-110 or the every student succeeds act, Public Law 114-95, the board of a school district or board of directors of a public school academy shall ensure that all components of the curricular requirements under this section are taught by highly qualified teachers. If a school district or public school academy demonstrates to the department that the school district or public school academy is unable to meet the requirements of this section because the school district or public school academy is unable to hire enough highly qualified teachers, the department shall work with the school district or public school academy to develop a plan to allow the school district or public school academy to hire enough highly qualified teachers to meet the requirements of this section.

(15) The board of a school district or board of directors of a public school academy shall ensure that each pupil develops an educational development plan during grade 7, and shall ensure that each pupil reviews his or her educational development plan during grade 8 and revises it as appropriate before he or she begins high school. The board of a school district or board of directors of a
public school academy shall also ensure that each pupil reviews and revises his or her educational development plan as appropriate during each year of high school. An educational development plan must be developed, reviewed, and revised by the pupil under the supervision of the pupil's school counselor or another designee qualified to act in a counseling role under section 1233 or 1233a selected by the school principal and must be based on high school readiness scores and a career pathways program or similar career exploration program. An educational development plan must be designed to assist pupils to identify career development goals as they relate to academic requirements. During the process of developing and reviewing a pupil's educational development plan, the pupil shall be advised that many of the curricular requirements of this section may be fulfilled through career and technical education. In addition, during the process of developing and reviewing an educational development plan, the pupil shall be provided with all of the following:

(a) Information on various types of careers and current and projected job openings in this state and those jobs' actual and projected wages.

(b) An opportunity to explore careers specific to a pupil's interests and identify career pathways and goals for achieving success in those careers, including, but not limited to, the level and type of educational preparation necessary to accomplish those goals.

(c) An opportunity to develop a talent portfolio. A talent portfolio must be developed and revised throughout the implementation of a pupil's educational development plan. A talent portfolio must include, but is not limited to, a record of the
pupil's experiences, proficiencies, certifications, or accomplishments that demonstrate talents or marketable skills. The department, in conjunction with the department of labor and economic opportunity, shall develop and make available to the public schools model information materials that districts or public school academies may use to comply with this subdivision.

(16) Except as otherwise provided in this subsection, if a school district or public school academy is unable to implement all of the curricular requirements of this section for pupils entering grade 8 in 2020 or is unable to implement another requirement of this section, the school district or public school academy may apply to the department for permission to phase in 1 or more of the requirements of this section. To apply, the school district or public school academy shall submit a proposed phase-in plan to the department. The department shall approve a phase-in plan if the department determines that the plan will result in the school district or public school academy making satisfactory progress toward full implementation of the requirements of this section. If the department disapproves a proposed phase-in plan, the department shall work with the school district or public school academy to develop a satisfactory plan that may be approved. This subsection does not apply to a high school that is designated as a specialty school under subsection (5) and that is exempt under that subsection from the English language arts requirement under subsection (1)(a)(iv) and the social science credit requirement under subsection (1)(a)(iii).

(17) This section does not prohibit a pupil from satisfying or exceeding the credit requirements of the Michigan merit standard under this section through advanced studies such as accelerated
course placement, advanced placement, dual enrollment in a
postsecondary institution, or participation in the international
baccalaureate program or an early college/middle college program.

(18) Not later than April 1 of each year, the department shall
submit an annual report to the legislature that evaluates the
overall success of the curriculum required under this section, the
rigor and relevance of the coursework required by the curriculum,
the ability of public schools to implement the curriculum and the
required coursework, and the impact of the curriculum on pupil
success, and that details any activities the department has
undertaken to implement this section or to assist public schools in
implementing the requirements of this section.

(19) If the department already developed and the state board
already approved subject area content expectations or guidelines
under former section 1278b that are equivalent to the subject area
content expectations or guidelines described under this section,
those subject area content expectations and guidelines remain in
effect according to the terms of the original approval.

(20) If the parent or legal guardian of a pupil requests a
modification of the Michigan merit standard requirements under this
section and demonstrates that the modification is necessary because
the pupil is a child with a disability, the school district or
public school academy may allow that modification to the extent
necessary because of the pupil's disability if the pupil, at least
1 of the pupil's parents or the pupil's legal guardian, and a
teacher who is currently teaching the pupil or the pupil's high
school counselor or another designee qualified to act in a
counseling role under section 1233 or 1233a selected by the high
school principal, and a school psychologist determine that the
modification is consistent with both the pupil's educational
development plan under subsection (15) and the pupil's
individualized education program. As used in this subdivision,
"child with a disability" means that term as defined in 20 USC
1401.

Sec. 1278c. (1) If a school district, intermediate school
district, or public school academy requests information from the
department on career and technical education programs or other
programs described in section 1278b-1278a that may be available or
that may be used to help fulfill the requirements of sections
section 1278a, and 1278b, the department shall provide that
information within a reasonable time. In addition, the department
shall compile and post on its website all of the following
information concerning best practices in career and technical
education:

(a) A detailed description of the ways that career and
technical education may be used to help fulfill the requirements of
sections section 1278a and 1278b, including, but not limited to,
the role of career and technical education in a personal curriculum
under section 1278b.

(b) Information highlighting and describing successful career
and technical education programs being operated by school districts
and intermediate school districts.

(c) A listing and description of the various types of career
and technical education programs that are provided around this
state and the subject areas and disciplines that are covered by
these programs.

(d) Illustrations of how school districts, intermediate school
districts, and public school academies can and do work with local
business entities, public-private partnerships, trade organizations, nonprofit organizations, state licensed proprietary schools, universities, or community colleges to provide quality career and technical education.

(e) The various ways in which school districts and public school academies have embedded the course content from credits required under the Michigan merit standard under sections 1278a and 1278b into career and technical education and other alternative instructional delivery methods in order to deliver the curricular requirements of sections 1278a. and 1278b.

(2) As part of the process of developing an educational development plan under section 1278b, 1278a, the board of a school district or board of directors of a public school academy shall ensure that pupils are provided with all of the following:

(a) Information about how they can fulfill the requirements of sections 1278a and 1278b with career and technical education or another program approved by the department.

(b) The most recent analysis of in-demand occupations in the region in which the school district, intermediate school district, or public school academy is located, provided by the department of technology, management, and budget, bureau of labor market information and strategic initiatives. The information regarding in-demand occupations may be provided to pupils electronically.

(3) Not later than September 1 of each year, the department of technology, management, and budget shall publish on its website and send to school districts, intermediate school districts, and public school academies the most recent analysis of in-demand occupations described in subsection (2)(b).

(4) School districts, public school academies, and
intermediate school districts are strongly encouraged to establish programs in which, upon completion of the program and graduation from high school, the completion of the program is credited toward achievement of a professional certificate, training, apprenticeship, or college credit in a specific career and technical field.

(5) As used in this section, "state licensed proprietary school" means a proprietary school licensed under the proprietary schools act, 1943 PA 148, MCL 395.101 to 395.103.

Sec. 1278d. If a pupil successfully completes all of the following credit requirements while in grades 7 to 12, a school district or public school academy may notate a pupil's transcript or diploma to indicate that the pupil has earned a STEM endorsement:

(a) All applicable requirements of the Michigan merit standard for a high school diploma under sections section 1278a. and 1278b.

(b) At least 6 credits in mathematics. At least 5 of these credits must be credits, courses, programs, or curricula that are either listed specified in section 1278a(1)(a)(i) or that cover the same content standards as a credit, course, listed program, or curriculum specified in section 1278a(1)(a)(i), including and must include a credit for precalculus or calculus.

(c) At least 6 credits in science. At least 4 of these credits must be credits, courses, programs, or curricula that are either listed specified in section 1278b(1)(b) 1278a(1)(a)(v) or that cover the same content standards as a credit, course, listed program, or curriculum specified in section 1278b(1)(b) 1278a(1)(a)(v).

(d) At least 1/2 credit featuring significant coursework involving technology activities and at least 1/2 credit
featuring significant coursework involving engineering activities. These credits may be gained through separate technology and engineering coursework or in conjunction with coursework associated with the credits required under subdivisions (b) and (c).

Sec. 1279h. (1) Subject to subsections (4) and (5), the board of a school district or board of directors of a public school academy shall grant high school credit to a pupil in grades 9 to 12 for the completion of an internship or work experience if the pupil attends the internship or work experience at least 4 hours per week for the same number of weeks as are necessary to earn credit in a traditional course in that school district or public school academy. The board or board of directors, or its designee, shall not require a pupil to attend the internship or work experience more than 10 hours per week.

(2) If a pupil engages in an internship or work experience qualifying for credit under this section that is determined to be academically appropriate by the board or board of directors, or its designee, and if the pupil's parent or legal guardian grants permission, the board or board of directors, or its designee, shall ensure that the pupil is excused from at least 1 period of instructional time during each day that the pupil attends the internship or work experience, as determined appropriate by the board or board of directors, or its designee.

(3) The board or board of directors, or its designee, shall exercise oversight of the pupil's internship or work experience as necessary to ensure that the pupil meets the requirements under this section.

(4) A board or board of directors may deny high school credit
to a pupil under this section if any of the following apply, as determined by the board or board of directors, or its designee:

(a) The pupil has a history of course failure or is not on track to graduate in 4 years.

(b) The pupil previously earned credit under this section for an internship or work experience with the same employer, unless the new internship or work experience is materially different than the internship or work experience for which the pupil previously earned credit, as determined by the board or board of directors, or its designee.

(c) The pupil failed to request credit for engaging in an internship or work experience before the pupil's school schedule for the current term was determined.

(d) The pupil previously engaged in an internship or work experience under this section but failed to satisfy the requirements under subsection (1) for the previous internship or work experience.

(e) The pupil fails to complete a reflection project, if required by the board or board of directors, or its designee, under subsection (5).

(f) The internship or work experience is not consistent with the pupil's educational development plan under section 1278b, 1278a, as determined by the board or board of directors, or its designee.

(g) The employer for which the internship or work experience is performed is unable to demonstrate that it complies with all applicable general liability coverage requirements of the worker's disability compensation act of 1969, 1969 PA 317, MCL 418.101 to 418.941.
(h) The cost of oversight under subsection (3) exceeds 16.67% of the minimum foundation allowance for the current fiscal year for the school district or public school academy in which the pupil is enrolled, as calculated under section 20 of the state school aid act of 1979, MCL 388.1620.

(5) The board or board of directors may require a pupil engaging in an internship or work experience under this section to complete a reflection project. If a board or board of directors requires a reflection project under this subsection, the reflection project may include, but is not limited to, all of the following:

(a) A copy of the pupil's time card from the internship or work experience.

(b) A resume that includes the internship or work experience.

(c) A written summary of the internship or work experience.

(6) If a board or board of directors denies a pupil credit for an internship or work experience under this section, the pupil may appeal the denial by submitting an appeal letter to the superintendent of the intermediate school district in which the pupil's school is located. An appeal letter under this subsection must include the board's or board of directors' reasons for the denial and the pupil's argument for reversing the denial. The superintendent shall uphold or reverse the denial within 5 business days of receipt of the appeal letter. If the superintendent upholds the denial, the board or board of directors shall award the pupil credit for the internship or work experience under this section.

(7) This section shall not be construed to affect the applicability of any existing state or federal law concerning the employment of minors.

Sec. 1280. (1) The board of a school district that does not...
want to be subject to the measures described in this section shall ensure that each public school within the school district is accredited.

(2) As used in subsection (1), and subject to subsection (6), "accredited" means certified by the superintendent of public instruction as having met or exceeded standards established under this section for 6 areas of school operation: administration and school organization, curricula, staff, school plant and facilities, school and community relations, and school improvement plans and student performance. The building-level evaluation used in the accreditation process shall include, but is not limited to, school data collection, self-study, visitation and validation, determination of performance data to be used, and the development of a school improvement plan.

(3) The department shall develop and distribute to all public schools proposed accreditation standards. Upon distribution of the proposed standards, the department shall hold statewide public hearings for the purpose of receiving testimony concerning the standards. After a review of the testimony, the department shall revise and submit the proposed standards to the superintendent of public instruction. After a review and revision, if appropriate, of the proposed standards, the superintendent of public instruction shall submit the proposed standards to the senate and house committees that have the responsibility for education legislation. Upon approval by these committees, the department shall distribute to all public schools the standards to be applied to each school for accreditation purposes. The superintendent of public instruction shall review and update the accreditation standards annually using the process prescribed under this subsection.
(4) The superintendent of public instruction shall develop and distribute to all public schools standards for determining that a school is eligible for summary accreditation under subsection (6). The standards shall be developed, reviewed, approved, and distributed using the same process as prescribed in subsection (3) for accreditation standards, and shall be finally distributed and implemented not later than December 31, 1994.

(5) The standards for accreditation or summary accreditation under this section shall include as criteria pupil performance on Michigan education assessment program (MEAP) tests—the M-STEP and on the Michigan merit examination under section 1279g, and, until the Michigan merit examination has been fully implemented, the percentage of pupils achieving state endorsement under section 1279, but shall not be based solely on pupil performance on MEAP tests—the M-STEP or the Michigan merit examination. or on the percentage of pupils achieving state endorsement under section 1279. The standards shall also include as criteria multiple year change in pupil performance on MEAP tests—the M-STEP and the Michigan merit examination. and, until after the Michigan merit examination is fully implemented, multiple year change in the percentage of pupils achieving state endorsement under section 1279. If it is necessary for the superintendent of public instruction to revise accreditation or summary accreditation standards established under subsection (3) or (4) to comply with this subsection, the revised standards shall be developed, reviewed, approved, and distributed using the same process as prescribed in subsection (3).

(6) If the superintendent of public instruction determines that a public school has met the standards established under
subsection (4) or (5) for summary accreditation, the school is considered to be accredited without the necessity for a full building-level evaluation under subsection (2).

(7) If the superintendent of public instruction determines that a school has not met the standards established under subsection (4) or (5) for summary accreditation but that the school is making progress toward meeting those standards, or if, based on a full building-level evaluation under subsection (2), the superintendent of public instruction determines that a school has not met the standards for accreditation but is making progress toward meeting those standards, the school is in interim status and is subject to a full building-level evaluation as provided in this section.

(8) If a school has not met the standards established under subsection (4) or (5) for summary accreditation and is not eligible for interim status under subsection (7), the school is unaccredited and subject to the measures provided in this section.

(9) Beginning with the 2002-2003 school year, if at least 5% of a public school's answer sheets from the administration of the Michigan educational assessment program (MEAP) tests or the Michigan student performance evaluation (M-STEP) are lost by the department or by a state contractor and if the public school can verify that the answer sheets were collected from pupils and forwarded to the department or the contractor, the department shall not assign an accreditation score or school report card grade to the public school for that subject area for the corresponding year for the purposes of determining state accreditation under this section. The department shall not assign an accreditation score or school report card grade to the public school for that subject area until the results of all tests for the next year are available.
(10) Subsection (9) does not preclude the department from determining whether a public school or a school district has achieved adequate yearly progress for the school year in which the answer sheets were lost for the purposes of the no child left behind act of 2001, Public Law 107-110. However, the department shall ensure that a public school or the school district is not penalized when determining adequate yearly progress status due to the fact that the public school's MEAP-M-STEP answer sheets were lost by the department or by a state contractor, but shall not require a public school or school district to retest pupils or produce scores from another test for this purpose.

(11) The superintendent of public instruction shall annually review and evaluate for accreditation purposes the performance of each school that is unaccredited and as many of the schools that are in interim status as permitted by the department's resources.

(12) The superintendent of public instruction shall, and the intermediate school district to which a school district is constituent, a consortium of intermediate school districts, or any combination thereof may, provide technical assistance, as appropriate, to a school that is unaccredited or that is in interim status upon request of the board of the school district in which the school is located. If requests to the superintendent of public instruction for technical assistance exceed the capacity, the superintendent of public instruction shall give priority shall be given to unaccredited schools.

(13) A school that has been unaccredited for 3 consecutive years is subject to 1 or more of the following measures, as determined by the superintendent of public instruction:

(a) The superintendent of public instruction or his or her
designee shall appoint at the expense of the affected school district an administrator of the school until the school becomes accredited.

(b) A parent, legal guardian, or person in loco parentis of a child who attends the school may send his or her child to any accredited public school with an appropriate grade level within the school district.

(c) The school, with the approval of the superintendent of public instruction, shall align itself with an existing research-based school improvement model or establish an affiliation for providing assistance to the school with a college or university located in this state.

(d) The school shall be closed.

(14) The superintendent of public instruction shall evaluate the school accreditation program and the status of schools under this section and shall submit an annual report based upon the evaluation to the senate and house committees that have the responsibility for education legislation. The report must address the reasons each unaccredited school is not accredited and recommend legislative action that will result in the accreditation of all public schools in this state.

(15) Beginning with the 2008-2009 school year, a high school shall not be accredited by the department unless the department determines that the high school is providing or has otherwise ensured that all pupils have access to all of the elements of the curriculum required under sections 1278a. and 1278b. If it is necessary for the superintendent of public instruction to revise accreditation or summary accreditation standards established under subsection (3) or (4) to comply with the changes made to this
subsection by the amendatory act that added this subsection, subsection (16), the revised standards shall must be developed, reviewed, approved, and distributed using the same process as prescribed in subsection (3).

(16) As used in this section, "M-STEP" means the Michigan student test of educational progress.

Sec. 1531f. (1) The department may enter into a memorandum of understanding with a federally recognized Native American tribe, the board of a school district, or the board of directors of a public school academy that authorizes the superintendent of public instruction to issue a 3-year letter of approval or continuing approval to allow the Native American tribe, school district, or public school academy to use teachers who do not possess a valid Michigan teaching certificate to teach a Native American tribal language and culture class. A memorandum of understanding entered into under this section shall must require that a noncertificated teacher has demonstrated mastery of the tribal language either through a credential issued by a federally recognized Native American tribe or another means considered suitable by the department. The memorandum of agreement shall must include requirements for renewal or continuing approval of the noncertificated teacher as established by the Native American tribe, the board of the school district, or the board of directors of the public school academy in collaboration with the department.

(2) Credits earned by a pupil in a Native American tribal language taught by a noncertificated teacher pursuant to under this section may be applied by the Native American tribe, school district, or public school academy for any purpose to the same extent as if taught by a certificated teacher, including, but not
limited to, credit toward completion of the "elective credit
requirements option under section 1278a concerning for a credit in
a language other than English.

Enacting section 1. Section 1278b of the revised school code,
1976 PA 451, MCL 380.1278b, is repealed.

Enacting section 2. This amendatory act takes effect 30 days
after the date it is enacted into law.