

HOUSE BILL No. 4238

February 8, 2005, Introduced by Reps. Cheeks, Meisner, Gleason, Condino, Kathleen Law, Hunter, Lemmons, Jr., Byrnes, McConico, Williams, Anderson, Brown, Clack, Hopgood, Virgil Smith and Lemmons, III 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 2004 PA 596.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1278. (1) In addition to the requirements for
2 accreditation 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 each
7 of the curricular areas specified in the state board recommended
8 model core academic curriculum content standards developed under

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

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

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

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

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

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

20 (5) For all pupils, the subjects or courses, and the delivery
21 of those including special assistance, that constitute the
22 curriculum the pupils engage in shall assure the pupils have a
23 realistic opportunity to learn all subjects and courses required by
24 the district's core academic curriculum. A subject or course
25 required by the core academic curriculum pursuant to subsection (3)
26 shall be provided to all pupils in the school district by a school
27 district, a consortium of school districts, or a consortium of 1 or

1 more school districts and 1 or more intermediate school districts.

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

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

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

22 (9) Any course that would have been considered a nonessential
23 elective course under Snyder v Charlotte School Dist, 421 Mich 517
24 (1984), on April 13, 1990 shall continue to be offered to resident
25 pupils of nonpublic schools on a shared time basis.

26 (10) **THE PARENTING LEARNING OBJECTIVES REQUIRED TO BE INCLUDED**
27 **IN THE RECOMMENDED MODEL CORE ACADEMIC CURRICULUM CONTENT STANDARDS**

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

15 Sec. 1525. (1) State and federal funds appropriated by the
16 legislature to support professional development and education may
17 be used for the following:

18 (a) Professional development programs for administrators and
19 teachers. These programs shall emphasize the improvement of
20 teaching and pupils' learning of academic core curriculum
21 objectives, as measured by Michigan educational assessment program,
22 the Michigan merit examination, and other criterion - reference
23 assessments; collaborative decision-making; site-based management;
24 the process of school improvement; instructional leadership; and
25 the use of data and assessment instruments to improve teaching and
26 learning for all pupils.

27 (b) A biennial education policy leadership institute. The

1 state board shall organize and convene a biennial education policy
2 leadership institute for the governor, the lieutenant governor, the
3 state board, the state superintendent, the legislature, and the
4 presidents of the state board approved teacher education
5 institutions, and the staff of each as may be considered
6 appropriate, to examine the most current public education policy
7 issues and initiatives and the appropriate role of policy leaders.

8 (c) A statewide academy for school leadership established by
9 the state board.

10 (d) A principal leadership academy. The department, in
11 collaboration with statewide associations of school principals,
12 shall establish the principal leadership academy. The principal
13 leadership academy shall consist of training for school principals
14 that is conducted by other school principals who have a record of
15 demonstrated success in improving pupil performance. The department
16 shall solicit input from school district superintendents and
17 intermediate superintendents to compile a list of successful school
18 principals who would likely be effective in conducting the training
19 at the principal leadership academy and shall select school
20 principals to conduct the training from this list. The training
21 shall include all aspects of successful school leadership,
22 including at least all of the following:

- 23 (i) Strategies for increasing parental involvement.
24 (ii) Strategies for engaging community support and involvement.
25 (iii) Creative problem-solving.
26 (iv) Financial decision-making.
27 (v) Management rights and techniques.

1 (vi) Other strategies for improving school leadership to
2 achieve better pupil performance.

3 (e) Community leadership development. The state board, in
4 conjunction with intermediate school districts, shall conduct a
5 leadership development training program in each school district for
6 members of the community.

7 (f) Promotion of high educational standards. The state board,
8 in collaboration with the business community and educators, shall
9 coordinate and assist in the promotion of a statewide public
10 education and information program concerning the need to achieve
11 world class educational standards in the public schools of this
12 state.

13 (g) Sabbatical leaves. School districts shall provide
14 sabbatical leaves for up to 1 academic year for selected master
15 teachers who aid in professional development.

16 **(H) PROFESSIONAL DEVELOPMENT PROGRAMS FOR TEACHERS ON TEACHING**
17 **PARENTING INFORMATION AND SKILLS AND INTEGRATING THE TEACHING OF**
18 **PARENTING EDUCATION INTO THE CURRICULUM BEGINNING IN KINDERGARTEN.**

19 **(I) —(h)—** Any other purpose authorized in the appropriation
20 for professional development in the state school aid act of 1979.

21 (2) In order to receive professional development funding
22 described in subsection (1), each school district and intermediate
23 school district shall prepare and submit to the state board for
24 approval an annual professional development plan.

25 (3) The state board may disapprove for state funding proposed
26 professional development that the state board finds to be 1 or more
27 of the following:

- 1 (a) Not in furtherance of core academic curriculum needs.
- 2 (b) Not constituting serious, informed innovation.
- 3 (c) Of generally inferior overall quality or depth regardless
- 4 of who sponsors or conducts the education or training.
- 5 (d) Not in compliance with the requirements of section 1526.