



**CCOSA**

The Cooperative Council for  
Oklahoma School Administration

# **2024 CCOSA Guidance for Revised Graduation Requirements**







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# Foreward

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August 1, 2024

Message to CCOSA Members:

CCOSA recognizes that Oklahoma has some of the best educational leaders in the nation who are providing tremendous, evidence-based programs that meet the needs of Oklahoma students. The *CCOSA Guidance for the Revised Graduation Requirements* was developed by listening to Oklahoma school leaders who are already innovating and addressing students' individual career pathways in unique ways and producing a framework of best practices that all Oklahoma schools can replicate.

Oklahoma's new graduation requirements, firmly rooted in the principles of career pathways, are designed to ensure that every student graduates not only with a high school diploma but with a clear, purpose-driven plan for their future.

This guidance document serves as a resource for educators and administrators. It outlines the new graduation requirements, identifies various career pathways available, and provides practical steps to help schools navigate the development of locally approved courses. A special thanks to Lisa Witcher, retired Oklahoma educator and educational consultant with Go Light the World, for her work and creativity in pulling this information together in a short amount of time.

Other stakeholders who were closely involved in this work on the new graduation requirements include OSSBA and Executive Director Dr. Shawn Hime, the Oklahoma State Chamber, Oklahoma Department of Career and Technology Education State Director Brent Haken, and Oklahoma State Regents for Higher Education Chancellor Alison Garrett.

As we implement these new graduation requirements, let us remain focused on our mission: to inspire and equip every student to reach their full potential. Together, we can create a brighter future for our students and our state. It is through your hard work, dedication, and innovation that we can achieve our shared goal of preparing students for the challenges and opportunities that lie ahead.

Dr. Pam Deering  
CCOSA/OASA Executive Director





# Revised Graduation Requirements

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## OVERVIEW OF HB 3278

HB 3278 revises Oklahoma's current graduation requirements. Members of the Cooperative Council for Oklahoma School Administration worked closely with the authors of this bill to further develop and create relevance between our required high school competencies and the opportunities awaiting our students in postsecondary pathways while schools continue to provide rigorous learning experiences. Additionally, the bill's purpose includes flexibility in how and when students can earn the required credits or competencies. Finally, the authors (Baker, Sterling, Caldwell, C., McBride, Pae, West, T., Moore, Sims, Davis, of the House and Pugh, Seifried, Thompson, K. of the Senate) also intend for schools to work locally and creatively to reduce the amount of remediation students need for postsecondary education or training.



# OVERVIEW CONTINUED...

## DIPLOMA

- The law discontinues the practice of distinguishing graduation paths as “college preparatory/work ready curriculum” and “core curriculum.” Beginning with the 2030 graduating class, all students will complete units or sets of competencies required for a standard diploma.

## MATHEMATICS

- Students who complete Algebra I or Geometry—or any math class equalling or surpassing the content and/or rigor of Algebra I competencies—in the eighth grade shall receive a math graduation credit for that course.
- Students entering the eighth grade in SY2025–2026 –or the graduating class of 2030–will also be required to take 4 math credits to graduate (rather than three).
  - A district may offer a “locally approved math-based application course, or any mathematics course with content and/or rigor above Algebra I.”

## SCIENCE

- Students will continue to need academic success in 3 laboratory science courses.
  - A district may offer a “locally approved science-based application course, or any science course with content and/or rigor above Biology I or Physical Science.”

## PATHWAY UNITS

- Students will need 6 “units or sets of competencies approved at the discretion of the school district Board of Education which align with each student’s Individual Career and Academic Plan.”

## ELECTIVES

- Students will need 3 elective credits.
- School districts will strongly encourage 2 units of the same world languages and 2 physical education credits. However, the world language, physical education, fine arts, or technology units are no longer required for graduation, beginning with those students entering the eighth grade in 2025–2026.

## DISTRICT RESPONSIBILITIES FOR COURSE CREATION

- School districts will submit a course description of any locally approved course to the Oklahoma State Department of Education before July 1 of each school year.
- Course descriptions shall include which courses will be locally approved math-based and science-based application courses.

## OKLAHOMA LEGISLATIVE AND STATE DEPARTMENT RESPONSIBILITIES FOR COURSE CREATION

- The State Boards of Education and Career and Technology Education and the Oklahoma State Regents for Higher Education will adopt a joint plan to “ensure rigor..., teaching methodology, [student achievement expectations] and application of learning” to meet the graduation requirements. These agencies should submit the joint plan to the Oklahoma State Senate by January 1, 2025.
- The law also states that the State Board of Education “shall allow as much flexibility at the district level as is possible.” Additionally, the law defines “locally approved” courses as those approved by the local Board of Education who then provide “formal notification to the State Department of Education prior to July 1 of each school year. The notification shall include what courses will be coded as locally approved math and science based application courses for the ensuing year.”

An additional bill, HB 2672, allows students to complete a **modified career pathway graduation track** (as defined in HB 3278), with parent/guardian and school approval beginning with the 2024–2025 school year. Otherwise, these revisions start with students entering the eighth grade in the 2025–2026 school year.



## OVERVIEW SB 1302

The revised graduation requirements have sparked questions about the how these changes may impact the future of Oklahoma’s Promise (OHLAP), a program that has played a crucial role in the lives of many Oklahoma families and students since its inception in 1992.

Senate Bill 1302 addresses some of the changes HB 3278 enacts. SB 1302 becomes effective on July 1, 2024. The bill removes the former requirements of

- one additional core unit
- one fine arts unit
- two world language or technology units

for a student to be eligible for Oklahoma’s Promise.

Under the new guidelines, students aspiring for the Oklahoma’s Promise scholarship must fulfill the “curricular requirements for admission to an institution within the Oklahoma State System of Higher Education.”

Many courses in fine arts, world languages, technology, and those qualifying as additional core subjects will meet the current requirements for admission to an Oklahoma college or university. Students may choose these courses as part or all of the new required 6 pathway units. This alignment ensures that each student’s career and academic plan is well-prepared for the next step, instilling a sense of readiness and confidence.

According to the Oklahoma State Regents for Higher Education website (which directs users to OKCollegeStart) – the admission requirements for colleges and universities in Oklahoma include 15 units.

- 4 units of English (Grammar, Composition and Literature);
- 3 units of Mathematics (Algebra I, Geometry, Algebra II and above);
- 3 units of History and Citizenship Skills (Must include 1 unit of American history and 2 units from the subjects of history, Economics, Geography, Government, Civics, and/or Non-Western Culture);
- 3 units lab science (Biology, Chemistry, Physical Sciences, Physics, or any lab science certified by the school district) and
- 2 units of other courses selected from any of the sections above or computer technology **or** foreign language.

2 units of courses  
selected from any core  
OR  
computer technology  
OR  
world language

The previous Oklahoma Promise requirements, one additional core, one fine art unit, and two world language or computer science units captured **four** of a student’s course choices. However, since SB 1302 became law (July 1, 2024), the Oklahoma State Regents for Higher Education will update the requirements to reflect the new law; the new language will give all students more flexibility and choices to prepare for postsecondary opportunities. This means that a student seeking a degree from an Oklahoma college will require only **two** of those choices, providing a more adaptable and personalized path to success.

[ccosa.org](http://ccosa.org)





## DISTRICT CONSIDERATIONS

Before exploring great strategies for locally created courses, our discussion includes considerations that districts should further investigate to avoid some unintended consequences of HB 3278.

The revised graduation requirements, a product of careful consideration from multiple education and business stakeholders, offer more flexibility for individual student interests, reduce the need for remediation or co-requisite coursework in college, and, most importantly, prepare students for success in their personal lives and professional careers. These changes, provided they are implemented with fidelity, herald a new era of education that is more tailored to the needs and aspirations of our students, instilling a sense of optimism and hope for the future.

A notable change, the revisions require students to earn four math credits instead of three. Some questions districts may connect to this revised requirement may include:

How will districts ensure that the new requirement of four math credits becomes an opportunity and not a barrier to high school graduation?

We must continue carefully investigating student achievement in math before high school. Early learning in foundational mathematics remains paramount as students in elementary and middle school mathematics must both understand the concept and practice mathematical fluency relentlessly. We must identify and intentionally reinforce learning the power standards associated with algebraic reasoning before and during middle school math.

- Project-based or application-based learning experiences can be offered as after-school or summer learning opportunities, bringing math to real-life problems.
- Middle school math classes can be double-blocked, allowing students more time to practice fundamental skills.
- Districts can investigate and create interventions for high school math classes that run concurrently with Algebra I, Geometry, and Algebra II.

How can my district offer a fourth year of math courses?

Districts should examine historical data and determine how many students have taken a fourth math class. Knowing how many students your district has successfully served in the past with a fourth math class will help you determine your capacity and reassure you about the feasibility of this transition. Some districts, **Ft. Gibson Public Schools** and **Yukon Public Schools**, already have a local graduation requirement that includes four math credits. Other school districts have strongly encouraged students to earn a fourth year.

Can we embed math or science standards within an existing course?

Yes. Districts should consider investigating current courses that offer experiential learning. In future pages, this document will explore current cutting-edge programs Oklahoma school districts offer as electives that are prime for embedding math or science standards. Additionally, districts may want to incorporate math and science standards in an existing class as a pilot. This course could be offered as an elective initially until the course refinement process prepares it for a math or science credit option.



# DISTRICT CONSIDERATIONS, CONTINUED

If a student has become disengaged or disenchanted with mathematics, how can we create relevance in a fourth year?

Continued guidance to and through a student's senior year of high school will help reinforce the relevance of a fourth year of math. [Figure 1.1](#) (Appendix D, page 41) shares a career cluster table a school district uses, correlating math classes to different careers. Your district could create something similar, on your own or through collaboration with area districts. Additionally, the information a school district can gather from the ICAP planning will help districts create contextually based, experiential, and relevant math courses that connect students to their postsecondary plans. Again, collaboration with current industry professionals and exposing students to those professionals will also lessen the students' disenchantment or misguided perceptions.

As our 2023 National Teacher of the Year, Mrs. Rebecka Peterson, notes, "Kids must see the value or they are out." As digital natives, our students are sure they can get this information anywhere. We must be relevant.

How do we create a rigorous math course that will not punish students who feel academically challenged in mathematics?

Collaboration is the key to this question. The flexibility and the local control the revised requirements include will allow districts to seek and collect input from students, teachers, and community stakeholders and empower them to shape the future of math education. The key will be for districts to connect to the students' interests in postsecondary plans. Students with plans to attend college immediately after high school may continue to choose traditional math classes. Applied math courses should challenge students who may not see college as an immediate plan with mathematical competencies that would prepare them for a selected career. Moreover, the applied mathematics course would not limit the students' access or success in a required math course for a college degree.

How do we debunk the myth that students cannot work three hours of technology career center program into their four year plan?

Collaboration, again, strikes at the core of this myth.

Sit down with your Career Technology Center partners. Great programs and partnerships already exist that expose students to rigorous learning experiences, preparing them for both the world of work and a college degree. Each of our Technology Centers have skilled educators who can collaborate with your district leadership about embedding math and science standards in existing, relevant programs. In later pages of this document, check out the **Technical Applications Program**, a dynamic partnership between **Woodward Public Schools**, the **High Plains Technology Center**, and the nine surrounding districts.

Guidance and the continued influence from a student's core academic teachers also encourages students to seek learning experiences outside the traditional high school classroom.





# PROPOSED ACTION STEPS FOR LOCALLY APPROVED COURSES

Districts should not assume this list of proposed action steps is exhaustive. It is meant to assist in the creativity, brainstorming, and cutting-edge planning consistent with our Oklahoma public school districts.

**Many Oklahoma school leaders contributed to these ideas**, a testament to the creativity and professionalism at work and service in Oklahoma public schools. A list of those who collaborated with the Cooperative Council for Oklahoma School Administration (CCOSA) is listed in Appendix B (page 48).

## Questions to consider

1. **What authentic, real-world problem can we solve?**
2. **How can we nurture entrepreneurship?**
3. **How can we alter an existing core course** (i.e., Trigonometry, Chemistry, Physics) **to increase their relevancy to students and decrease the lift on teachers?**
  - a. Is there a combination of Algebra II and Statistics courses that is applicable?
  - b. Some work is being done on Algebra IIA and Algebra IIB.
  - c. [Georgia](#) removed the outdated Algebra 2 content and replaced it with statistics. They also moved their statistics units to the front of the curriculum map.
  - d. [Utah](#) is a favorite. They integrated geometry standards throughout their first three years, giving students a genuinely robust algebraic foundation. Students have multiple pathways and can flow reasonably seamlessly in and out of them.
  - e. Washington is similar and outlines its pathways [here](#).
  - f. These states work closely with [The Launch Years Initiative](#) out of the Dana Center (UT-Austin).
4. **How do we increase the relevance of learning for students?**
5. **How can we connect what students learn to what they plan to do post-high school?**
6. **Which standards in math and science should we include so that a student's future choices are not limited?** *Are students prepped for college even if college is not an immediate next step?*
7. **In addition to academic standards, how do we create learning experiences so students acquire the following skills needed in the workforce:**
  - a. Critical Thinking
  - b. Communication
  - c. Collaboration
  - d. Interpersonal skills
  - e. Emotional intelligence
  - f. Resilience
8. **Does your team believe each professional is integral in coaching our students on their college and career readiness?**





# PROPOSED ACTION STEPS FOR LOCALLY APPROVED COURSES

The steps in this diagram may be numbered, but please feel confident that districts or school leaders can likely begin with any one of these ideas. Creativity and learning rarely occur in a straight line, and you will probably agree or experience that part of course creation is more recursive than linear. On the following pages, this document will offer idea starters, all of which are likely familiar, for district leaders as you consider course options that might continue to personalize the educational experience of your high school students, ultimately equipping them with the skills best suited for their postsecondary interests, careers, or academic plans.





# PROPOSED ACTION STEPS FOR LOCALLY APPROVED COURSES

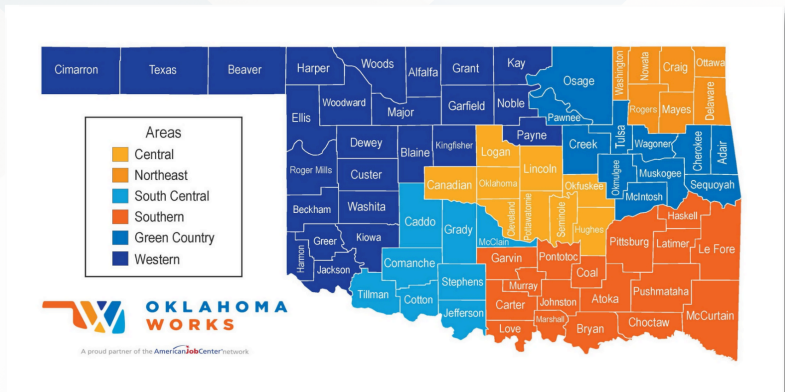
Creating locally approved courses offers school districts a dynamic opportunity to partner with industries and businesses within your community. The courses created could create relevance for our students and fulfill a need within the community. Additionally, we can showcase how talented our students are.

**The professionals in our classrooms, the architects of learning, are our greatest resources and collaborators for new course ideas. As you read each segment, look for ways to seek and elevate teachers' voices.**

## Stakeholder Input

- Teachers may have interests or expertise that could facilitate a new course.
  - Race Car Management at Warner Public Schools
  - Construction at Warner Public Schools and Union
  - [Sample survey](#)
- Students' career interest inventories from the Individual Career and Academic Planning (ICAP) could inform a school's decision-making process.
  - [OKCareerGuide](#)
  - [OkCollegeStart](#)
- Your community will have needs and ideas.
  - Investigate the [local Workforce](#) needs in your area. Oklahoma is divided into six regions.
    - Central Board [website](#) and [Annual Labor Market Briefing](#)
    - Green Country Board [website](#) and [Annual Labor Market Briefing](#)
    - Northeast Board [website](#) and [Annual Labor Market Briefing](#)
    - South Central Board [website](#) and [Annual Labor Market Briefing](#)
    - Southern Board and [website](#) and [Annual Labor Market Briefing](#)
    - Western Board and [website](#) and [Annual Labor Market Briefing](#)

Oklahoma's six local workforce development boards work to provide area specific strategies to enhance the local workforce. They analyze the local labor market, determining what occupations and industries are in high-demand, and then use that information to drive various economic and workforce initiatives, including training opportunities to bridge potential skill-gaps with the existing workforce.





# PROPOSED ACTION STEPS, CONTINUED

## Stakeholder Input, cont'd

- Contact your local Chamber of Commerce.
  - Invite them to your school when the students are present.
    - Celebrate existing student success with your visitors.
    - Let community partners see your students in action.
  - What will they support?
    - Internships
    - Apprenticeships
- What are your community's assets?
- How can industry partners assist in informing curriculum decisions?
  - For example: Check out the partnership between Union Public Schools, Tulsa Public Schools, and the Tulsa Homebuilders Association
- Once partnerships have been developed, create *Memorandums of Understanding* delineating roles, responsibilities, and routines that protect students and the partnerships created.
- Utilize [sample survey](#) for community or possible industry partners.
- Utilize [sample letter](#) for community interest.
  
- **STAFFING** - Ensure the team member chosen to lead the new class or program has an entrepreneurial spirit, can solve problems, and understands school.

## ICAP process

- Audit and examine the guidance students receive for ICAP planning.
  - Planning should occur to and through the student's senior year.
  - To ensure fidelity, consider designating a team member to oversee assignments and activities, aggregating and disaggregating data, pulling reports, etc.
- Consider how administrators/counselors/near-peer students will assist students in choosing six pathway units that align with each student's ICAP.
  - If students know they are college-bound, this may continue to look like it has looked in the past with a combination of traditional high school courses, AP courses, concurrent courses, and Career Tech programs.
  - If students are not considering college immediately after high school, ICAP planning should reflect course experiences that connect to postsecondary plans.
    - For example, a student only interested in taking four years of PE/weightlifting/aerobics, etc., could take similar courses that include math or science standards. He or she could earn math and/or science credits in his/her junior and senior years and possibly experience an internship with an athletic trainer, nutritionist, private trainer, local YMCA, or gym.





## PROPOSED ACTION STEPS, CONTINUED

### ICAP process, cont'd

- Consider incorporating a career exploration time in middle schools.
  - **Children cannot be what they cannot see.**
  - Look for opportunities in the school calendar for organic periods to dedicate to career exploration as an entire site.
    - At the beginning of the year, as a “getting to know you and myself” activity.
    - Right before or on Halloween. Elementary sites often incorporate “Read Across America” on this day and allow students to dress up. Middle School students could explore career identities.
    - As a reflection activity the week before winter break. What have I learned? How have I grown?
    - As a comparison/contrast activity in any class. Students can compare and contrast the education and preparation of historical figures needed to be successful in each discipline (ELA, math, science, history, music, art, technology, etc) compared to today.
- Give your faculty healthy choices on where career exploration can be embedded.
  - Do your homework; allow interested faculty to assist and provide input.
  - Which tools will be most helpful? Teachers will need resources for career exploration.
    - [OKCareerGuide](#)
    - [OkCollegeStart](#)
    - [Education Opens Doors](#)
    - [Define Learning-Define Careers](#)
      - [Teacher Testimonials](#)
- Access resources like [The State of the American High School](#) - article by Tom Vander Ark.

*The article lists several innovative and intriguing programs schools implement across the United States. Moreover, it contains eight key “insights” from 50 high schools that are leaders in innovative education.*

- *More students are enrolled in intentional pathways.*
- *Students are exposed to more career exploration in middle and high school.*
- *Schools are investigating and addressing low engagement.*
- *Schools are exploring a more holistic approach to education and learning expectations.*
- *Schools are offering math instruction “relevant to career pathways.”*
- *Schools are encouraging and supporting more dual enrollment.*
- *Schools are “shift[ing] to powerful learning experiences focused on transferable skills ... [in] many career pathways.”*
- *Districts are creating “equitable and responsive pathways at every high school,” incorporating viable partnerships with local industry.*

<https://www.gettingsmart.com/2024/05/13/the-state-of-the-american-high-school-in-2024/>

Execution on the mission starts with a commitment by the adults in the district that every child deserves to be “coached up” for college/career.



## PROPOSED ACTION STEPS, CONTINUED

### Current Status

- The percentage of seniors currently or historically enrolled in a fourth math class serves as a crucial starting point for our analysis, providing a clear context for our findings.
  - For example, a school district whose cohorts number 1,000 to 1,200 students has 67% of its seniors (on average) enrolled in a fourth math class.
  - This district has 300 – 400 students for which to plan. (These students have been enrolled in an elective for their senior year instead of a math class.)
  - Instead of necessarily needing an additional 2 FTE, a potential solution could be to reimagine or reallocate the FTE, a practical strategy that could address the issue.
- A key strategy could be to embed Math and Science standards in more Career Tech courses, a move that aligns with current educational trends and enhances the relevance of our proposed strategies. (See more about this in the section “Current Partners.”)
- Math and science standards could be embedded in locally approved courses.
- Study the courses you offer. Which courses do students historically “settle” for as they fill a six-hour day for their senior year? How can those courses be re-imagined?
- **How can we mitigate the “path of least resistance” with a path of increased relevance?**
- Some schools have required four math credits for years. (Ft. Gibson, Yukon)

### Consider a Pilot

- Piloting a new course or new standards within an existing course can be beneficial. Districts can:
  - identify unintended consequences and revamp.
  - **study achievement data** within the new course before it is considered eligible for a graduation requirement.
  - **examine** math and science **standards** correlating them to contextually-based or application-based learning.
  - **refine** the process for course development.
  - elicit **feedback** from participating students, teachers, parents, and community partners, using it to modify curriculum map or experiential learning projects.
  - solidify **industry partnerships** by inviting local industry or business to **inform curriculum**.
- The new course could serve as an elective credit until the district wants or needs to offer it as a graduation requirement.
- Piloting a course could give a teacher time to add a certification that might be needed to teach the course.
- Please consider that new courses that apply math or science standards in a contextual learning environment could **reinforce standards** that the students have learned in a previous math or science class.





## PROPOSED ACTION STEPS, CONTINUED

### Consider a pilot, cont'd

- For example, a construction course might reinforce Algebra or Geometry through application. Should districts decide to approach course creation from this lens, multiple solutions for teacher certification could be explored.
  - Flipped classroom models
  - Co-teaching models
  - Hybrid models

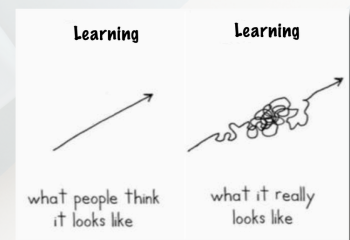
### Current Partners

- Examine your current partners.
- What internal capacity do you have to create an experiential learning or hands-on class?
  - Culinary with Child Nutrition
  - Social media marketing with the district Communications office
  - Trades (plumbing, HVAC, carpentry, landscaping, horticulture) with Operations
  - Teaching
  - Technology assistance with the Technology department
- Is your waste management handled locally?
- Which industries/businesses in your community would benefit from building a pipeline of qualified workers?
- Your local Career Tech Center is a goldmine of resources. Take, for instance, Tulsa Technology Center. They have a comprehensive [list of math courses](#) that align with their current programs. Similarly, your existing agreements with local technology centers can be leveraged to create new courses, meet certification requirements, and engage with the industries in your community.
- Finally, look for opportunities to create a CO-OP between or among districts and centered around programs.

### Document process

It is very unlikely that your course creation will proceed in a linear fashion.

Begin documenting where you start. As the course develops, your notes will assist you as you reflect, naming the steps and actions that led to student interest and success and revising those that were less than productive.





## PROPOSED ACTION STEPS, CONTINUED

### Document Process, cont'd

Additionally, since each district's board of education has the responsibility of approving each locally developed course, refining and replicating the process assures quality. Should you be asked which standards you included in a course or what led you to create the course by a community member, a board member, a state agency, etc., presenting a documented process and how you followed it will assist you in assuring interested stakeholders of the quality of the course.

- Math courses' content and/or rigor must exceed that of Algebra I.
- Science courses' content and/or rigor must exceed that of Biology - and be a lab science.
- Districts should consider what level of learning they want each pathway course to meet.

Courses that involve community partners may need to incorporate *Memorandums of Understanding*.

Just like a toddler, a new course requires constant attention. The key to its success lies in monitoring the intended outcomes and the partnerships you've fostered. By being **accessible**, **present**, and **visible**, you're not only communicating the course's priority to your team, students, and community partners but also highlighting the progress and collaborative efforts involved in its development. Your role as educational leaders is crucial in this process, and your dedication is what makes this course thrive.

Continue **communicating** to your students, especially those in the pilot or first run of the class, how important their role is. Tell them they are paving the way for students younger than they are. Tell them how critical their success is. Show up and authentically brag on them often.

—”——  
Show up  
authentically and  
brag on them  
——”——

—”——  
...celebrating  
students who have  
never won at school  
before  
——”——

**Create** a marketing or communication strategy to showcase the new class's growth and the authentic, hands-on, experiential learning students experience. Most importantly, have the students create **testimonials** for future partner meetings and enrollment.

Invite community leaders to an end-of-the-year celebration or showcase of student learning. Depending on what kind of courses or programs you create, you may be serving students who have never "won" at school before this new opportunity. Celebrating them publicly involves not only the students' parents, industry partners, school and district leaders, counselors, and teachers but also the wider community, making them feel a part of the students' successes and making the students' successes an authentic reason to celebrate.







**CCOSA**

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# Promising Ideas





**Woodward Public Schools**

# Technical Applications Program

Unlock Student Potential  
with Real-World Experience  
in Middle School

## Who it serves:

- Middle School students
- Freshmen and Sophomores

## Benefits:

- Hands-on experience
- Mentorship
- Skill development
- Career orientation in middle school
- Potential for internships

## Growth:

- More applications to High Plains Technology Center
- Decreased discipline events
- Increased attendance
- Increased academic engagement
- Increased community interest



A partnership with

**HIGH** TECHNOLOGY  
CENTER  
**PLAINS**

- Provides teachers and equipment





### District description

Woodward Public Schools serves over 2,500 students PK-12, with just over 700 of those students attending Woodward High School. 65% of Woodward's students face socio-economic challenges.

Woodward is the largest city in a nine county area in northwestern Oklahoma.

In a community that values education, 70% of Woodward High School students report aspirations to attend college. However, data indicate that just less than 30% finish with a four-year degree. Additionally, leaders noticed increased disengagement among their middle school students, increased disciplinary events, and poor attendance. As a result, district leaders began the [Technical Applications Program \(TAP\)](#), a partnership with [High Plains Technology Center](#), several years ago. Together they offer,

"...eighth, ninth, and tenth Grade HPTC District (Buffalo, Fargo-Gage, Ft. Supply, Mooreland, Sharon-Mutual, Vici, and Woodward) students attend an extended period daily throughout the school year."

"Woodward...sixth, eighth, and tenth graders can participate in TAP as an elective class for the semester. Freshmen enroll in TAP for the entire year."

Additionally, every seventh-grade student takes a Career Interest Inventory.

"IN TAP, THERE ARE  
NO LIMITS."

Woodward fifth-grade student

Woodward High School Principal, Ron Sunderland, praises **TAP** and the partnership with his area career tech. High Plains Technology Center provides two teachers and the equipment the career exploration program needs.

"We are changing our vernacular. We still propel and support students to pursue a college degree, but we are also intentionally creating a plan of study for the programs within TAP. We want to define student success as a college pathway and a career pathway."

“ WE ARE CHANGING OUR VERNACULAR. ”

Ron Sunderland, Principal  
Woodward High School

TAP is so popular among Woodward students now. Offering hands-on, practical learning, students report being excited about attending class.

A recent fifth-grader remarked, "In TAP, there are no limits."

Mr. Sunderland, a strong advocate for TAP, echoes his student's sentiment. "The increased student interest in TAP has not only enriched our educational environment but also sparked community interest in industry and education partnerships in Woodward."

Additionally, the flexibility of the graduation requirement revisions, coupled with the ability to embed contextually based math and/or science classes into internship classes, will allow Woodward Public Schools to continue having rich conversations about pathways in construction, welding, and health careers.





# Warner High School Racing Team

## District description

Warner Public Schools serves over 800 students PK-12, with just over 220 of those students attending High School. Approximately 82% of Warner’s students face socioeconomic challenges.

Warner is within an hour of five race tracks in eastern Oklahoma.

Warner Public Schools and its community are proud of the fourteen “A”s the district received on its Oklahoma State Education Report Card. Rightly so, as ten of the fifty-five juniors scored above a 27 on the ACT this spring. However, as a small community, offering as many opportunities for student engagement as possible is paramount.

Warner’s journey to increased engagement began several years ago. A retired “shop” teacher returned to the classroom and started a woodshop and construction class. The student interest in construction matched the community's need for updated housing options.

Superintendent, David Vinson, celebrates the program as he looks for community partners to fund the construction program. His vision sees Warner High School students working as interns with a local builder to build affordable housing in Warner. Selling the home at fair market value should yield enough profit to fund the the next house.

Most importantly, he sees the benefit of “attacking a community need while building high-demand, high-wage skill acquisition” within his students,

“ATTACKING A COMMUNITY NEED WHILE BUILDING SKILL ACQUISITION”



The Warner High School Racing Team is another source of great pride for the district and the community. Situated within an hour of five different racing tracks in eastern Oklahoma, Warner takes advantage of that proximity and its Superintendent’s passion for and experience with race cars.

The Racing Class invites students to experience building a race car and maintaining its performance. Students learn the importance of caster and camber and the dynamics of a race car’s scale, weight, pinion angle, and various performance vehicle dynamics.

“ THE RACING PROGRAM OFFERS RELEVANCE AND RE-ENGAGEMENT ”

David Vinson  
Superintendent, Warner Public Schools

Vinson offers, “the Racing Program offers relevance and re-engagement” to students who were failing to see the connection between high school and life after high school. He adds, “No doubt about it. [Racing] saved an at-promise student. After letting his grades slip and hardly coming to school, he re-engaged and graduated.

Vinson feels the revised graduation requirements will offer his students even more flexibility and opportunity. The Racing Class is prime for math and science standards to be embedded within it. He credits his community and his staff and encourages districts to tap into their local needs and resources, to take an inventory of their assets and the internal knowledge each faculty possesses.

For more information:  
davidvinson@warner,k12.ok.us



Engaging high school courses that address the **COMMUNITY'S NEEDS** and high-need, high-wage **SKILL ACQUISITION** for students.



**Who it serves:**

- All high school students



**Benefits:**

- Hands-on experience
- Mentorship
- Skill development
- Work with professionals in the field
- Cross-disciplinary approach
- Student employment opportunities



**Growth:**

- STEM grant from the Cherokee Nation
- RLIS funding
- Outside sponsorships
- Increased community involvement





**PRYOR**  
Public Schools

## BUILDING THINKING CLASSROOMS

### Who it serves:

- All high school students
- Students interested in engineering
- Students interested in manufacturing

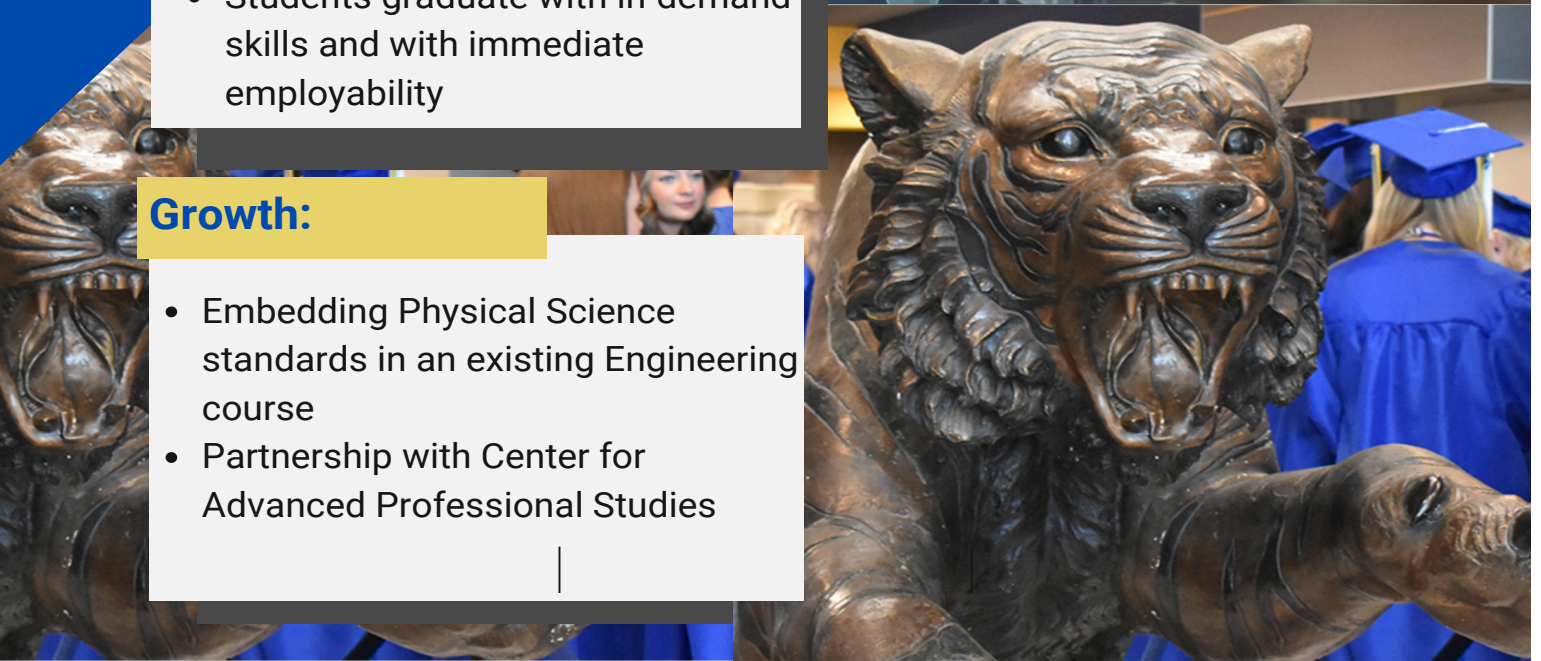
### Benefits:

- Increased flexibility in student schedules
- Connections and relevance within the pathways
- Students graduate with in-demand skills and with immediate employability

### Growth:

- Embedding Physical Science standards in an existing Engineering course
- Partnership with Center for Advanced Professional Studies

Science  
Knowledge  
Observa





# PRYOR

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## Public Schools

### District description

Pryor Public Schools serves approximately 2,900 students PK-12, with just over 800 students attending Pryor High School. Over 53% of Pryor's students face socio-economic challenges.

Pryor Public Schools serves students across 95 square miles in northeast Oklahoma, enjoying an educational partnership with MidAmerica Industrial Park.

Considered a leader in student engagement and innovation, Pryor Public Schools has high hopes for the revised graduation standards.

#### Classroom Mission Statement

**"Our mission is to acquire knowledge, apply that knowledge to develop something tangible, and derive satisfaction from the creation of something meaningful." - Mr. Scott**

Students at Pryor High School enjoy a litany of course choices and learning opportunities, including microbiology, biotechnology, Aviation, Advanced Manufacturing, Robotics, multiple AP courses, not to mention the hands-on learning experiences they can gain at Pryor's Innovation Center.

An educational partnership with MidAmerican Industrial Park includes an [Advanced Manufacturing program](#) which enriches each academic course providing internships and mentors for students whose postsecondary plans may not include college immediately.

However, the current graduation requirements sometimes limit the engagement a Pryor High student has with these enriching educational experiences.

Currently, district leaders are working with the Pryor Innovation Center's director, Mr. David Day, to embed Physical Science standards into an existing engineering course. The endeavor highlights what Dr. Tiffany Ballard, Pryor's Assistant Superintendent, refers to as, "building thinking classrooms."

For more information:  
[ballardt@pryorschools.org](mailto:ballardt@pryorschools.org)

So many of Pryor's experiential learning programs and classes rely on student presentations and cooperative learning. In addition, Pryor enjoys a partnerships with the Center for Advanced Professional Studies. "CAPS programs are nationally



recognized, innovative high school programs. Students fast forward in to their future and are fully immersed in a professional culture, solving real world problems, using industry standard tools and are mentored by actual employers, all while receiving high school credit and industry based certifications. CAPS is an example of how business, community, and public education can partner to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs."

Dr. Ballard encourages fellow leaders to examine course standards within our existing courses, then try to match those learning activities with skills needed in the workforce or student interests.

District leaders emphasize utilizing students' career inventory interests from the ICAP process will be key in continuing to develop high-interest learning programs that connect a student's current high school experience with his or her postsecondary plans.



Pryor Public Schools, led by Superintendent, Dr. Lisa Muller, continues to charge forward collaborating with workforce leaders to create new pathways enabling students to earn the credentials needed to be employed directly out of high school.

For more information:  
[dayd@pryorschools.org](mailto:dayd@pryorschools.org)





# ADA CITY SCHOOLS

## The Sky is Not the Limit

### A District-Wide Aerospace Pathway

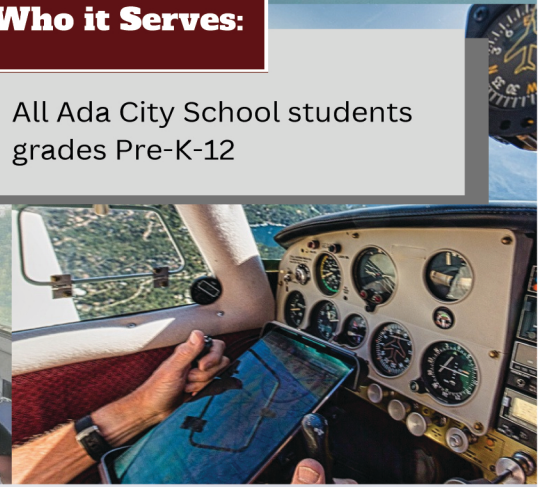


#### Who it Serves:

- All Ada City School students grades Pre-K-12

#### Benefits:

- Hands-On Experiences
- Mentorships & Internships
- Real-world application of STEM Coursework
- Work with industry leaders
- Flight training opportunities
- Industry Certification



In 2017, the Ada City School District became the only school district in Oklahoma to field test new high school aviation curriculum developed by the Aircraft Owners and Pilots Association.

Since that time, the District has worked to develop and implement a Pre K-12th Grade aerospace pathway that will ready students for post secondary aerospace programs and careers in Oklahoma's growing aerospace industry.



#### Growth:

- ODAA Grant to remodel new classroom to begin Tango Flight Program
- Ada Schools Aviation Program Foundation Student Scholarships
- Increased community involvement





## District description

Ada City Schools serves approximately 2,600 students PK-12 with just over 550 students attending Ada High School (10th-12th Grade). Over 60% of Ada Students face socio-economic challenges.

Ada City Schools serves the largest number of students in Pontotoc County.

## Elementary Aerospace STEAM

### Focus

The implementation of two-week literacy and STEAM Units designed to introduce students to aerospace.

- "A is for Airplane" - Pre K and Kindergarten
- "It's a Bird, It's a Plane" - Grades 1 and 2
- "Yaw, Pitch and Roll" - Grades 3 and 4
- "May the Four Forces Be With You" - Grades 5 and 6

## Junior High School Preparatory Coursework and Activities

- Project Lead the Way - "Flight and Space"
- EAA Young Eagle Flights
- Airport Operations
- EAA Young Eagle Workshops
- Introductions to University and Career Tech

## Post-Secondary Opportunities

Beginning with high interest aerospace activities for early childhood students and ending with the building of an RV-12is airplane by high school capstone students, this critical learning pathway works to ensure that Ada City School District students are ready to enter post-secondary aerospace programs and careers in Oklahoma's second largest economic driver, aerospace and aviation. The Ada City School District's aerospace pathway has been designed to prove that "The Sky is Not the Limit."

## AOPA "You Can Fly" Aviation Curriculum

### Year 1 (Grade 8)

- "Launching into Aviation"
- "Exploring Aviation and Aerospace"

### Year 2 (Grade 9)

- "Introduction to Flight"
- "Aircraft Systems"

### Year 3 (Grade 10)

- "The Flying Environment: Manned and Unmanned"
- "Navigating and Human Factors"

### Year 4 (Grade 11)

- "Aviation Safety"
- "Pilot Capstone Project"  
- OR -
- "Tango Flight" - Airplane Build

### Year 5 (Grade 12)

- "Tango Flight" - Airplane Build



**For More Information:**  
[ecklerc@adapss.com](mailto:ecklerc@adapss.com)





# UNION HIGH SCHOOL

driven by the mission to  
graduate 100% of its  
students college AND  
career ready



Informational Video



## UNION CAREER CONNECT INTERNSHIP PROGRAMS

FOR JUNIORS AND SENIORS

- ✓ CULINARY
- ✓ AUTOMOTIVE
- ✓ CONSTRUCTION
- ✓ INFORMATIONAL TECHNOLOGY
- ✓ MANUFACTURING

### STUDENTS EARN:

Nationally recognized certifications  
Hands-on experience  
Opportunity for paid internship  
Elective high school credit  
Possible college credit



[robinson.marla@unionps.org](mailto:robinson.marla@unionps.org)



[giordano.gianna@unionps.org](mailto:giordano.gianna@unionps.org)



# Union Public Schools

*Our mission is to graduate 100 percent of our students, college and career ready.*



## District description

Union Public Schools serves approximately 16,000 students PK-12, with just over 3,300 of those students attending Union High School and 1,200 attending the Union Freshman Academy. Over 70% of Union's students face socio-economic challenges.

Union Public Schools serves students across 28 square miles in southeast Tulsa and portions of Broken Arrow.

Union launched Union Career Connect in the fall of 2014 as a companion program to the experiences students enjoy with the local Career and Technical. As such, it is designed to expose students to high demand career opportunities during the school day through specific coursework and "on the job" learning opportunities. It utilizes a "learn and earn" philosophy; some companies offer paid internships during the second semester and full time employment (with benefits and tuition reimbursement upon graduation). Students earn nationally-recognized certifications, such as OSHA 10, OSHA 30, CPR, Food Handlers Permit, Ford and AC Delco, Forklift Operator Certification, college courses, and more.

Union's website hosts a [video](#) with more information.

A Career Connect Specialist oversees the program, facilitates current and future industry partnerships, and coordinates the program's orientation for Career Connect students as well as internship placement. She is the point of contact for all communication; she also plans an end of the year celebration where industry partners celebrate the growth of the interns.

Union continues to build stronger pathways to college and career readiness as they recognized similarities in the skills needed to be successful in each.

Their latest endeavors include adding Construction and Aviation classes.



Hear the students talk about their authentic learning experiences in Construction [here](#).

A partnership with the [HomeBuilders Association of Tulsa](#), the construction program has two classes, Introduction to Construction for freshman followed by Construction 2.

“  
**ALL SCHOOLS SHOULD BE LIKE THAT.**  
Union Senior  
on the Construction Program at  
Union High School  
”

Executive Director of Secondary Education, Dr. Kenneth Moore, is excited for the growth and synergy of the program as the partnership extends to include [Oklahoma State University Institute of Technology](#). Two cohorts, with twelve students in each, will pursue courses in Heat and Air and Electrical. Additionally, the students have the opportunity to earn workforce ready micro-credentials by passing proficiency exams at the end of each module.

Aviation is another new pathway at Union High School. Since Aerospace is an industry the state of Oklahoma actively courts and has issued legislation allowing students to satisfy the technology requirement by completing Aviation I and II ([Aviation-Based Course Credit FAQ.pdf](#)). Additionally, the aviation courses do qualify as required coursework for OHLAP ([OKcollegestart - Course Guidelines](#)). Union Public Schools uses the AOPA curriculum in our Aviation I course and will continue on with it for Aviation II in SY 24-25 ([High School Aviation STEM Curriculum - You Can Fly.aopa.org](#))

Dr. Moore encourages districts to reach out to their local chambers of commerce and to utilize data published by the local Workforce Development office. He offers, "Once your community sees your interest and commitment, everyone wants to be a partner."





Union Public Schools

# Individual Career Academic Plan

## Union Freshman Academy

HB3278 requires that 6 of units or competencies align with a student's ICAP plan. Implementing ICAP with fidelity will ensure students and schools can pursue opportunities that intentionally connect students to learning experiences that can tie directly to postsecondary plans.



Union Freshmen utilize OKCollegeStart for ICAP planning.

### KEYS to SUCCESS:

- a dedicated team member to oversee implementation and utilize the data from planning
- professional development for teachers
- dedicated time for student inquiry, access, and implementation
- near peer voices about the importance of planning

### OKCollegeStart Benefits:

- track student ICAP task completion
- drill down to individual student interests and needs
- tailor field trips and career day speakers to student interests
- create career cluster interest reports in real time



[campbell.brett@unionps.org](mailto:campbell.brett@unionps.org)



918-357-7603



# Union Public Schools

*Our mission is to graduate 100 percent of our students, college and career ready.*



## District description

Union Public Schools serves approximately 16,000 students PK-12, with just over 3,300 of those students attending Union High School and 1,200 attending the Union High School Freshman Academy. Over 70% of Union's students face socio-economic challenges.

Union Public Schools serves students across 28 square miles in southeast Tulsa and portions of Broken Arrow.

According to the Union Freshman Academy web page, "Students at the Union High School Freshman Academy have an incredible learning opportunity every Wednesday called U-Time. This time is built into our schedule as a provision for students to receive instruction in areas such as Social and Emotional Learning (SEL) aspects, learning how to calculate GPA, goal setting, time management, and working towards developing an Individual Career Academic Plan (ICAP)."

The dedicated space in U-Time is not just a time slot but a platform for each Union Freshman Academy faculty member to facilitate the assignments students must complete throughout their initial year of high school. This ensures that U-Time is not just a provision but a proven and effective method for academic success.

Additionally, Dr. Brett Campbell, UFA's dedicated College and Career Specialist, recommends the tools found in [OKCollegeStart](https://www.okcollegestart.org). "The reporting features in OKCollegeStart.org are outstanding. I can run reports around career clusters or assignment tasks. They allow me to see the students' interests and which assignments have not been completed. Additionally, the career inventories in OKCollegeStart.org allow me to invite speakers and plan career experiences that align with our students' plans."

## BEST PRACTICES

- Dedicated time for teachers to train and get familiar with how the site works is a key to success.
- Create teacher awareness and buy-in regarding the pivotal importance of facilitating student guidance.
- Dedicate a staff member to oversee the platform and the fidelity of implementation.
- Work with your technology team and the OKCollegeStart.org support to create a single sign-on for students.
- Attend the updates the Oklahoma State Department of Education facilitates twice a year.
- Students can be what they can't see. Consider 8th grade or middle school as a starting place for career exploration.
- Don't hesitate to call XAP, OKCollegeStart's technical support.

“ **HOW MANY KIDS HAVE  
A DIRECTION?**  
Dr. Brett Campbell  
College and Career Specialist  
Union High School Freshman Academy ”

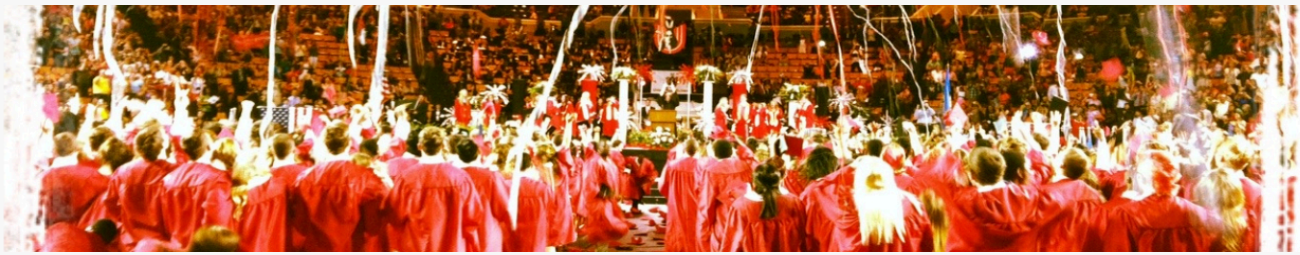
Dr. Campbell agrees that the ICAP process will be critical for schools to successfully enroll students in six relevant pathway units required by HB3278. However, he quickly adds that many students must learn how to plan successfully. Consequently, utilizing your whole team as the caring adults involved in a student's life is also critical. Once students begin planning the tool creates some dynamic reports a dedicated team member can pull.





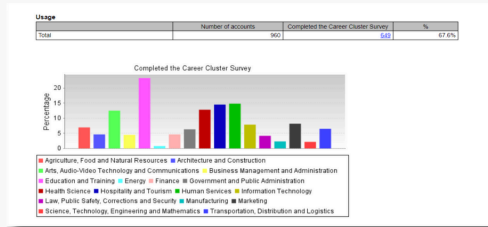
# Union Public Schools

Our mission is to graduate 100 percent of our students, college and career ready.

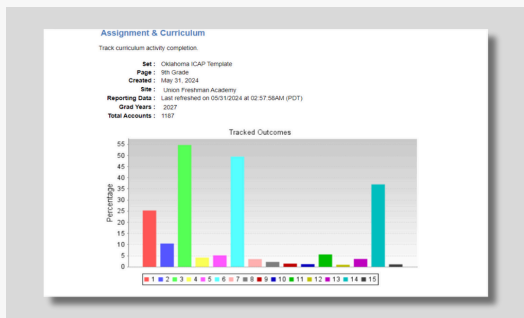


For example, at UHSFA students' ICAP classroom occurs during fourth hour. Mr. Campbell can run a report leaving the "group" blank and receive results on the entire cohort or he can populate the "group" with the ICAP teacher's name and generate a report on just a small group of students.

Union Freshman Academy			
Total Accounts: 1187 (100%)			
	Count	%	
1. (Career Awareness) Interest Profiler - 9th Grade	300	25.3%	
2. (Career Awareness) Basic Skills Survey - 9th Grade	124	10.4%	
3. (Career Awareness) Career Cluster Survey - 9th Grade	649	54.7%	
4. (Exploration & Goals) Career Finder	49	4.1%	
5. (Exploration & Goals) Saved Programs/Majors - 9th Grade	61	5.1%	
6. (Exploration & Goals) My Goals and Action Plans - 9th Grade	587	49.5%	
7. (Preparation & Planning) Career Plans Builder - 9th Grade	41	3.5%	
8. (Preparation & Planning) Scholarship Profile	26	2.2%	



Generating a report to determine which curriculum activities have been completed enables team members to schedule career day speakers, field trips for popular career clusters, and information for future course opportunities.



Another report enables schools to see the level of activity for each student. When the student's name is in blue, school teams can have confidence the student is active in the program.

NOTE: Detail student data will display if you export the report to Excel.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
[Redacted]	Sep 06, 2023	Nov 19, 2023	Nov 10, 2023	Nov 10, 2023	Nov 13, 2023	Sep 13, 2023									Nov 15, 2023
[Redacted]			Feb 02, 2024												
[Redacted]		Sep 06, 2023	Sep 06, 2023		Sep 13, 2023										
[Redacted]		Sep 29, 2023													
[Redacted]	Sep 06, 2023		Sep 06, 2023		Sep 13, 2023										
[Redacted]	Aug	Sep			Sep										Sep

Student names have been redacted.

Clicking on the student's name will enable team members to see the individual student's entire career interest cluster.

“STUDENTS MUST INTENTIONALLY PARTICIPATE IN ICAP.”

Drilling down into the surveys helps team members generate a list of students interested in that career.

Top Cluster(s)	Student Name	Student ID	State Student ID	Username	Date Completed	Date of Birth	Grad Year	Sex	Ethnicity
Energy, Technology, Engineering and Mathematics	ALISA VANDERBEEK	127109	1003499951	8127109@unionsps.org	Sep 06, 2023	Aug 07, 2006	2027	Female	Hispanic/Latino of any race
Energy, Technology, Engineering and Mathematics	ALYS LUBAN	126838	1003423396	8126838@unionsps.org	Sep 06, 2023	Mar 14, 2009	2027	Male	White, Non-Hispanic/Latino





## Oklahoma Aviation Academy

“A transformational STEAM academy blending cutting-edge experiences, innovative industry connections, and world-class academics against a backdrop of aviation and aerospace. Students can build STEAM skills through extracurricular activities, including remote-controlled airplanes, rocketry, drones and flight simulators.”

### Who it serves:

- Any high school student with a career interest in aviation

### Benefits:

- Hands-on experience
- Mentorship
- Skill development
- Work with professionals in the field
- Cross-disciplinary approach
- Increase relevance

### Growth:

- History of Aviation class to count as World History requirement that's NCAA approved
- Enrolled students showing marked improvement academically
- Increased partnerships with higher ed and industry



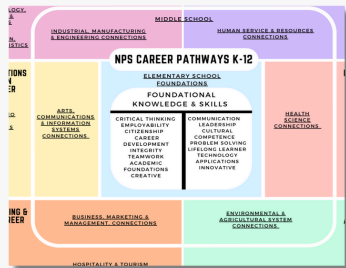
# NORMAN PUBLIC SCHOOLS

## District description

Norman Public Schools serves over 15,000 students PK-12, with just over 4,500 of those students attending Norman High School and Norman North High School. Approximately 57% of Norman's students face socio-economic challenges.

Norman is the eighth largest school district in Oklahoma.

Norman Public Schools digs deep into its community for partnerships that enhance student learning. They have also taken an additional step by creating a student—and parent-facing [document that correlates student learning to career fields](#).



The Norman Chamber of Commerce closely partners with Norman Public Schools, aligning the local businesses and industries associated with student learning and the identified career clusters.

In addition to the traditional Advanced Placement, Concurrent, and Career Technology programs many comprehensive Oklahoma high schools offer, Norman has also ventured to facilitate [Oklahoma Aviation Academy](#).

STUDENTS ARE OUT-PERFORMING

THEIR PEERS."

Dr. Kristi Gray

The Aviation Academy offers cross-curricular learning to its students. Math classes are project-based, as students simultaneously master the Oklahoma Academic Standards and build rockets. Freshman English classes incorporate the appropriate standards and ask students to apply that learning as they create their own version of a technical manual used to operate the program's simulators.

Thanks to Norman's patron support for a local bond issue, the district will soon break ground on a new facility.

“

CROSS CURRICULAR LEARNING INCREASES

THE VALUE AND HELPS STUDENT

UNDERSTAND THE WHY

Kristi Gray

Director of GT and College and Career Readiness

”

Norman does not require prerequisites for students to enter the Oklahoma Aviation Academy, only that a student is interested in Aviation. Many of the students who enter the program perform at or below grade level, and the Academy's demographics mirror that of the greater Norman population. However, once the students become involved in the Academy's curricula, they **outperform their peers** in traditional high school programs. 90% of the students who enter aspire to be pilots; remarkably, within two years, only 30% of the enrolled students still seek to be pilots as they have explored other careers and begin to specialize in those during their junior and senior years of high school.

After graduating from high school, an aviation student can spend thirteen more months in more Airframe and Powerplant training and be eligible, as a 19- or 20-year-old, for a career whose salary begins at \$70,000.

District leaders stress the importance of mining for students' interests and your community's assets.

For more information:  
kristig@normanps.org





### Who it serves:

- High school students

### Benefits:

- Aligns with higher education math pathways
- Acts as an intervention for seniors who need an improved ACT math score

### Growth:

- Serves students postsecondary plans with more intention and relevance
- Increase student postsecondary choices







# YUKON HIGH SCHOOL

YUKON PUBLIC SCHOOLS

## District description

Yukon Public Schools serves over 9,100 students PK-12, with just over 2,800 of those students attending Yukon High School. Approximately 53% of Yukon's students face socio-economic challenges.

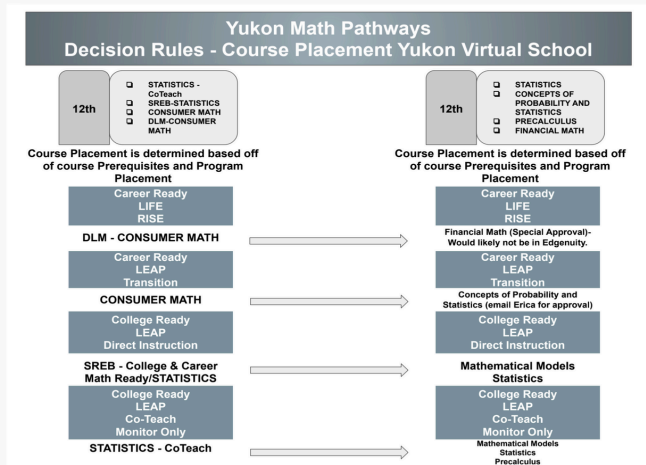
Yukon graduated 96% of its seniors from the class of 2022.

The revised graduation requirements for the class of 2030 will only complement the work Yukon Public Schools has been implementing over the last six years.

Yukon's graduates are required to earn four math credits. To help each student succeed in earning high school math credits, district leadership and the curriculum leaders worked closely with higher education partners to align Yukon's math courses to postsecondary pathways.

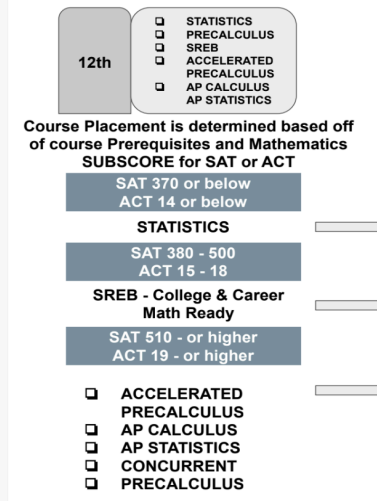
Additionally, district leaders are excited to utilize the fourth year of math as an intentional intervention for students who plan to attend college but have yet to score the requisite 19 on the math subject portion of the ACT.

They are also interested in how their work will inform their process going forward as they capitalize on the ability to create locally approved math and science courses, supporting the ICAP planning of Yukon's high school students.



Yukon's Math pathways utilize the student's performance in prerequisite math classes, achievement data, and teacher recommendations for student enrollment.

### Traditional School Math Placement



Yukon continues to serve on the cutting-edge, launching a partnership with [Southwestern Oklahoma State University](#) that will offer interested students an opportunity to earn an associate degree concurrently with their high school diploma. Their work with the [Southern Regional Education Board](#) continues to inform their practice and serve their students as the district works to produce connected, contributing citizens.



# Resources

- **Appendix A:** Surveys & Sample Letters
- **Appendix B:** CCOSA and OASA Working Committee
- **Appendix C:** Legislation
- **Appendix D:** CCOSA's Graduation Requirements Chart & Sample Career Cluster Correlation Table
- **Appendix E:** Portrait of a Modern High School Graduation article







**CCOSA**

The Cooperative Council for  
Oklahoma School Administration

**APPENDIX A**

# **Surveys & Sample Letters**



## APPENDIX A - SURVEYS

### SAMPLE SURVEY - TEACHER INTEREST

Each question is meant to be an idea starter for district leaders. You are encouraged to tailor these thoughts and questions to fit your district's needs.

HB 3278, now signed into law, revises graduation requirements for students entering the 8th grade in the 2025/26 school year. Part of these revisions allows school districts to create locally-approved courses that are contextually based in math, science, or a career pathway that aligns with the students' ICAP.

As we prepare for this kind of flexibility, we recognize that some of our most significant resources lie within our existing staff. Please take a look at these questions and let us know your interest and/or availability for creating relevant, rigorous, high-interest [math] [science] [pathway] courses.

1. What professional skills or experience do you enjoy besides teaching? (i.e., construction, aerospace, culinary, sewing, automotive, accounting, business ownership, entrepreneurial) (short answer)
2. Would you be interested in collaborating with other skill-specific individuals in that area, teachers, and curriculum teams who want to identify [math] [science] [pathway] standards that could be embedded within a locally approved course?
  - a. Yes
  - b. No
3. List the lessons, standards, and objectives relevant in this area of expertise from [math] [science]. (short answer)
4. The best time for me to meet and create is...
  - a. Choice 1
  - b. Choice 2
  - c. Choice 3
5. Are you interested in being a teacher of record for a locally approved course? (provided you have the requisite knowledge and experience)
  - a. Yes
  - b. No, but I will help create it.
  - c. No
  - d. I need more information.



## **SAMPLE SURVEY - COMMUNITY/INDUSTRY INTEREST**

Each question is meant to be an idea starter for district leaders. You are encouraged to tailor these thoughts and questions to fit your district's needs.

[HB 3278](#), now signed into law, revises graduation requirements for students entering the 8th grade in the 2025/26 school year. Part of these revisions allows school districts to create locally-approved courses contextually based in math, science, or a career pathway that aligns with the students' Individual Career and Academic Plan (ICAP). Our students have shown great interest in [\_\_\_\_\_—enter career or industry of your choice]. The revised graduation requirements give our school district the local control to create a class that aligns with a student's interest or career and academic plan.

As we prepare for this type of flexibility, we recognize that some of our most significant resources are within our existing community. We would value the opportunity to partner with you as we develop a course to meet not only student demand but also workforce demand. Please review this information and inform us of your interest and availability for creating relevant, rigorous, high-interest \_\_\_\_\_(math, science, or pathway) courses.

Would you be interested in being a speaker at quarterly career exploration days at our middle and high schools?

- a. Yes
- b. No

Does your business employ graduates of [name] High School who would be willing to talk to students about which learning experiences were most beneficial to his/her success at the company/industry?

- a. Yes
- b. No

If yes, can you share the individual's business contact information? (short answer)

Would you or your designee be willing to meet with teachers, administrators, and curriculum specialists to inform course creation for a construction class?

- a. Yes
- b. No

Please list the best time to meet. (short answer)

Would you be interested in information regarding a student intern in this field?

- a. Yes
- b. no





## **SAMPLE LETTER OF INTEREST - COMMUNITY/INDUSTRY OR CHAMBER OF COMMERCE**

The draft of this letter is meant to be an idea starter for district leaders. You are encouraged to tailor these thoughts and questions to fit your district's needs.

Dear [business leader/industry partner/Chamber of Commerce],

[Name] Public Schools welcomes the start of a new school year and the honor of working with and nurturing [town's name]'s future citizens. We continue to be committed to excellence...as evidenced by the accolades of the 2024 graduating class. **XX%** of the seniors graduated on time; approximately **xx%** plan to attend college; **xx%** have chosen to serve in the armed forces; **xx%** will continue their postsecondary preparation at a local career and technology center, and **xx%** have entered the workforce directly. We share these victories with you and express our deep gratitude for your continued support of our district, its teachers, and our students in their academic and co-curricular activities.

HB3278, now signed into law, revises graduation requirements for students entering the 8th grade in the 2025-2026 school year. Part of these revisions allows school districts to create locally-approved courses contextually based in math, science, or a career pathway that aligns with the students' Individual Career and Academic Plan (ICAP).

As [enter school name] Public Schools prepares for this type of flexibility to serve our students' postsecondary interests, we recognize that some of our most significant resources lie within our community. Our area's Oklahoma Workforce office shares data indicating the need to supplement an aging workforce. Your collaboration and insight will be valuable and crucial to our course and pathway development as we examine this data and our community's workforce needs.

We believe that by partnering with leading industries in our community, we can create a direct and relevant impact on the lives of our students and the pipeline of [town's name] future workforce. This collaboration will benefit our students and give your business a pool of talented and skilled individuals ready to contribute to your industry. Consequently, [ ..... ] High School (or district) invites you to a round table discussion.

In addition to discussing new courses and pathway creation, we would also like to investigate the opportunity for student internships with our area business and industry leaders. An internship or apprenticeship can bridge the need for perseverance in academic learning and invaluable hands-on experience. A few questions we would like to explore include:

- What prerequisite knowledge would your business/industry prefer in an intern candidate?
- What time of day would your business or industry benefit most from a student intern?
- What equipment would the student intern need to be safe and/or successful?

We look forward to collaborating with you as we serve our students. We will meet in the [list place, date, and time] Please RSVP with [include name and contact info].

Thank you for being a proud [mascot's name] supporter.



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## APPENDIX B

# CCOSA and OASA Graduation Requirements Working Committee

The Cooperative Council for Oklahoma School Administration (CCOSA) and Oklahoma Association of School Administrators (OASA) Graduation Requirements Working Committee met several times over the course of the last year. Led by Chair Tyler Bridges, Clinton Superintendent, and Dr. Stacey Butterfield, Jenks Superintendent and OASA Policy & Advocacy Chair, the committee facilitated several listening sessions with CCOSA members seeking input, and their leadership along with members of the CCOSA Executive team, including Dr. Pam Deering, CCOSA/OASA Executive Director, and Megan Benn, CCOSA Legislative Consultant, ultimately enabled CCOSA to collaborate with the legislature as they drafted HB 3278.

In addition, Chair Tyler Bridges, Clinton Superintendent, and Dr. Stacey Butterfield, Jenks Superintendent, were invited to be a part of meetings with various stakeholder groups and legislators, along with the CCOSA team.

As always, some of Oklahoma's finest educational leaders worked diligently for their students.



Name	Title	School District
Tyler Bridges, Committee Chair	Superintendent	Clinton Public Schools
Dr. Stacey Butterfield, Chair OASA Policy and Advocacy	Superintendent	Jenks Public Schools
Melissa Barlow	Principal	Yukon Public Schools
Missy Bush	Assistant Superintendent	Skiatook Public Schools
Rob Friesen	Superintendent	Thomas-Fay-Custer Public Schools
Travis Graham	Superintendent	Pontotoc Career Center
Dr. Kirt Hartzler	Superintendent	Union Public Schools
Chuck McCauley	Superintendent	Bartlesville Public Schools
Dr. Sean McDaniel	Superintendent	Oklahoma City Public Schools
Rob Miller	Superintendent	Bixby Public Schools
Dr. Jason Perez	Superintendent	Deer Creek Public Schools
Dixie Purdy	Superintendent	Guymon Public Schools
Matt Simpson	Superintendent	Tushka Public Schools
David Vinson	Superintendent	Warner Public Schools
Stephanie Williams	Executive Director of Student Services	Norman Public Schools
Dr. Kevin Hime, OASA President	Superintendent	Lawton Public Schools
Scott Farmer, OASA Pres. Elect	Superintendent	Ft. Gibson Public Schools
Dale Spradlin, OASA Vice President	Superintendent	Buffalo Public Schools
Dr. Matt Posey, OASA Past President	Superintendent	Bethel Public Schools
Dr. Pam Deering	Executive Director	CCOSA/OASA
Derald Glover	Assistant Executive Director	OASA
Dr. Jeanene Barnett	Ed. Policy & Research Analyst	CCOSA
Chris LeGrande	Executive Director	OASSP and OMLEA
Megan Benn	Legislative Consultant	CCOSA





## APPENDIX C

**Access a copy of the legislation [here](#).**

- **HB 2158 Amends Personal Financial Literacy (Effective July 1, 2025)**
- **HB 2672 Allows Modified Grad Path SY2024-2025 (Effective Jun 14, 2024)**
- **HB 3278 Modernizes Graduation Requirements (Effective May 15, 2024)**
- **SB 1302 Amends OK's Promise Requirements (Effective July 1, 2024)**





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**APPENDIX D**

**CCOSA'S GRADUATION  
REQUIREMENT CHART  
&  
SAMPLE CAREER  
CLUSTER CORRELATION  
TABLE**





# GRADUATION REQUIREMENTS CHART

June 6, 2024  
HB 3278  
Signed by Governor 5.15.24

ANOTHER BILL, HB 2672 ALLOWS FOR AN IMMEDIATE OPT-IN FOR SCHOOLS AND STUDENTS THAT WANT TO MOVE FORWARD, BUT THE ADDITIONAL MATH REQUIREMENT IS NOT EFFECTIVE FOR ALL UNTIL GRADUATING CLASS OF 2030.

SUBJECT	STATE GRADUATION REQUIREMENTS	OK PROMISE REQUIREMENTS SB 1302 (signed by governor 5.3.24)
<p><b>English</b></p>	<p><b>4</b> Grammar, Composition, Literature, or any English course</p>	<p><b>4</b> Grammar, Composition, Literature; courses should include an integrated writing component</p>
<p><b>Mathematics</b></p> <p><b>Students must take Algebra I and Geometry or Algebra II plus two additional units or sets of competencies.</b></p>	<p><b>4</b> Course options must include Algebra I and Algebra II or Geometry.</p> <p>Other two units may include Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Statistics, computer science, math of finance, college courses approved for dual credit, an approved full-time postsecondary career and technology program, or <b>*locally approved</b> math based application course, or any mathematics course with content and/or rigor above Algebra I</p>	<p><b>3</b> Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Pre-calculus, Statistics and Probability [must have completed Geometry and Algebra II], Calculus, Advanced Placement [AP] Statistics</p>
<p><b>Science</b></p> <p><b>Students must take Biology I, a physical science course, and a 3rd science.</b></p>	<p><b>3</b> Course options must include Biology I, Physical Science, Chemistry, or Physics</p> <p><b>AND</b></p> <p>Other Physical, Life, or Earth/Space Sciences, or approved full-time postsecondary career and technology program or <b>*locally approved</b> science based application course such that the content and/or rigor is above Biology I or Physical Science</p>	<p><b>3</b> Biology, chemistry, Physics or any lab science certified by the school district; General Science with or without a lab may NOT be used to meet this requirement.</p>
<p><b>History &amp; Citizenship</b></p>	<p><b>3</b> Course options must include American History, ½ Oklahoma History, and ½ United States Government.</p> <p>Other units may include from the subjects of History, Government, Geography, Economics, Civics, or non-western culture</p>	<p><b>3</b> Must include 1 unit of American History and 2 units from the subjects of History, Economics, geography, government, Non-Western Culture</p>
<p><b>Locally Approved Units</b></p>	<p><b>3</b> Course options approved by the school district board of education</p>	

<p><b>Pathway Units</b></p>	<p><b>6</b></p> <p>At the discretion of the school district board of education which align with each student's Individual Career and Academic Plan (ICAP) and may include, but are not limited to, any additional units or sets of competencies as provided in paragraphs 1 through 4 of this subsection, world or non-English language, computer technology, Junior Reserve Officers' Training Corps (JROTC), internship or apprenticeship programs, career and technology education courses, concurrently enrolled courses, advanced placement courses, International Baccalaureate courses approved for college admission requirements, music, art, drama, speech, dance, media arts, or other approved courses</p>	<p><b>1</b></p> <p>Additional course from any of the subjects listed above or psychology, sociology or any concurrent liberal arts and science course at a State System institution</p>
<p><b>Fine Arts</b></p>	<p>Included in Pathway Units (above) May be included in Locally Approved Units</p>	<p><b>1</b></p> <p>Music, Art, Drama, or Speech</p>
<p><b>World Languages OR Computer Technology</b></p>	<p>Included in Pathway Units May be included in Locally Approved Units</p>	<p><b>2</b></p> <p>Foreign or Non-English language (two years of the same language, or Computer Technology (two units in programming, hardware and business computer applications, such as word processing, databases, spreadsheets and graphics, will qualify; keyboarding or typing classes do NOT qualify (1 Foreign Language and 1 Computer course will NOT meet this requirement).</p>
<p><b>TOTAL UNITS REQUIRED</b></p>	<p><b>23</b></p>	<p><b>**?</b></p>

Advanced Placement (AP), International Baccalaureate (IB), and Concurrent and/or Dual Credit Courses that are aligned with corresponding state standards, all meet the requirements for English, Math, Science, and Social Studies units.

Current additional requirements for graduation: I-CAP, CPR, PFL, Naturalization test, ASVAB (must be offered), FAFSA [SY2025] (kids can opt out), U.S. History exam, and the federally-required assessments (ACT for English and Math, state-developed for Science).

*6.1. The State Board of Education, State Board of Career and Technology Education, and State Regents for Higher Education shall adopt a joint plan and submit it to the Speaker of the Oklahoma House of Representatives and the President Pro Tempore of the Oklahoma State Senate to ensure that rigor is maintained in the content, teaching methodology, level of expectations for student achievement, and application of learning in all the courses taught to meet the graduation requirements specified in subsection D of this section.*


















*\*A school district shall determine the specific description of the locally approved math and science based application courses allowed pursuant to paragraphs 2 and 3 of subsection D of this section. Formal notification with the specific course description shall be provided to the State Department of Education prior to July 1 of each school year. The notification shall include what courses will be coded as locally approved math and science based application courses for the ensuing school year.*

*\*\*Representatives from the Oklahoma State Regents for Higher Education (OSRHE) were actively involved in discussions around HB 3278, and SB 1302 was an OSRHE-request bill . However, at this time, it is unclear how OSRHE will respond to specific graduation requirements changes.*



**FIGURE 1.1**

Union College Preparatory Math Courses 9<sup>th</sup> - 12<sup>th</sup> and Career Cluster Correlation Table

Oklahoma Career Clusters	Agriculture, Food, & Natural Resources	Energy	Health Science	Arts, A/V Technology, & Communications	Information Technology	Manufacturing	Transportation, Distribution, & Logistics	Science, Technology, Engineering, & Mathematics	Architecture & Construction	Marketing	Finance	Business Management & Administration	Hospitality & Tourism	Human Services	Law, Public Safety, Corrections, & Security	Government & Public Administration	Education & Training
																	
Algebra I (On-level, Advanced)	Foundational Coursework																
Geometry (On-level, Advanced)	Foundational Coursework																
Algebra II (On-level, Advanced)	Foundational Coursework																
Trig/Algebra III	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Pre-Calculus/Trig	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Survey of College Math	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AP Statistics	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AP Calculus AB	X	X			X	X		X	X		X						
AP Calculus BC	X	X			X	X		X	X		X						
Calculus 3		X			X			X	X		X						
Differential Equations		X						X									
Concurrent TCC Math 1513	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Higher Education College Algebra (STEM) Pathway		X			X			X	X								
Higher Education Functions & Modeling Pathway	X		X		X		X			X	X	X	X	X	X	X	X
Higher Education Quantitative Reasoning Pathway				X	X	X			X				X	X	X	X	X
Higher Education Statistics Pathway				X	X								X			X	X

Using the icons representing different career clusters within OKCollegeStart.org, Union collaborated with colleagues and partners in higher education to create an informational chart aligning traditional math courses with careers.

Broken Arrow Public Schools incorporates career clusters as well.





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## APPENDIX E

# Portrait of a Modern High School Graduate

Rob Miller  
*Better Schools*  
Spring 2024 issue



# PORTRAIT OF A MODERN HIGH SCHOOL *Graduate*

*Four case studies feature future-ready graduates ready to enter a diverse and dynamic postsecondary world. Our schools must prepare them for it.*

By Rob Miller, Superintendent of Bixby Public Schools

**In a prescient quote attributed to John Dewey over a century ago, he proposed, “If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.” With access to an ever-expanding knowledge base and generative AI literally at the fingertips of today’s youth, the urgency of evolving our current teaching and learning systems to meet modern learners’ needs has never been more significant.**

There has been a recent push for states to better define what it means to be a successful graduate. This process seeks to move the definition beyond traditional expectations related to seat time and course requirements to a more fluid description with goals to influence education policy, often called a portrait or profile of a graduate.

According to these new precepts, students should leave high school with agreed-upon skills, such as creativity, critical thinking, problem-solving, communication, teamwork, student agency, and civic engagement. Many employers seek these qualities and soft skills to respond to America’s rapidly changing work landscape.

**LEFT:** Bixby High School seniors moments away from beginning their postsecondary journeys.

At the root of this discussion are a few simple yet paradoxically complex questions for educators and policymakers:

- What does it mean to be an educated person today?
- What are the critical skills, knowledge, attributes, and mindsets that high school graduates possess?
- What are the appropriate roles and responsibilities of the teacher?
- How must the structure, function, and design of schools and learning environments change?

With the continuing growth of industrial automation, robotics, and innovative technologies, we must do all we can to prepare students for the jobs of tomorrow. Our society’s economic engine depends on productive and engaged citizens. The role of education should be to create a knowledgeable and engaged citizenry ready to exercise meaningful roles in our world. Our current framework restricts students’ options and limits schools’ ability to prepare them for a future world of work that none of them fully understand.

The best way to predict the future is to help create it.

The following case studies feature hypothetical students representing future-ready students and schools. These students need flexibility and autonomy to pursue their aims, not just a series of arbitrary hurdles based on a hundred-year-old educational model.





Bixby High School's 2023 graduation ceremony.

## ALEX MORRIS

### *A Leader of Tomorrow*

**Alex Morris is a dynamic student passionate about learning, creativity, and community engagement. Alex has not only excelled academically but has also made a significant impact on the school community through various extracurricular activities.**

With a solid academic foundation, Alex will graduate with well-rounded skills and knowledge. A high GPA and participation in advanced placement courses showcase a commitment to educational excellence. Alex's curiosity and eagerness to explore diverse subjects have made him a standout student in STEM and humanities courses.

Beyond the classroom, Alex has actively participated in extracurricular activities, showcasing a commitment to personal development and community involvement. He was a vital member of the school's robotics team, where he honed his problem-solving and teamwork skills. Additionally, Alex contributed to the school newspaper, demonstrating excellent communication and writing abilities.

Alex is also passionate about hobbies that showcase a well-rounded personality. Whether playing a musical instrument, participating in community service projects, or engaging in outdoor activities, Alex values the importance of a balanced and fulfilling lifestyle.

Living in the age of technology, Alex is tech-savvy and embraces innovation. He has demonstrated proficiency using various digital tools for learning, communication, and problem-solving. With an eye toward the future, Alex



is considering pursuing a career in a field that aligns with emerging technologies or societal challenges.

Alex's commitment to making a positive impact extends beyond the school walls. He has been actively involved in community service projects, demonstrating responsibility and empathy. Whether volunteering at local shelters,

organizing fundraisers, or participating in environmental initiatives, Alex has shown a dedication to creating a better world.

With a solid academic record and a diverse skill set, Alex is eager to embark on the next chapter of his journey. Whether pursuing higher education or entering the workforce, Alex is well-equipped to thrive in a dynamic and evolving landscape. His passion for learning, leadership skills, and commitment to community service make him a promising candidate for success in any field.

## JORDAN WILLIAMS

### *A Commitment to Service*

**Jordan Williams stands out as a student with a deep sense of duty, discipline, and a strong desire to serve in the military. Jordan's high school journey is marked by a dedication to leadership, physical fitness, and a steadfast commitment to the principles of service and sacrifice.**





Throughout high school, Jordan emerged as a natural leader, exemplifying discipline and integrity in every endeavor. Whether participating in JROTC or taking on leadership roles in various schools, Jordan's ability to lead by example and inspire her peers has impacted the school community.



Recognizing the importance of physical fitness in military service, Jordan dedicated herself to maintaining high physical readiness. Involvement in sports, regular fitness training, and organized drills and exercises demonstrate Jordan's commitment to meeting the physical demands of military service.

Driving Jordan's decision to enlist in the military is a genuine desire to serve her country and contribute to something larger than herself. This service-oriented mindset is evident not only in Jordan's academic and extracurricular pursuits but also in her involvement in community service projects that aim to make a positive impact on the lives of others.

The challenges and demands of military life require resilience and adaptability, qualities Jordan has cultivated throughout high school. Whether facing academic challenges, participating in physically demanding activities, or overcoming obstacles in leadership roles, Jordan has consistently demonstrated the ability to adapt and persevere.

With a clear sense of purpose and a commitment to honor, courage, and responsibility, Jordan aspires to make a

meaningful contribution to the military. Whether pursuing a specific branch, engaging in specialized training, or undertaking various assignments, Jordan is eager to embrace the challenges and responsibilities of military service.

Jordan's high school experience has been preparation for the rigors of military life. From learning the importance of teamwork and leadership to honing physical fitness and discipline, Jordan is well-equipped to navigate the challenges and responsibilities of serving in the armed forces.

## TAYLOR SIMMONS

### *A Melodic Journey*

**Taylor Simmons has an unwavering passion for music and dreams of becoming a performer. A harmonious blend of academic excellence, musical prowess, and a deep commitment to artistic expression has marked her high school journey.**

At the heart of Taylor's identity is a profound love for music. Throughout high school, Taylor has demonstrated exceptional musical talent, specializing in classical and contemporary genres. As a dedicated school orchestra and choir member, Taylor showcased her instrumental and vocal skills and contributed to the school community's vibrant musical culture.

Despite a primary focus on music, Taylor maintained a commendable academic record. Balancing the demands of a rigorous curriculum with the needs of rehearsals and performances, Taylor's commitment to both academic



Norman North seniors at their 2023 graduation ceremony.



and artistic pursuits  
underscores her dedication  
and discipline.

In addition to formal music  
ensembles, Taylor took the

and artistic pursuits  
underscores her dedication  
and discipline.

In addition to formal music ensembles, Taylor took the initiative to explore and engage in extracurricular activities that nurtured her love for music. Whether organizing impromptu jam sessions, collaborating with fellow musicians, or participating in local talent shows, Taylor's journey extended beyond the classroom, creating a dynamic and supportive musical community.



A highlight of Taylor's high school career is her performances. From solo recitals to leading roles in musical productions, Taylor's stage presence, vocal range, and instrumental proficiency have captivated audiences, earning accolades and admiration within the school and local community.

With a deep-seated passion for music, Taylor envisions a future as a professional performer. Whether pursuing a degree in music, attending a conservatory, or diving directly into music, Taylor's ambition is clear: to share her love for music with a broader audience and make a meaningful impact through her art.

Taylor's artistic journey goes beyond traditional genres. She has embraced technology and modern platforms to experiment with new sounds and collaborate with musicians globally. This forward-thinking approach positions Taylor at the intersection of tradition and innovation, ready to navigate the ever-evolving landscape of the music industry.

Beyond personal aspirations, Taylor recognizes the power of music to inspire and connect people. She has been actively involved in community outreach programs, using her musical talents to bring joy to hospitals, retirement homes, and local events. Taylor's commitment to using music as a tool for positive change reflects a broader vision of contributing to the well-being of society through the arts.

## MICHAEL THOMPSON

### *A Culinary Odyssey*

**Michael Thompson has a passion for culinary arts and a burning desire to pursue a career as a professional chef. Michael's high school journey has been marked by creativity in the kitchen, a dedication to culinary excellence, and a commitment to mastering the art and science of cooking.**

Michael's journey through high school is seasoned with a love for culinary creativity. Whether experimenting with new recipes, participating in cooking competitions, or organizing culinary events, Michael has showcased a natural flair for combining flavors, textures, and presentation in a way that delights the senses.

Michael excelled not only in traditional academic subjects but also in the specialized culinary arts field. Enrolled in culinary classes, Michael honed his skills in knife techniques, culinary theory, and menu planning. His ability to blend theoretical knowledge with hands-on experience has set him apart as a standout culinary student.



High school Principal Ben Pemberton with members of the Fort Gibson Class of 2023.





Beyond the classroom, Michael has actively sought opportunities to expand his culinary repertoire. Participation in cooking clubs, internships at local restaurants, and collaboration with culinary professionals have provided Michael with diverse experiences and insights into the dynamic world of gastronomy.

Michael's love for culinary arts extends beyond the act of cooking. He is fascinated by the cultural significance of food and its ability to bring people together. Whether exploring international cuisines, participating in food festivals, or engaging in community outreach through food-related initiatives, Michael sees cooking as a form of cultural expression and connection.

Michael emerged as a natural leader in the culinary realm. Whether leading a kitchen brigade during school events or coordinating culinary projects, Michael's ability to inspire and guide peers has contributed to a positive and collaborative culinary community within the school.

With a clear vision of a culinary future, Michael aspires to attend a renowned culinary school to refine his skills and knowledge further. Whether pursuing a degree in culinary arts, pastry arts, or a specialized culinary program, Michael is eager to immerse himself in an environment that nurtures creativity and provides the expertise needed to excel in the culinary industry.

Beyond working in established kitchens, Michael harbors dreams of entrepreneurship. The prospect of owning a



restaurant or a food-related business fuels his ambition. Michael envisions creating a unique culinary experience that reflects his creativity, passion, and commitment to sustainable and locally sourced ingredients.

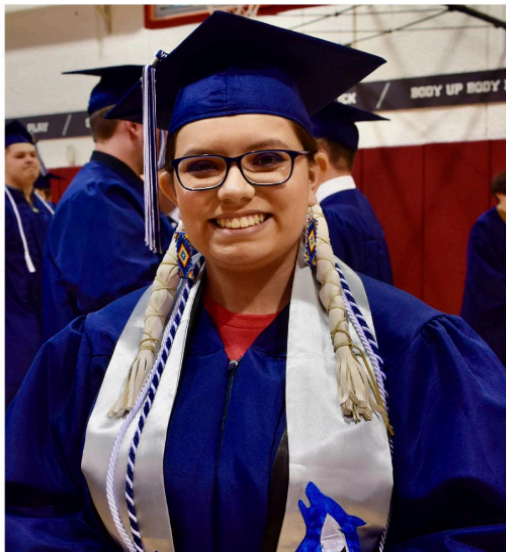
Michael's culinary journey is not just about personal success; it's also about giving back to the community. He actively engages in initiatives that use food to address social issues, such as participating in community kitchens, organizing charity events, and collaborating with local farmers and producers.

**Four high school students on very different paths to success and fulfillment – a future software engineer, a soldier, a musician, and a chef – represent the best of human potential and are worthy of a secondary educational experience focused on their unique strengths and passions, not a cookie-cutter education based on a workforce model that's changing faster than any of us can imagine.**

**It's their future, not ours. ■**



*Rob Miller is Superintendent of Bixby Public Schools.*



A 2023 Shawnee High school senior in tribal regalia.



**NOTE:** Last fall, Rep. Rhonda Baker, House Common Education Committee Chair, convened an interim study to determine whether

Oklahoma's graduation requirements should be updated to meet the individual needs of students and modern workforce requirements. In October, CCOSA convened a Graduation Requirements working group of OASA and OASSP members to consider options that would work best for Oklahoma students while also recognizing the continued teacher shortage. This committee, under the leadership of Clinton Public Schools Superintendent Tyler Bridges and Jenks Public Schools Superintendent Dr. Stacey Butterfield, met multiple times over the course of several months to provide input and guidance at the request of Rep. Baker. If passed into law, the resulting bill, House Bill 3278, by Rep. Baker and Sen. Adam Pugh, will require students to complete modernized graduation requirements in 8th through 12th grade beginning in the 2025-2026 school year.





## ACKNOWLEDGEMENTS

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**Ms. Erica Ajayi**

Assessment and Online Curriculum Coordinator  
erica.ajayi@yukonps.com

**Dr. Tiffany Ballard**

Assistant Superintendent, Pryor Public Schools  
ballardt@pryorschools.org

**Ms. Jennifer Beer**

Assistant Superintendent, Pryor Public Schools  
ballardt@pryorschools.org

**Dr. Shannan Bittle**

Math Curriculum Specialist, Union Public Schools  
bittle.shannan@unionps.org

**Mr. Brett Campbell**

College and Career Specialist,  
Union High School Freshman Academy  
campbell.brett@unionps.org

**Mr. Randy Craven**

Executive Director, Student Affairs and Partner  
School Relations  
Tulsa Technology Center  
randy.craven@tulsatech.edu

**Mr. David Day**

Innovation Center Director, Pryor High School  
dayd@pryorschools.org

**Dr. Kathy Dodd**

Acting Deputy Superintendent  
Tulsa Public Schools  
doddka@tulsaschools.org

**Dr. Robert Franklin**

Associate Superintendent, Student Affairs  
Tulsa Technology Center  
robert.franklin@tulsatech.edu

**Dr. Kristi Gray**

Director of Gifted and Talented, Advanced  
Programs, and College and Career Readiness  
Norman Public Schools  
kristig@normanps.org

**Ms. Michele Hale**

Curriculum Specialist, Math  
Yukon Public Schools  
michele.hale@yukonps.com

**Dr. Sharon James**

Director of Educational Programming,  
Broken Arrow Public Schools  
sjames@baschools.org

**Ms. Amanda Howell**

Real Estate Entrepreneur, Atlas Homes  
Former Career Connect Specialist  
Union Public Schools

**Dr. Kenneth Moore**

Executive Director of Secondary Education  
Union Public Schools  
moore.kenneth@unionps.org

**Dr. Lisa Muller**

Superintendent, Pryor Public Schools  
mullerl@pryorschools.org

**Ms. Debby Peaster**

Instructional Dean, Tulsa Technology Center  
debby.peaster@tulsatech.edu

**Ms. Rebecka Peterson**

Oklahoma Teacher of the Year, 2022  
National Teacher of the Year, 2023  
peterson.rebecka@unionps.org

**Mr. Ron Sunderland**

Principal, Woodward High School  
rosunderland@woodwardps.net

**Mr. David Vinson**

Superintendent, Warner Public Schools  
davidvinson@warner.k12.ok.us

**Ms. Desarae Witmer**

Assistant Superintendent, Yukon Public Schools  
desarae.witmer@yukonps.com

# NOTES

# NOTES



The 2024 CCOSA Guidance for Revised Graduation Requirements is intended as a helpful reference guide only. This booklet does not necessarily include every new law connected to graduation requirements. Legal information provided in this document is non-binding and is not intended to replace the advice of the school district's retained legal counsel.