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Peggy Coe, Editor-in-Chief

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Emergency Adoptions

"If an agency finds that a rule is necessary as an emergency measure, the rule may be promulgated" if the Governor approves the rules after determining "that the rule is necessary as an emergency measure to do any of the following:

- a. protect the public health, safety or welfare,
- b. comply with deadlines in amendments to an agency's governing law or federal programs,
- c. avoid violation of federal law or regulation or other state law,
- d. avoid imminent reduction to the agency's budget, or
- e. avoid serious prejudice to the public interest." [75 O.S., Section 253(A)]

An emergency rule is considered promulgated immediately upon approval by the Governor, and effective immediately upon the Governor's approval or a later date specified by the agency in the emergency rule document. An emergency rule expires on September 15 following the next regular legislative session after its promulgation, or on an earlier date specified by the agency, if not already superseded by a permanent rule or terminated through legislative action as described in 75 O.S., Section 253(H)(2).

Emergency rules are not published in the *Oklahoma Administrative Code*; however, a source note entry, which cites to the *Register* publication of the emergency action, is added to the *Code* upon promulgation of a superseding permanent rule or expiration/termination of the emergency action.

For additional information on the emergency rulemaking process, see 75 O.S., Section 253.

TITLE 158. CONSTRUCTION INDUSTRIES BOARD CHAPTER 40. ELECTRICAL INDUSTRY REGULATIONS

[OAR Docket #15-721]

RULEMAKING ACTION:

EMERGENCY adoption

RULES:

Subchapter 7. License Classifications
158:40-7-7. Poultry house electrical contractor license [NEW]

AUTHORITY:

Construction Industries Board; 59 O.S. §§ 1000.4(A)(1), 1000.5, and 1681

ADOPTION:

May 20, 2015

APPROVED BY GOVERNOR:

June 4, 2015

EFFECTIVE:

Immediately upon Governor's approval or July 1, 2015, whichever is later.

EXPIRATION:

Effective through September 14, 2016, unless superseded by another rule or disapproved by the Legislature.

SUPERSEDED EMERGENCY ACTIONS:

N/A

INCORPORATIONS BY REFERENCE:

N/A

FINDING OF EMERGENCY:

The Construction Industries Board finds that promulgation of emergency rules is necessary in order to avoid violation of, and comply with 59 O.S. § 1681, *et seq.*, as amended by House Bill 2208 which becomes effective July 1, 2015.

ANALYSIS:

The proposed emergency rules are needed in order to administer amendments to the Electrical License Act which establish a poultry house contractor license category.

CONTACT PERSON:

Linda Ruckman 405-521-6550

PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULES ARE CONSIDERED PROMULGATED UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O.S. SECTION 253(F), AND EFFECTIVE UPON APPROVAL BY THE GOVERNOR OR JULY 1, 2015, WHICHEVER IS LATER:

SUBCHAPTER 7. LICENSE CLASSIFICATIONS

158:40-7-7. Poultry house electrical contractor license

(a) **Definition.** "Poultry house electrical contractor" means any person who has qualified to become licensed in accordance with 59 O.S. § 1686.1 and 158:40-7-7.

(b) **Limitations.** Poultry house contractor license holders cannot perform any wiring for a structure or electrical facility that is not directly involved in the operation of the environmentally controlled poultry house wiring system. The poultry house contractor license allows contracting only for wiring of environmentally controlled poultry house systems and does not disallow or exclude unlimited electrical contractors from performing poultry house wiring work under an unlimited electrical contractor license without a poultry house contractor license. All licenses shall be nontransferable.

(c) **License requirements.**

(1) Applicants for Poultry House Electrical Contractor must be eighteen (18) years of age or over, be the party performing, overseeing, or otherwise responsible for the work performing solely poultry house premise wiring for environmentally controlled poultry house systems, and the insured poultry house wiring to connect the premise wiring, and who do not perform any wiring for a structure or electrical facility that is not directly involved in the operation of the environmentally controlled poultry house wiring system.

(2) Applicants must provide all necessary information and documentation required under the Electrical Licensing Act, rules, and as requested by the Board.

(d) **Insurance requirements.**

(1) Applicants for the Poultry House Electrical Contractor License must provide a copy of the certificate of liability insurance at the time of application.

(2) The amount of liability insurance shall not be less than Five Hundred Thousand Dollars (\$500,000.00).

(3) Any insurance company issuing a liability policy to the applicant shall be required to notify the Construction

Emergency Adoptions

Industries Board in the event such liability policy is cancelled for any reason or lapses for nonpayment of premiums.

(4) Applicants shall submit proof of Worker's Compensation coverage under the Worker's Compensation Act or affidavit of exemption or self-insurance as authorized pursuant to the Worker's Compensation Act.

(e) License renewal. A poultry house license shall expire one (1) year from the date of issuance at which time the license may be renewed upon meeting the requirements of 59 O.S. § 1686.1, and paying the nonrefundable license renewal fee in the amount of Two Hundred Dollars (\$200.00). No continuing education is required for renewal of a poultry house contractor license.

(f) Experience non-qualifying for other license categories. Experience under the Poultry House Electrical Contractor license shall not be considered qualifying experience for application of any other electrical license category.

(g) Suspension or revocation of license. The Electrical Hearing Board shall suspend or revoke a poultry house contractor license for reasons as stated in the Act in accordance with procedures established in this Chapter and in OAC 158:1.

[OAR Docket #15-721; filed 7-7-15]

TITLE 340. DEPARTMENT OF HUMAN SERVICES CHAPTER 110. LICENSING SERVICES

[OAR Docket #15-731]

RULEMAKING ACTION:

EMERGENCY adoption

RULES:

Subchapter 1. General Provisions

Part 1. Licensing Services-Child Care

340:110-1-4.1 [REVOKED]

340:110-1-8.1 [AMENDED]

340:110-1-9 through 340:110-1-9.1 [AMENDED]

340:110-1-15 [AMENDED]

Part 3. Licensing Services-Residential Care and Agencies

340:110-1-43.1 [REVOKED]

340:110-1-46 through 340:110-1-47.1 [AMENDED]

340:110-1-54 [AMENDED]

Subchapter 3. Licensing Standards for Child Care Facilities

Part 1. Requirements for Child Care Centers

340:110-3-1 [REVOKED]

340:110-3-2 [AMENDED AND RENUMBERED TO 340:110-3-275]

340:110-3-3 [AMENDED AND RENUMBERED TO 340:110-3-276]

340:110-3-5 [REVOKED]

340:110-3-5.1 [AMENDED AND RENUMBERED TO 340:110-3-278]

340:110-3-6 [AMENDED AND RENUMBERED TO 340:110-3-281.2]

340:110-3-7.1 [AMENDED AND RENUMBERED TO 340:110-3-284]

340:110-3-9.1 [AMENDED AND RENUMBERED TO 340:110-3-287]

340:110-3-10 [AMENDED AND RENUMBERED TO 340:110-3-293]

340:110-3-11 [AMENDED AND RENUMBERED TO 340:110-3-300]

340:110-3-14 [AMENDED AND RENUMBERED TO 340:110-3-302]

340:110-3-22 [AMENDED AND RENUMBERED TO 340:110-3-301]

340:110-3-25 [REVOKED]

340:110-3-25.1 [AMENDED AND RENUMBERED TO 340:110-3-289]

340:110-3-25.2 [AMENDED AND RENUMBERED TO 340:110-3-290]

340:110-3-25.3 [AMENDED AND RENUMBERED TO 340:110-3-281.4]

340:110-3-25.4 [AMENDED AND RENUMBERED TO 340:110-3-291]

340:110-3-25.5 [AMENDED AND RENUMBERED TO 340:110-3-296]

340:110-3-25.6 [AMENDED AND RENUMBERED TO 340:110-3-286]

340:110-3-26 [AMENDED AND RENUMBERED TO 340:110-3-288]

340:110-3-27 [AMENDED AND RENUMBERED TO 340:110-3-294]

340:110-3-28 [AMENDED AND RENUMBERED TO 340:110-3-298]

340:110-3-29 [AMENDED AND RENUMBERED TO 340:110-3-305]

340:110-3-31 [AMENDED AND RENUMBERED TO 340:110-3-299]

340:110-3-33 [AMENDED AND RENUMBERED TO 340:110-3-279]

340:110-3-33.1 [AMENDED AND RENUMBERED TO 340:110-3-308]

340:110-3-33.2 [AMENDED AND RENUMBERED TO 340:110-3-311]

340:110-3-33.3 [REVOKED]

Part 2. Requirements for Part-Day Children's Programs

340:110-3-35 through 340:110-3-49.7 [REVOKED]

Part 14. Requirements for School-Age Programs

340:110-3-220 through 340:110-3-242 [REVOKED]

Part 15. Requirements for Child Care Centers, Day Camps, Drop-In Programs, Out-of-School Time Programs, Part-Day Programs and Programs for Sick Children [NEW]

340:110-3-275 through 340:110-3-311 [NEW]

Appendices EE through NN [NEW]

(Reference APA WF 14-07)

AUTHORITY:

Director of Human Services; Section 162 of Title 56 of the Oklahoma Statutes (O.S. 56 § 162); and 10 O.S. § 404, Oklahoma Child Care Facilities Licensing Act.

ADOPTION:

May 19, 2015

APPROVED BY GOVERNOR:

June 4, 2015

EFFECTIVE:

January 1, 2016 to allow time for: training DHS licensing staff, revising forms, developing necessary publications, printing requirement books, revising database systems, creating a resource guide to assist the child care industry with compliance of the new rules, and developing an on-line review of revisions for the child care industry.

EXPIRATION:

Effective through September 14, 2016, unless superseded by another rule or disapproved by the Legislature.

SUPERSEDED EMERGENCY ACTIONS:

n/a

INCORPORATIONS BY REFERENCE:

n/a

FINDING OF EMERGENCY:

Emergency rulemaking is requested to protect the health, safety, and welfare of children in child care. If the rules are not approved as an emergency: (1) improved communication with parents and child care programs and personnel will not occur; (2) child abuse and neglect reporting for residential licensing programs will not align with current Pinnacle Plan requirements; (3) improved, developmentally appropriate learning environments will not be available to the children; (4) the needs of children and families currently served by school-age programs will not be accurately reflected without aligning the age of children in the public school setting; (5) programs would not benefit from streamlined process and thus encourage them to participate in increased reimbursements rates for providing care for children with disabilities; (6) improvement of the consistency of the enforcement of division policy and procedure would not occur; and (7) needed clarification and interpretation of licensing requirements would not occur.

ANALYSIS:

The proposed amendments Chapter 110 Subchapters 1 and 3 are to: (1) clarify division practice and procedure; and (2) amend licensing requirements for child care centers, day camps, drop-in programs, school-age programs, part-day programs, and programs caring for sick children. Rule Sections revoked are issued as new Sections. Revisions to licensing requirements include the areas of professional development of child care personnel, areas impacting children's health and safety, emergency preparedness, learning program principles, health, hygiene, and nutrition.

CONTACT PERSON:

Dena Thayer at 405-521-4326

DUE TO EXCESSIVE LENGTH OF THESE RULES (AS DEFINED IN OAC 655:10-7-12), THE FULL TEXT OF THESE RULES WILL NOT BE PUBLISHED. THE RULES ARE AVAILABLE FOR PUBLIC INSPECTION AT THE DEPARTMENT OF HUMAN SERVICES, SEQUOYAH BUILDING, OKLAHOMA CITY AND AT THE SECRETARY OF STATE'S OFFICE OF ADMINISTRATIVE RULES.

THE FOLLOWING SUMMARY HAS BEEN PREPARED PURSUANT TO 75 O.S., SECTION 255(B):

Subchapter 1. General Provisions Part 1. Licensing Services-Child Care
Oklahoma Administrative Code (OAC) 340:110-1-4.1 is revoked because the Section is redundant since form numbers and names are listed throughout the Subchapter.

OAC 340:110-1-8.1 and 340:110-1-9 are amended to clarify program practice and procedure.

OAC 340:110-1-9.1 is amended to clarify certification procedures and program practice and procedure.

OAC 340:110-1-15 is amended to reflect DHS organizational structure.

Part 3. Licensing Services-Residential Care and Agencies

OAC 340:110-1-43.1 is revoked because the Section is redundant since form numbers and names are listed throughout the Subchapter.

OAC 340:110-1-46 is amended to remove the requirement for tuberculosis testing for residential child care programs and clarify program practice and procedure.

OAC 340:110-1-47 through 340:110-1-47.1 are amended to clarify program practice and procedure.

OAC 340:110-1-54 is amended to reflect DHS organizational structure.

PART 1. REQUIREMENTS FOR CHILD CARE CENTERS

OAC 340:110-3-1 is revoked because language is found in Section 401 et seq. of Title 10 of the Oklahoma Statutes.

OAC 340:110-3-2 is amended and renumbered to OAC 340:110-3-275.

OAC 340:110-3-3 is amended and renumbered to OAC 340:110-3-276.

OAC 340:110-3-5 is revoked as information is moved to other Sections.

OAC 340:110-3-5.1 is amended and renumbered to OAC 340:110-3-278.

OAC 340:110-3-6 is amended and renumbered to OAC 340:110-3-281.2.

OAC 340:110-3-7.1 is amended and renumbered to OAC 340:110-3-284.

OAC 340:110-3-9.1 is amended and renumbered to OAC 340:110-3-287.

OAC 340:110-3-10 is amended and renumbered to OAC 340:110-3-293.

OAC 340:110-3-11 is amended and renumbered to OAC 340:110-3-300.

OAC 340:110-3-14 is amended and renumbered to OAC 340:110-3-302.

OAC 340:110-3-22 is amended and renumbered to OAC 340:110-3-301.

OAC 340:110-3-25 is revoked.

OAC 340:110-3-25.1 is amended and renumbered to OAC 340:110-3-289.

OAC 340:110-3-25.2 is amended and renumbered to OAC 340:110-3-290.

OAC 340:110-3-25.3 is amended and renumbered to OAC 340:110-3-281.4.

OAC 340:110-3-25.4 is amended and renumbered to OAC 340:110-3-291.

OAC 340:110-3-25.5 is amended and renumbered to OAC 340:110-3-296.

OAC 340:110-3-25.6 is amended and renumbered to OAC 340:110-3-286.

OAC 340:110-3-26 is amended and renumbered to OAC 340:110-3-288.

OAC 340:110-3-27 is amended and renumbered to OAC 340:110-3-294.

OAC 340:110-3-28 is amended and renumbered to OAC 340:110-3-298.

OAC 340:110-3-29 is amended and renumbered to OAC 340:110-3-305.

OAC 340:110-3-31 is amended and renumbered to OAC 340:110-3-299.

OAC 340:110-3-33 is amended and renumbered to OAC 340:110-3-279.

OAC 340:110-3-33.1 is amended and renumbered to OAC 340:110-3-308.

OAC 340:110-3-33.2 is amended and renumbered to OAC 340:110-3-311.

OAC 340:110-3-33.3 is revoked because it is no longer accurate.

PART 2. REQUIREMENTS FOR PART-DAY CHILDREN'S PROGRAMS

OAC 340:110-3-35 is revoked because language is found in Section 401 et seq. of Title 10 of the Oklahoma Statutes.

OAC 340:110-3-36 is revoked and repositioned to OAC 340:110-3-275.

OAC 340:110-3-37 is revoked and repositioned to OAC 340:110-3-276.

OAC 340:110-3-38 is revoked because it is no longer required.

OAC 340:110-3-39 is revoked and repositioned to OAC 340:110-3-277.

OAC 340:110-3-40 is revoked and repositioned to OAC 340:110-3-278.

OAC 340:110-3-41 is revoked and repositioned to OAC 340:110-3-281.2.

OAC 340:110-3-42 is revoked and repositioned to OAC 340:110-3-284.

OAC 340:110-3-43 is revoked and repositioned to OAC 340:110-3-287.

OAC 340:110-3-44 is revoked and repositioned to OAC 340:110-3-300.

OAC 340:110-3-45 is revoked and repositioned to OAC 340:110-3-302.

OAC 340:110-3-46 is revoked and repositioned to OAC 340:110-3-301.

OAC 340:110-3-47 is revoked and repositioned to OAC 340:110-3-297.

OAC 340:110-3-48 is revoked and repositioned to OAC 340:110-3-289.

OAC 340:110-3-49 is revoked and repositioned to OAC 340:110-3-291.

OAC 340:110-3-49.1 is revoked and repositioned to OAC 340:110-3-296.

OAC 340:110-3-49.2 is revoked and repositioned to OAC 340:110-3-288.

OAC 340:110-3-49.3 is revoked and repositioned to OAC 340:110-3-294.

OAC 340:110-3-49.4 is revoked and repositioned to OAC 340:110-3-298.

OAC 340:110-3-49.5 is revoked and repositioned to OAC 340:110-3-305.

OAC 340:110-3-49.6 is revoked and repositioned to OAC 340:110-3-299.

OAC 340:110-3-49.7 is revoked and repositioned to OAC 340:110-3-279.

PART 14. REQUIREMENTS FOR SCHOOL-AGE PROGRAMS

OAC 340:110-3-220 is revoked because language is found in Section 401 et seq. of Title 10 of the Oklahoma Statutes.

OAC 340:110-3-221 is revoked and repositioned to OAC 340:110-3-275.

OAC 340:110-3-222 is revoked and repositioned to OAC 340:110-3-276.

OAC 340:110-3-223 is revoked and repositioned to OAC 340:110-3-277.

OAC 340:110-3-224 is revoked and repositioned to OAC 340:110-3-278.

OAC 340:110-3-225 is revoked and repositioned to OAC 340:110-3-281.2.

OAC 340:110-3-226 is revoked and repositioned to OAC 340:110-3-284.

OAC 340:110-3-227 is revoked and repositioned to OAC 340:110-3-287.

OAC 340:110-3-228 is revoked and repositioned to OAC 340:110-3-293.

OAC 340:110-3-229 is revoked and repositioned to OAC 340:110-3-300.

OAC 340:110-3-230 is revoked and repositioned to OAC 340:110-3-302.

OAC 340:110-3-231 is revoked and repositioned to OAC 340:110-3-301.

OAC 340:110-3-232 is revoked and repositioned to OAC 340:110-3-290.

OAC 340:110-3-233 is revoked and repositioned to OAC 340:110-3-281.4.

OAC 340:110-3-234 is revoked and repositioned to OAC 340:110-3-291.

OAC 340:110-3-235 is revoked and repositioned to OAC 340:110-3-286.

OAC 340:110-3-236 is revoked and repositioned to OAC 340:110-3-288.

OAC 340:110-3-237 is revoked and repositioned to OAC 340:110-3-294.

OAC 340:110-3-238 is revoked and repositioned to OAC 340:110-3-298.

OAC 340:110-3-239 is revoked and repositioned to OAC 340:110-3-305.

OAC 340:110-3-240 is revoked and repositioned to OAC 340:110-3-299.

OAC 340:110-3-241 is revoked and repositioned to OAC 340:110-3-279.

OAC 340:110-3-242 is revoked and repositioned to OAC 340:110-3-307.

PART 15. Requirements for Child Care Centers, Day Camps, Drop-In Programs, Out-of-School Time Programs, Part-Day Programs, and Programs for Sick Children

OAC 340:110-3-275 is issued for requirement language pertaining to definitions. Revisions include the definitions for: (1) day camp programs to clarify use of outdoor areas; (2) out-of-school-time programs (formerly identified as school-age programs) to include children in public school pre-K programs; and (3) specialized services professional. A new definition of the age of infants for part-day programs was added and revisions to language clarifying current licensing enforcement were made.

OAC 340:110-3-276 is issued for requirement language pertaining to necessity, issuance, and maintenance of a permit or license. Revisions include the owner and director's knowledge of a rights and responsibilities publication. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-277 is issued for requirement language pertaining to other business, shared facility, and collaborations. Revisions reflect requirements for alternate play areas and collaborations. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-278 is issued for requirement language pertaining to policy. Revisions include additional topics for program policy, personnel and volunteer policies. Revisions also include language for policy for child care center, drop-in, centers caring for sick children, and part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-279 is issued for requirement language pertaining to emergency preparedness. Revisions include emergency plans, procedures, drills, and reviews. Revisions also include specifics for shelter-in place, lock down, and relocation plans and procedures. Other revisions include telephones required in vehicles and with off-site activities, first aid kit supplies, emergency supply kits, carbon monoxide alarm testing, and monthly tornado drills. Revisions include language for part-day, out-of-school time and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-280 is issued for requirement language pertaining to reporting. Revisions reflect additional situations that need to be reported to licensing and parents. Illnesses and diseases needing prompt or next business day reporting to the Oklahoma State Department of Health were clarified. Revisions include language for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-281 is issued for requirement language pertaining to general records and documentation. Revisions clarify requirements for storage and maintenance of program records, clarify confidentiality of children's records, and revisions allow for provisions of electronic methods for maintenance of records and documentation. Revisions also require DHS forms not be altered unless specified otherwise. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-281.1 is issued for requirement language pertaining to posted records and documentation. Revisions clarify location of

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specific posting of program records and needed information. Additional posting requirements include DHS Star certificate, personnel in charge, children's allergies, micro-wave warnings, hand washing and diaper changing procedures, and emergency information. Revisions to language also include part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-281.2 is issued for requirement language pertaining to program records and documentation. Revisions require specific documentation of program records. Revisions also include contents of the program's compliance file, emergency preparedness information, animal rabies vaccinations, Psittacosis tests, injury and poison exposure log information, a physical environment checklist, and child passenger safety checks. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-281.3 is issued for requirement language pertaining to personnel and non-personnel records and documentation. Revisions require specific personnel and non-personnel records, and documentation and maintenance of records. Revisions include personnel records being available to licensing by close of the next licensing business day, maintenance of a professional development plan, and professional development verification submitted to the Oklahoma Professional Development Registry. Higher risk qualifications and volunteer records are to be maintained for 120-calendar days. Revisions include language for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-281.4 is issued for requirement language pertaining to child records and documentation. Revisions require specifics regarding child records and documentation. Revisions include information required for verbal authorization of a child to be picked-up, special service professional permission, food reward exception plan, and medication permission. Other revisions include records for infant safe sleep environment, transportation, field trip permissions, and children's swimming skills statement provided by parents. Revisions include language for part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-282 is issued for requirement language pertaining to background investigations. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-283 is issued for requirement language pertaining to prohibited individuals. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-284 is issued for requirement language pertaining to general qualifications, responsibilities, and professional development. Revisions include obtaining and maintaining an Oklahoma Professional Development Ladder certificate and development of professional development plans. Revisions to orientation topics include mandatory disease reporting, diaper changing, and infant safe sleep practices. Directors and required number of master teachers needs certification in cardiopulmonary resuscitation and first aid. Revisions also include new definitions for formal and informal professional development; and reading and television programs no longer count toward training. Revisions allow three months for personnel to receive child passenger safety training when trained personnel are no longer employed. Additional orientation topics are revised for part-day, out-of-school time, and day camp programs; and infection control is required annually for part-day programs. Revisions to language also include part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-284.1 is issued for requirement language pertaining to director and personnel in charge. Revisions include director qualifications regarding limitations of serving as a director or master teacher at another program with concurrent operating hours and part-day requirements for a director being present at the program. Revisions also include registering the program on the Oklahoma Professional Development Registry, completing a compliance review of licensing requirements, and the age of personnel in charge increased to 21 years of age. Revisions to language also include part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-284.2 is issued for requirement language pertaining to teaching personnel. Revisions require teaching personnel to have and maintain an Oklahoma Professional Development Ladder certificate, require specific hours for Master teachers to be present at a program, limit the number of months for assistant teachers to obtain a GED, and limit them from being solely responsible with children during a high risk activity, and revisions to substitute professional development timeframes. Revisions also include out-of-school time and day camp with regard to assistant teacher limitations

and revisions for substitutes for part-day, out-of-school time, and day camps. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-284.3 is issued for requirement language pertaining to support personnel. Revisions include requirements for support personnel to include food service training from an approved source and child passenger safety information to be received by program personnel. Revisions include language for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-284.4 is issued for requirement language pertaining to other personnel, non-personnel, specialized service professionals, and volunteers. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-285 is issued for requirement language pertaining to licensed capacity. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-286 is issued for requirement language pertaining to child-staff ratio and group sizes. Revisions include staff ratio during rest time when groups of children are combined. Revisions also include language for classrooms for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-287 is issued for requirement language pertaining to supervision. Revisions include additional exceptions to supervision requirements of 6 year olds and older under specific circumstances and notifying parents when a child is not present at a school to be picked up by the program. Revisions also included language for supervision for part-day, out-of-school time, day camp, and drop-in programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-288 is issued for requirement language pertaining to discipline. Revisions include time-out practices only being used for children 2 years of age and older and categories of inappropriate discipline expanded to include punishment associated with homework, denying outdoor play and food reward practices unless a food reward exception plan applies. Revisions also included language for discipline for part-day, out-of-school time, day camp, centers caring for sick children, and drop-in programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-289 is issued for requirement language pertaining to learning program principles. Revisions included language for daily classroom schedules, transition time, lesson plans, reading to children 15 minutes a day, teacher-led physical activities, and five required interest areas for children 2 years of age and older. Revisions also include safety of children with Internet use, prohibiting screen time when all children are 1 year old or younger and limitation of screen time for other aged children and program personnel; however, language allows for special exceptions under specific circumstances. Revisions also include 20-minute rotation of 1 year olds and younger in play equipment. Revisions also included language for learning program principles for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-290 is issued for requirement language pertaining to higher risk activities. Revisions include this category for part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-291 is issued for requirement language pertaining to water activities. Revisions include language for water features with an approved safety and supervision plan, clarifying sprayground activities, restrictions for wading, supervision, parent statement regarding child's swimming skills, and life jackets to be worn by personnel when boating. Revisions also included language for water activities for part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-292 is issued for requirement language pertaining to animals. Revisions include animals that are prohibited and inaccessible, Psittacosis testing, children's health practices when having contact with a potential Salmonella bacteria carrying animal, general animal health, increased health practices with regard to hand washing, cleaning of animal feeding containers, and visiting animal exhibits. Revisions also included language for animals for part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-293 is issued for requirement language pertaining to parent communication and family engagement. Revisions include language for parent resources that are provided electronically and two parent activities or special events (if this method is chosen by program) are offered every 12 months. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-294 is issued for requirement language pertaining to health protection and disease control. Revisions include posting of hand washing procedures, allowing for hand sanitizer under specific circumstances, use of thermometers, allowing programs to develop and follow a head-lice separation and exclusion, sun safety and sunscreen policy, requirements

for tobacco-free environment, and restrictions for programs in residences. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-295 is issued for requirement language pertaining to medication. Revisions include medication only being administered by designated personnel, labeling and storing of medications, and accessibility of life-threatening condition medications. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-296 is issued for requirement language pertaining to rest time. Revisions include infant safe sleep environment, swaddling, prohibition of blankets, prohibiting play equipment in cribs, and restrictions for mobiles. Revisions also included language for rest time for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-297 is issued for requirement language pertaining to diapering and toileting. Revisions include requirements for procedures for diaper changing, diaper changing areas and sinks, alternate diaper changing areas, and potty chairs. Revisions also included language for diapering and toileting for part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-298 is issued for requirement language pertaining to nutrition. Revisions include the addition of snacks meeting current Child and Adult Care Food Program (CACFP) guidelines that includes milk and fruit juice. Sweetened and caffeinated drinks are not provided by the program; however, language allows for special occasions. Language clarifies requirements when parents provide food for their child or other children in the program. Revisions also include foods eaten by personnel (in front of children) meet CACFP guidelines, overfeeding of children, additional types of chokeable foods, and breast milk storage and preparation requirements. Revisions also included language for nutrition for part-day programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-299 is issued for requirement language pertaining to food service. Revisions include allowing for approved food sources to include farmers' markets and gardens. Language was revised with regard to food service health and safety relating to food storage and preparation temperatures, bare-hand contact, microwave use, and storage of poisonous and toxic materials. Revisions also included needed quantity of food contact items and location of thermometer in the refrigerator. Revisions also included language for food service for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-300 is issued for requirement language pertaining to the physical facility. Revisions include language to allow for portable heaters, required water supply testing, hand washing sinks in classrooms with diaper changing, restrictions of portable sinks, marking of windows and doors, screens on exterior doors and windows, and carbon monoxide alarms. Revisions also included language for physical facility for part-day, out-of-school time, day camp, and centers caring for sick children programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-301 is issued for requirement language pertaining to indoor and outdoor play areas. Revisions include infant room square footage, use of basements, use zone requirements, and approval of loose fill materials. Revisions also included language for indoor and outdoor areas for part-day, out-of school-time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-302 is issued for requirement language pertaining to equipment. Revisions include annual equipment inventory conducted by programs, prohibitions of play yards with new programs, and when replacing sleeping equipment and additional requirements for prohibited equipment. Revisions also included language for equipment for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-303 is issued for requirement language pertaining to hazards. Revisions include children's health and safety regarding pest control applications, storage of weapons and ammunition, and accessibility of stairways for children 1 year of age and younger. Revisions also included language for hazards for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-304 is issued for requirement language pertaining to cleanliness and sanitation. Revisions include use of approved sanitizers and disinfectants. Revisions also included language for cleanliness and sanitation for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-305 is issued for requirement language pertaining to transportation. Revisions include children sitting in back seats and bus exemptions regarding child passenger restraints. Revisions also included

language for transportation for part-day, out-of-school time, and day camp programs. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-306 is issued for requirement language pertaining to requirements for child care centers. Language addresses exemptions or additional requirements to language in OAC 340:110-3-275 through 340:110-3-305. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-307 is issued for requirement language pertaining to requirements for day camps. Language addresses exemptions or additional requirements to language in OAC 340:110-3-275 through 340:110-3-305. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-308 is issued for requirement language pertaining to requirements for drop-in programs. Language addresses exemptions or additional requirements to language in OAC 340:110-3-275 through 340:110-3-305. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-309 is issued for requirement language pertaining to requirements for out-of-school time programs. Language addresses exemptions or additional requirements to language in OAC 340:110-3-275 through 340:110-3-305. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-310 is issued for requirement language pertaining to requirements for part-day programs. Language addresses exemptions or additional requirements to language in OAC 340:110-3-275 through 340:110-3-305. Revisions to language also clarify current licensing enforcement.

OAC 340:110-3-311 is issued for requirement language pertaining to requirements for programs for sick children. Language addresses exemptions or additional requirements to language in OAC 340:110-3-275 through 340:110-3-305. Revisions to language also clarify current licensing enforcement.

OAC 340:110 APPENDIX EE. OKLAHOMA DIRECTOR'S CREDENTIAL is created to provide criteria for the Oklahoma Director's Credential.

OAC 340:110 APPENDIX FF. OKLAHOMA PROFESSIONAL DEVELOPMENT LADDER is created to provide information regarding the various levels of professional development.

OAC 340:110 APPENDIX GG. RATIOS AND GROUP SIZES is created to provide requirements for child care programs regarding staff to child ratios.

OAC 340:110 APPENDIX HH. HAND HYGIENE is created to provide requirements regarding hand washing and use of hand sanitizer.

OAC 340:110 APPENDIX II. IMMUNIZATIONS is created to provide requirements for children's immunization schedule.

OAC 340:110 APPENDIX JJ. EXCLUSION CRITERIA FOR CHILDREN WHO ARE ILL is created to provide exclusion criteria for child care programs regarding children who are ill.

OAC 340:110 APPENDIX KK. DIAPER CHANGING PROCEDURES is created to provide requirements for diaper changing procedures for child care programs.

OAC 340:110 APPENDIX LL. MEAL AND SNACK PATTERNS is created to provide nutritional requirements for child care programs as adapted from the Child and Adult Care Food Program Minimum Meal Requirements.

OAC 340:110 APPENDIX MM. EQUIPMENT is created to provide requirements regarding basic, indoor, outdoor, and play equipment for child care programs.

OAC 340:110 APPENDIX NN. CLEANERS, SANITIZERS, AND DISINFECTANTS is created to provide requirements for child care programs regarding use of cleaners, sanitizers, and disinfectants.

[OAR Docket #15-731; filed 7-8-15]

TITLE 377. OFFICE OF JUVENILE AFFAIRS CHAPTER 3. ADMINISTRATIVE SERVICES

[OAR Docket #15-708]

RULEMAKING ACTION:
EMERGENCY adoption

RULES:
Subchapter 11. Risk Management
Part 1. Drug Policy

Emergency Adoptions

377:3-11-5. Substance screening [AMENDED]

AUTHORITY:

The Board of Juvenile Affairs; 10A O.S., Sections 2-7-101(H)(3) and 2-7-101(D)(1); 75 O.S., Section 302(A)(1).

ADOPTION:

May 15, 2015

APPROVED BY GOVERNOR

May 19, 2015

EFFECTIVE:

Immediately upon Governor's approval

EXPIRATION:

Effective through September 14, 2016, unless superseded by another rule or disapproved by the Legislature

SUPERSEDED EMERGENCY ACTIONS:

N/A

INCORPORATIONS BY REFERENCE:

N/A

FINDING OF EMERGENCY:

Pursuant to 75 O.S., § 253, the emergency rule is necessary as an emergency in order to protect the public health, safety, and welfare. The emergency rule is necessary in order to require random and pre-employment, post-offer drug testing of administrative or instructional personnel in the OJA charter school. The safety of youth entrusted to the care of such employees whose judgement cannot be impaired when the employees are performing their duties is critical to the operations of the Office of Juvenile Affairs. It is essential to implement this emergency rule prior to the beginning of the charter school year, July 1, 2015. The position of Police Officer has been reallocated to Juvenile Security Officer. In order to test the correct persons, the emergency rule must reflect the name change as they are currently misidentified.

ANALYSIS:

This emergency rule interprets Oklahoma state laws pertaining to OJA extended youth.

CONTACT PERSON:

JLynn Hartman, (405) 530-2866

PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING EMERGENCY RULES ARE CONSIDERED PROMULGATED AND EFFECTIVE UPON APPROVAL BY THE GOVERNOR AS SET FORTH IN 75 O.S., § 253(F):

SUBCHAPTER 11. RISK MANAGEMENT

PART 1. DRUG POLICY

377:3-11-5. Substance screening

Drug and alcohol testing may be required for employees and job applicants under the following circumstances:

- (1) **Job applicant or transferred or reassigned employee testing.** Every job applicant or transferred or reassigned employee who is conditionally offered employment shall be tested if

(A) the position is in one of the following job families shall be tested:

- (~~A~~i) Juvenile Justice Specialist;
- (~~B~~ii) Youth Guidance Specialist;
- (~~C~~iii) ~~Police Officer~~ Juvenile Security Officer;
- (~~D~~iv) Recreational Therapist;
- (~~E~~v) Institutional Safety & Security Coordinator;
- (~~F~~vi) Registered Nurse;
- (~~G~~vii) Licensed Practical Nurse;
- (~~H~~viii) Nursing Manager;

(~~H~~x) Food Service Personnel; and

(~~J~~x) Psychological Clinician.

(B) such person is employed in an administrative or instructional capacity in any charter school site.

- (2) **For-cause testing.** Any employee, at the request of the Executive Director or, if he is unavailable, the Chief of Staff, may be requested or required to undergo drug or alcohol testing at any time it is reasonably believed that an employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances:

(A) Observable phenomena such as:

(i) The physical symptoms or manifestations of being under the influence of a drug or alcohol while at work or on duty; or

(ii) The direct observation of drug or alcohol use while at work or on duty;

(B) A report of drug or alcohol use while at work or on duty;

(C) Information that an employee has tampered with drug or alcohol testing at any time;

(D) Evidence that an employee is involved in the use, possession, sale, solicitation, or transfer of drugs while on duty or while on any OJA premises or premises with which OJA has contracted services, or operating any OJA vehicle, machinery, or equipment;

(E) Drugs or alcohol on or about the employee's person or in the employee's vicinity;

(F) Negative performance patterns; or

(G) Excessive or unexplained absenteeism or tardiness.

- (3) **Post-accident testing.** Any employee may be tested when the employee or another person has sustained an injury while at work or that property has been damaged while at work, including damage to equipment. No employee who tests positive for the presence of substances, as set forth in and in violation of 63 O.S., § 465.20, alcohol, illegal drugs or illegally used chemicals, or who refuses to take a drug or alcohol test required by OJA, shall be eligible for Workers' Compensation Benefits.

- (4) **Post-rehabilitation.** Any employee who has had a positive test or has participated in a drug or alcohol dependency treatment program may be tested for a period of up to two (2) years, commencing with the employee's return to work.

- (5) **Random Testing.** The Executive Director may order random drug testing for OJA permanent, temporary or probationary employees ~~who hold a position within the applicable job families as listed~~ referenced in paragraph one of this rule. The affected employees shall be notified of the effective date and process for testing.

- (6) **Return from leave, fitness-of-duty, and other periodic testing.**

(A) The Executive Director may request or require an employee to undergo drug or alcohol testing as a routine part of a routinely scheduled employee fitness-for-duty medical examination, or in connection with an employee's return to duty from leave of absence.

(B) The Executive Director may schedule periodic drug or alcohol testing for employees occupying a position in 377:3-11-5(1).

[OAR Docket #15-708; filed 7-6-15]

Permanent Final Adoptions

An agency may promulgate rules on a permanent basis upon "final adoption," as defined in 75 O.S., Section 250.3(5), of the proposed rules.

Permanent rules are effective ten days after publication in the *Register*, or on a later date specified by the agency in the preamble of the permanent rule document.

Permanent rules are published in the *Oklahoma Administrative Code*, along with a source note entry that cites the *Register* publication of the finally adopted rules in the permanent rule document.

For additional information on the permanent rulemaking process, see 75 O.S., Sections 303, 303.1, 308, 308.1 and 308.3.

TITLE 210. STATE DEPARTMENT OF EDUCATION CHAPTER 15. CURRICULUM AND INSTRUCTION

[OAR Docket #15-412]

RULEMAKING ACTION:

PERMANENT final adoption of subject matter standards pursuant to 70 O.S. § 11-103.6a-1

RULES:

Subchapter 3. Priority Academic Student Skills
Part 15. Oklahoma Standards for World Languages
210:15-3-138. Communication [NEW]
210:15-3-139. Culture [NEW]
210:15-3-140. Connections [NEW]
210:15-3-141. Comparisons [NEW]
210:15-3-142. Communities [NEW]

AUTHORITY:

70 O.S. § 3-104; 70 O.S. § 11-103.6a; 70 O.S. § 11-103.6a-1; State Board of Education

ADOPTION:

March 26, 2015

SUBMISSION OF ADOPTED RULES TO GOVERNOR AND LEGISLATURE:

April 10, 2015

LEGISLATIVE APPROVAL:

Failure of the Legislature to disapprove the rules within 30 legislative days resulted in approval of the rules on May 22, 2015

EFFECTIVE:

August 13, 2015

SUPERSEDED EMERGENCY ACTIONS:

N/A

INCORPORATIONS BY REFERENCE:

N/A

ANALYSIS:

The rules set forth the subject matter standards for the study of World Languages Other than English. 70 O.S. § 11-103.6a(A) requires the State Board of Education to review standards in each subject matter area every six (6) years and implement any revisions to the standards necessary to achieve further improvements in the quality of education for Oklahoma public school students. 70 O.S. § 11-103.6a-1(A) provides that all subject matter standards adopted by the State Board of Education are subject to legislative review. Failure of the Legislature to adopt a joint resolution approving or disapproving the standards within thirty (30) legislative days after submission resulted in the standards being deemed approved pursuant to 70 O.S. § 11-103.6a-1(C) as of sine die adjournment on May 22, 2015. 70 O.S. § 11-103.6a-1(E) directs the State Board of Education to submit final approved standards for publication in the Oklahoma Administrative Code in the same manner as agency rules.

CONTACT PERSON

Lori Murphy, Assistant General Counsel, Oklahoma State Department of Education, Room 1-17, Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma. Telephone number: (405) 522-5260

PURSUANT TO THE ACTIONS DESCRIBED HEREIN, THE FOLLOWING RULES ARE EFFECTIVE AS OF AUGUST 13, 2015:

SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS

PART 15. OKLAHOMA STANDARDS FOR WORLD LANGUAGES

210:15-3-138. Communication

(a) Standard: Interpretive Communication. Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

(1) Interpretive Listening.

(A) Novice Level Range. Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Interpretive Listening are:

- (i) Novice Low Level.** I can recognize a few memorized words and phrases when I hear them spoken.
- (ii) Novice Mid Level.** I can recognize some familiar words and phrases when I hear them spoken.
- (iii) Novice High Level.**

(I) I can often understand words, phrases, and simple sentences related to everyday life.

(II) I can recognize pieces of information and sometimes understand the main topic of what is being said.

(B) Intermediate Level Range. The intermediate level Oklahoma Learner Targets for Interpretive Listening are:

(i) Intermediate Low Level.

(I) I can understand the main idea in short, simple messages and presentations on familiar topics.

(II) I can understand the main idea of simple conversations that I overhear.

(ii) Intermediate Mid Level.

(I) I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.

(II) I can understand the main idea in conversations that I overhear.

(iii) Intermediate High Level.

(I) I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies.

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(II) I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed.

(III) I can sometimes follow what I hear about events and experiences in various time frames.

(C) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Interpretive Listening are:

(i) **Advanced Low Level.**

(I) I can understand the main idea and some supporting details in organized speech on a variety of topics of personal and general interest.

(II) I can follow stories and descriptions of some length and in various time frames.

(III) I can understand information presented in a variety of genres on familiar topics, even when something unexpected is expressed.

(ii) **Advanced Mid Level.**

(I) I can understand the main idea and most supporting details on a variety of topics of personal and general interest, as well as some topics of professional interest.

(II) I can follow stories and descriptions of some length and in various time frames.

(III) I can understand information presented in most genres, even when not familiar with the topic.

(2) **Interpretive Reading.**

(A) **Novice Level Range.** The novice level Oklahoma Learner Targets for Interpretive Reading are:

(i) **Novice Low Level.**

(I) I can recognize a few characters or letters.

(II) I can identify a few memorized words and phrases when I read.

(ii) **Novice Mid Level.**

(I) I can recognize some letters or characters.

(II) I can understand some learned or memorized words and phrases when I read.

(iii) **Novice High Level.**

(I) I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life.

(II) I can sometimes understand the main idea of what I have read.

(B) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Interpretive Reading are:

(i) **Intermediate Low Level.** I can understand the main idea of short and simple texts when the topic is familiar.

(ii) **Intermediate Mid Level.** I can understand the main idea of texts related to everyday life and personal interests or studies.

(iii) **Intermediate High Level.**

(I) I can easily understand the main idea of texts related to everyday life, personal interests, and studies.

(II) I can sometimes follow stories and descriptions about events and experiences in various time frames.

(C) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Interpretive Reading are:

(i) **Advanced Low Level.**

(I) I can understand the main idea and some supporting details on a variety of topics of personal and general interest.

(II) I can follow stories and descriptions of some length and in various time frames and genres.

(ii) **Advanced Mid Level.**

(I) I can understand the main idea and most supporting details in texts on a variety of topics of personal and general interest, as well as some professional topics.

(II) I can follow stories and descriptions of considerable length and in various time frames.

(III) I can understand texts written in a variety of genres, even when I am unfamiliar with the topic.

(b) **Standard: Interpersonal Communication.** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Interpersonal Communication are:

(A) **Novice Low Level.** I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.

(B) **Novice Mid Level.** I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

(C) **Novice High Level.**

(i) I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language.

(ii) I can usually handle short social interactions in everyday situations by asking and answering simple questions.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Interpersonal Communication are:

(A) **Intermediate Low Level.**

(i) I can participate in conversations on a number of familiar topics using simple sentences.

(ii) I can handle short social interactions in everyday situations by asking and answering simple questions.

(B) **Intermediate Mid Level.**

- (i) I can participate in conversations on familiar topics using sentences and series of sentences.
 - (ii) I can handle short social interactions in everyday situations by asking and answering a variety of questions.
 - (iii) I can usually say what I want to say about myself and my everyday life.
- (C) **Intermediate High Level.**
- (i) I can participate with ease and confidence in conversations on familiar topics.
 - (ii) I can usually talk about events and experiences in various time frames.
 - (iii) I can usually describe people, places, and things.
 - (iv) I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.
- (3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Interpersonal Communication are:
- (A) **Advanced Low Level.**
- (i) I can participate in conversations about familiar topics that go beyond my everyday life.
 - (ii) I can talk in an organized way and with some detail about events and experiences in various time frames.
 - (iii) I can describe people, places, and things in an organized way and with some detail.
 - (iv) I can handle a familiar situation with an unexpected complication.
- (B) **Advanced Mid Level.**
- (i) I can express myself fully not only on familiar topics but also on some concrete social, academic, and professional topics.
 - (ii) I can talk in detail and in an organized way about events and experiences in various time frames.
 - (iii) I can confidently handle routine situations with an unexpected complication.
 - (iv) I can share my point of view in discussions on some complex issues.
- (c) **Standard: Presentational Communication.** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- (1) **Presentational Speaking.**
- (A) **Novice Level Range.** The novice level Oklahoma Learner Targets for Presentational Speaking are:
- (i) **Novice Low Level.** I can present information about myself and some other very familiar topics using single words or memorized phrases.
 - (ii) **Novice Mid Level.** I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.
 - (iii) **Novice High Level.** I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.
- (B) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Presentational Speaking are:
- (i) **Intermediate Low Level.** I can present information on most familiar topics using a series of simple sentences.
 - (ii) **Intermediate Mid Level.** I can make presentations on a wide variety of familiar topics using connected sentences.
 - (iii) **Intermediate High Level.**
 - (I) I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched.
 - (II) I can make presentations on some events and experiences in various time frames.
- (C) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Presentational Speaking are:
- (i) **Advanced Low Level.**
 - (I) I can deliver organized presentations appropriate to my audience on a variety of topics.
 - (II) I can present information about events and experiences in various time frames.
 - (ii) **Advanced Mid Level.**
 - (I) I can deliver well-organized presentations on concrete social, academic, and professional topics.
 - (II) I can present detailed information about events and experiences in various time frames.
- (2) **Presentational Writing.**
- (A) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Presentational Writing are:
- (i) **Novice Low Level.** I can reproduce some familiar words, characters, or phrases.
 - (ii) **Novice Mid Level.** I can write lists and memorized phrases on familiar topics.
 - (iii) **Novice High Level.** I can write short messages and notes on familiar topics related to everyday life.
- (B) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Presentational Writing are:
- (i) **Intermediate Low Level.** I can write briefly about most familiar topics and present information using a series of simple sentences.
 - (ii) **Intermediate Mid Level.** I can write on a wide variety of familiar topics using connected sentences.
 - (iii) **Intermediate High Level.**

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(I) I can write on topics related to school, work, and community in a generally organized way.

(II) I can write some simple paragraphs about events and experiences in various time frames.

(C) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Presentational Writing are:

(i) **Advanced Low Level.**

(I) I can write on general interest, academic, and professional topics.

(II) I can write organized paragraphs about events and experiences in various time frames.

(ii) **Advanced Mid Level.**

(I) I can write on a wide variety of general interest, professional, and academic topics.

(II) I can write well-organized, detailed paragraphs in various time frames.

(d) **Communication Goal for Classical Languages.** Classical languages (Latin and ancient Greek) focus most strongly on interpretive reading. In this skill, students may attain a reading proficiency level in the novice to intermediate range during the first year of instruction at the secondary level. Interpretive listening, presentational writing, and presentational speaking-which support reading-generally remain in the novice level range through the first few years of instruction. Because the vocabulary for Latin and Greek courses is based on historical texts, teachers will need to adapt the Oklahoma Learner Targets of this goal area, particularly for the three supportive skills. The interpersonal mode of communication is optional for these languages.

(e) **Communication Goal for Native American Languages.** Native American Languages place a very strong emphasis on the interpersonal mode, as well as on presentational speaking and interpretive listening. For interpretive reading and presentational writing, most Native American languages use a phonetic system (a notable exception is the Cherokee syllabary). Most Native American languages tend to add new meanings to existing words and may utilize descriptive language or incorporate "English" for contemporary spoken and written discourse. Students at the secondary level are expected to achieve a novice level of proficiency in each of the four language skills after two years of study. Students that have engaged in a sequential program of instruction prior to high school are expected to achieve an intermediate level of proficiency in listening and speaking by the end of two additional years in high school.

210:15-3-139. Culture

(a) **Standard: Relating Cultural Practices to Perspectives.** Learners use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Relating Cultural Practices to Perspectives are:

(A) I can imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.

(B) I can identify and participate in customs, traditions, cultural activities, celebrations, and holiday practices of the target cultures.

(C) I can identify some beliefs and outlooks of the target cultures.

(D) I can understand diversity and recognize the impact of stereotyping other cultures.

(E) I can recognize differences and similarities between the target cultures and my own.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Relating Cultural Practices to Perspectives are:

(A) I can interact using culturally appropriate patterns of behavior in everyday informal and social situations.

(B) I can explain different traditions and customs of the target cultures in simple terms.

(C) I can reflect on cultural experiences and social activities common to a student of similar age in the target cultures.

(D) I can identify and discuss some perspectives typically associated with the target cultures' belief systems and social, economic, political, and professional practices.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Relating Cultural Practices to Perspectives are:

(A) I can interact according to the social and cultural norms of most informal and some formal contexts.

(B) I can discuss colloquially used verbal and non-verbal expressions and analyze the cultural implications.

(C) I can participate in and analyze cultural events.

(D) I can exhibit deeper knowledge of historical background of the target cultures that explains their cultural practices.

(E) I can examine and discuss global issues and challenges affecting the target cultures.

(F) I can more accurately analyze some commonly held generalizations about the target cultures.

(b) **Standard: Relating Cultural Products to Perspectives.** Learners use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Relating Cultural Products to Perspectives are:

(A) I can identify and explore artifacts and symbols commonly used in the target cultures.

(B) I can identify and explore some major contributions and influential figures, past and current, from the target cultures.

(C) I can identify and explore the impact of historical and contemporary influences from the target cultures that are significant in my own culture.

(D) I can identify and investigate products and geographic features from civilizations, countries, regions, and tribes associated with the target language studied.

(E) I can extract samples of the cultures' perspectives from the arts and media in the target cultures.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Relating Cultural Products to Perspectives are:

(A) I can explain the significance of objects, images, symbols, and products of the target cultures.

(B) I can describe major contributions of influential figures, past and current, from the target cultures.

(C) I can identify and explain the influence of the target cultures on the products of my own culture.

(D) I can explain how geography impacts the products of the target cultures.

(E) I can identify the target cultures' basic perspectives through art, literature, music, and dance.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Relating Cultural Products to Perspectives are:

(A) I can analyze and explain the cultural significance of objects, images, and symbols of the target cultures.

(B) I can describe and evaluate contributions of influential figures, past and current, from the target cultures.

(C) I can investigate and discuss the role and significance of the contributions of the target cultures in today's world.

(D) I can examine the target cultures through their visual arts, architecture, literature, and music and explain the cultural perspectives found in these works.

(c) **Culture Goal for Classical Languages.** Classical languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students examine ancient Greek and Roman perspectives through their practices (family and community, historical persons and events, political and religious beliefs) and products (items of daily life, myth and literature, art and architecture-both public and private).

(d) **Culture goal for Native American languages.** Native American languages participate fully in this goal area. Classroom discussion of Culture may be in English, with consistent reference to the target language. Students may examine Native American perspectives through their practices relating to everyday life (belief systems, ceremonies, celebrations, recreation, family organization, and governmental structures) and products (traditional arts, regalia, shelter, and authentic language resources such as land documents, marriage and divorce documents, treaties, and published works in the form of Bibles, newspapers, traditional hymns, and dictionaries).

210:15-3-140. Connections

(a) **Standard: Making Connections.** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Making Connections are:

(A) I can identify and/or apply selected information and skills from other content areas in experience related to the target language and cultures.

(B) I can reinforce and/or expand learning in other content areas using authentic target language resources.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Making Connections are:

(A) I can transfer and apply information and skills from other content areas to experiences related to the target language and cultures.

(B) I can apply information gathered through target language resources to other content areas in order to supplement learning.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Making Connections are:

(A) I can interpret information and apply skills from other content areas to experiences related to the target language and cultures.

(B) I can locate target language resources in order to analyze and synthesize information for use in other content areas.

(b) **Standard: Acquiring Information and Diverse Perspectives.** Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Acquiring Information and Diverse Perspectives are:

(A) I can extract information about the target cultures from selected authentic sources.

(B) I can use authentic target language sources to gain insight about the distinctive perspectives of the target cultures.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Acquiring Information and Diverse Perspectives are:

(A) I can seek out authentic target language sources, analyze the content, and acquire unique information available only through the target language and its cultures.

(B) I can use authentic sources to explore the distinctive perspectives of the target cultures.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Acquiring Information and Diverse Perspectives are:

(A) I can synthesize information acquired from authentic target language sources.

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(B) I can use authentic sources to analyze the distinctive perspectives of the target cultures.

(c) **Connections Goal for Classical Languages.** Classical languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Through Latin and Greek, students expand their understanding of words, phrases, and concepts used by modern science, medicine, law, and theology. They gain additional knowledge through target language readings. These texts usually begin with narratives about daily life and families in the ancient world. Students then progress to adaptations of classical literature, myth, and history. Advanced readers encounter authentic target language writings, such as those by Caesar and Virgil.

(d) **Connections Goal for Native American Languages.** Native American languages participate fully in this goal area. Classroom discussion of Connections may be in English, with consistent reference to the target language. Each tribal language embodies oral traditions of origin stories, migration stories, "why" stories that teach cultural values, and historical accounts of removal from other regions of the country to present-day Oklahoma. Students may expand their understanding of contributions of foods, gathering and usage of native plants for medicinal purposes, concepts of astronomy, agricultural practices, food preservation, numerical systems, relevance of proper use and care of environment and wildlife, and models of democracy.

210:15-3-141. Comparisons

(a) **Standard: Language Comparisons.** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Language Comparisons are:

(A) I can recognize cognates and borrowed words when applicable and be aware of their usefulness in comprehending language.

(B) I can identify and compare the sound and writing systems of the target language with my own, including stress, intonation, and punctuation

(C) I can identify basic grammatical structures of the target language such as tense, gender, word order, and agreement, and compare these structures to my own language.

(D) I can recognize identified idiomatic expressions that cannot be directly translated into my own language.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Language Comparisons are:

(A) I can explore the historical and cultural reasons for cognates and borrowed words when applicable.

(B) I can use knowledge of sound and writing systems in the target language to better understand my own.

(C) I can compare and contrast identified structural patterns of the target language to structural patterns in my own language.

(D) I can use appropriate idiomatic expressions in limited settings.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Language Comparisons are:

(A) I can provide some insight into the origins of cognates and borrowed words and speculate about what changes might occur in the future.

(B) I can apply knowledge of sound and writing systems in spontaneous communicative situations.

(C) I can use knowledge of structural patterns of my own language and the target language for effective communication.

(D) I can apply idiomatic expression in a variety of social contexts.

(b) **Standard: Cultural Comparisons.** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Cultural Comparisons are:

(A) I can identify similarities and differences in verbal and nonverbal behavior between cultures.

(B) I can recognize cross-cultural similarities and differences in the practices of the target culture.

(C) I can identify cross-cultural similarities and differences in the products of the target culture.

(D) I can recognize cross-cultural similarities and differences in the perspectives within the target culture.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Cultural Comparisons are:

(A) I can give simple descriptions of the similarities and differences in verbal and nonverbal behavior between cultures.

(B) I can give basic descriptions of cross-cultural similarities and differences in the practices of the target culture.

(C) I can give basic descriptions of cross-cultural similarities and differences in the products of the target culture.

(D) I can give simple descriptions of cross-cultural similarities and differences in the perspectives of the target culture.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Cultural Comparisons are:

(A) I can apply appropriate verbal and nonverbal behavior between cultures.

(B) I can analyze cross-cultural similarities and differences in the practices of the target culture.

(C) I can analyze cross-cultural similarities and differences in the products of the target culture.

(D) I can analyze and infer cross-cultural similarities and differences in perspectives of the target culture.

(c) **Comparisons Goal for Classical Languages.** Classical languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Students investigate the influence Greek and Latin have had on English vocabulary and reflect on the structural differences between those ancient languages and their own. By studying Greek and Roman government, visual art, architecture, and literature, students gain insight into parallel elements within their own culture.

(d) **Comparisons Goal for Native American Languages.** Native American languages participate fully in this goal area. Classroom discussion of Comparisons may be in English, with consistent reference to the target language. Oklahoma place names, mountains, rivers, and towns reflect the settlement of Native American tribes in Indian Territory before statehood. Students may reflect on the differences in structure and comparable flexibilities of Native American languages.

210:15-3-142. Communities

(a) **Standard: Schools and Global Communities.** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

(1) **Novice Level Range.** Oklahoma Learner Targets for students of world languages are designed from a student perspective. The novice level Oklahoma Learner Targets for Schools and Global Communities are:

- (A) I can identify career paths that are enhanced by proficiency in another language.
- (B) I can practice oral or written use of the target language with others outside the classroom.
- (C) I can communicate on a personal level with speakers of the target language.
- (D) I can produce short presentations for a variety of audiences.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Schools and Global Communities are:

- (A) I can investigate and/or participate in activities where the ability to communicate in a second language is beneficial.
- (B) I can communicate with others who speak or have a working knowledge of the target language about a variety of topics.
- (C) I can communicate on a personal level with a native speaker.
- (D) I can take part in language-related activities to benefit my school and/or community.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Schools and Global Communities are:

- (A) I can articulate the benefits of being able to communicate in more than one language.
- (B) I can interact appropriately in the target language in real-life situations.
- (C) I can contribute equally in personal communications with a native speaker.

(D) I can provide services within and beyond the school community using the target language.

(b) **Standard: Lifelong Learning.** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

(1) **Novice Level Range.** The novice level Oklahoma Learner Targets for Lifelong Learning are:

- (A) I can demonstrate a willingness to interact with native speakers.
- (B) I can discover and explore a variety of entertainment sources representative of the target culture.
- (C) I can identify current issues of interest within the target culture.
- (D) I can discover and explore samples of art, literature, and music representative of the target culture.

(2) **Intermediate Level Range.** The intermediate level Oklahoma Learner Targets for Lifelong Learning are:

- (A) I can exchange information with native speakers about topics of personal interest.
- (B) I can explore various target language resources to expand my knowledge of individual hobbies or interests.
- (C) I can research current issues of interest using various target language or culture sources.
- (D) I can demonstrate extracurricular use of target language media as a source of entertainment.

(3) **Advanced Level Range.** The advanced level Oklahoma Learner Targets for Lifelong Learning are:

- (A) I can initiate and sustain long-term associations with others proficient in the language.
- (B) I can use a variety of sources for entertainment or personal growth.
- (C) I can critically discuss current issues within the target culture.
- (D) I can pursue personal interests in various aspects of the target culture.

(c) **Communities Goal for Classical Languages.** Classical languages participate in this goal area, although the community of speakers of ancient Greek and Latin is limited. Classroom discussion of Communities may be in English, with consistent reference to the target language. Through the internet, students have access to 21st-century materials written in ancient Greek and Latin. They make educated guesses about words and structures in other languages, such as Spanish and French. Latin and Greek students build a foundation for future exploration of Western language and culture.

(d) **Communities Goal for Native American Languages.** Native American languages participate in this goal area. Individuals, families, and communities are reconnecting with their tribal languages through the use of social media (language apps, Facebook and Twitter pages) and online community forums. Students may participate in active learning environments (tribal gatherings, gospel singings, pow-wows, ceremonies, church, and sports) and tribal events. Students acquire and engage in a "tribal" language that allows them to participate in the preservation and revitalization of

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a "living language" for personal enjoyment, enrichment, and perpetuation for future generations.

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