

- 1 (6) Required support programs;
- 2 (7) A definition of the instructional day;
- 3 (8) Class size recommendations and requirements;
- 4 (9) Prescribed staffing allotment ratios;
- 5 (10) Material and equipment allotment ratios;
- 6 (11) Facilities guidelines that reflect educational program appropriateness,
- 7 long-term cost efficiency, and safety considerations; and
- 8 (12) Any other information the Board considers appropriate and necessary.

9 The State Board shall not adopt or enforce any rule that requires Algebra I as a
10 graduation standard or as a requirement for a high school diploma for any student whose
11 individualized education program (i) identifies the student as learning disabled in the
12 area of mathematics and (ii) states that this learning disability will prevent the student
13 from mastering Algebra I. Also, the State Board shall not adopt or enforce any rule that
14 requires a certain level of reading comprehension as a graduation standard or as a
15 requirement for a high school diploma for any student (i) who demonstrates an
16 appropriate level of listening comprehension, (ii) whose individualized education
17 program identifies the student as having a learning disability in the area of reading (word
18 identification) and directs that the student have tests read aloud, and (iii) who has
19 successfully taken tests that were read aloud."

20 Section 2. This act is effective when it becomes law.