

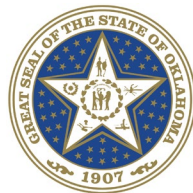


2024

LEGISLATION



OKLAHOMA
Education



RYAN WALTERS
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Dear Educator:

We are excited to present the *10th Annual Red Banner Book*, a key resource designed to keep you informed about the latest developments in state education legislation.

This edition highlights the most significant bills affecting our educational landscape. By focusing on changes within Title 70 of the Oklahoma Statutes and other critical legislative updates impacting the State Department of Education, this book aims to provide a concise overview of this year's legislative changes. While it is not intended to be exhaustive or serve as legal counsel, it will give you a solid understanding of new laws impacting public education in Oklahoma.

This year, several noteworthy bills were enacted. I'm delighted to announce the passage of [H.B. 3386](#), a significant step forward in expanding school choice in Oklahoma through intra-district open transfer. This bill also establishes an appeal process for IEP transfers to the State Board of Education. Additionally, [S.B. 1256](#) advances teacher empowerment by removing the burden on districts to match advanced, lead, and master teacher pay. The Reading Sufficiency Act, now known as the Strong Readers Act, has been amended by [S.B. 362](#) to eliminate the three-cueing system and place a stronger emphasis on phonics and other literacy skills for kindergarten through third grade.

Furthermore, [H.B. 3958](#) enhances school security by limiting online communication between students and teachers, ensuring that parents are included in communications or by requiring the use of district-approved services.

This book also includes other new legislation affecting public education in Oklahoma. I trust that it will serve as a valuable tool in your efforts to further our educational mission. Most importantly, I extend my deepest gratitude for your dedication to the children, parents, and communities of Oklahoma. It is a privilege to work alongside you as we strive to create a brighter future for every child in our state.

A handwritten signature in cursive script that reads "Ryan Walters".

Ryan Walters
State Superintendent of Public Instruction

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RE: H.B. 1006

SUBJECT: Schools

House Bill 1006 will become effective November 1, 2024. This act mandates that students who miss school to participate in scheduled 4-H activities or programs must receive an excused absence. The number of these excused absences allowed must be determined by the school district's attendance policy. A 4-H educator must provide documentation to verify the student's participation when requested by a school principal or attendance officer. Students must be allowed to make up any missed schoolwork due to 4-H activities, and their grades should not suffer due to these absences. However, excused absences are not granted if the 4-H activity occurs during state-mandated assessments or if the student is under disciplinary action.

- Section 1(D): Requires that students absent from school for scheduled 4-H activities or programs, approved by the county 4-H educator, be given an excused absence. It also requires the number of excused absences allowed to be subject to the attendance policy of the school district.
- Section 1(D)(1): Requires a 4-H educator to provide documented proof of student participation in 4-H sponsored activity or program to the principal or attendance officer upon request.
- Section 1(D)(2): Requires that students be given the opportunity to make up any schoolwork missed while they participated in 4-H sponsored activities or programs.
- Section 1(D)(3): A school principal or their designee are prohibited from crediting a student with an excused absence if the 4-H participation occurs during statewide student assessment or any period of time for which the student has been disciplined, suspended, or expelled, if the terms of punishment would preclude the student from participating in an education field trip or extracurricular activities.

Amendment to: 70 O.S. § 1-111

RE: H.B. 1425

SUBJECT: Schools

House Bill 1425 will become effective November 1, 2024. This act allows students to be excused from school for religious or moral instruction off-campus for up to three class periods per week or one hundred twenty-five class periods per year. It also releases schools and the state from liability for students during this time. It does not require instructors for such courses to be licensed. Attendance to such courses counts as school time, and elective credits are awarded based on a neutral evaluation of the courses.

- Section 1(A): Defines “Released time course” as a period of time during which a student is excused from school to attend a course in religious or moral instruction taught by an independent entity off school property.
- Section 1(B): Requires school districts to adopt a policy to allow students to be excused from school to attend a released time course at most three class periods per week or maximum of one hundred twenty-five class periods per school year.
- Section 1(B)(1): Requires the student to have parental consent to attend a released time course.
- Section 1(B)(2): Prohibits district funds, personnel, equipment, or resources outside of administration costs from being expended to provide a released time course.
- Section 1(B)(3): Requires the entity providing the instruction to keep attendance records and make them available to the school district.
- Section 1(B)(4): Places sole responsibility of transportation to such courses on the independent entity, the student, or the student’s parents.
- Section 1(B)(5): Removes liability of conduct that does not occur on school property under the control or supervision of the school district from the school district and requires the independent entity providing the course instruction to maintain adequate insurance.
- Section 1(B)(6): Places all responsibility for any missed schoolwork on the student.
- Section 1(B)(7): Gives reasonable discretion over the scheduling and timing of released time courses and prohibits a student from missing any class over a subject tested by the state.
- Section 1(C): Removes liability from the school district, the board of education and the state when the student participates in a released time course when the student is not under the control or supervision of the school district.
- Section 1(D): Prohibits requiring instructors to be licensed or certified as teachers if they are hired to provide instruction for a released time course.
- Section 1(E): Requires the student who attends a released time course to be counted in attendance with the school district and requires it be calculated as part of the school day, if no more than three class periods per week or a maximum of one hundred twenty-five class periods per school year.
- Section 1(F): Requires the school district to give elective credit to a student who participates in a released time course if it is substantiated by a transcript from the instructing entity and requires the school to evaluate the course in a neutral and secular manner that does not involve any test based on religion or denomination. The criteria

shall include: the amount of classroom instruction time, the course syllabus, methods of assessment used, and the qualifications of the course instructor.

- Section 1 (G): Prohibits this section of law from being applied to charter schools in this state.

New law at: 70 O.S. § 11-101.3

RE: HB 1449

SUBJECT: Discrimination

House Bill 1449 will become effective November 1, 2024. This act adds definitions to state statute for father, female, male, man/boy, mother, natural person, sex, woman/girl, and equal and clarifies that political entities within the state shall not be prohibited from establishing distinctions between sexes in certain circumstances.

- Section 1(A): Names the Act the “Women’s Bill of Rights”.
- Section 1(B): Clarifies the aim of the Women’s Bill of Rights as establishing certainty and uniformity in state law in regard to the classification of Oklahomans as: male or female, man or woman, girl or boy.
- Section 2(1): Defines “Father” as the male parent of a child or children.
- Section 2(2): Defines “Female” as an individual who naturally has, had, will have, or would have, but for a developmental or genetic anomaly or historical accident, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization.
- Section 2(3): Defines “Male” as an individual who naturally has, had, will have, or would have, but for developmental or genetic anomaly or historical accident, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization.
- Section 2(4): Defines “Man” or “boy” as a natural person who is male.
- Section 2(5): Defines “Mother” as the female parent of a child or children
- Section 2(6): Defines “Natural Person” as a human being excluding bodies politic or corporate.
- Section 2(8): Defines “Sex” as a natural person’s biological sex at birth.
- Section 2(9): Defines “Woman” or “Girl” as a natural person who is female.
- Section 3(C): Clarifies that the state or its political subdivisions may establish distinctions between the sexes and not be considered discrimination under law when such distinctions are substantially related to an important government objective, including, but not limited to, biology, privacy, safety, or fairness.
- Section 4(2): Clarifies the term “Equal” in title 25 shall not be construed to mean same or identical, and to differentiate between the sexes shall not necessarily be construed to be treating the sexes unequally.
- Section 5: Requires the state, its political subdivisions including public school districts to classify individual human beings within the state as either male or female when gathering statistics.

Amendment to: 25 O.S. §§ 16, 1101, and 1201 New law at: 25 O.S. § 1202

H.B. 1544

RE: H.B. 1544

SUBJECT: Schools

House Bill 1544 will become effective November 1, 2024. This act adds athletic trainer as a full-time school employee.

- Section 1(1): Adds “athletic trainer” to the definition of teacher.
- Section 1(8): Adds a definition of “athletic trainer” which requires them to be certified by the Board of Certification of the National Athletic Trainers’ Association and licensed to practice in the state in accordance with the State Board of Medical Licensure and Supervision. It also requires athletic trainers be accorded the same protections under law and all other benefits of a certified teacher.

Amendment to: 70 O.S. § 1-116

H.B. 2102

RE: H.B. 2102

SUBJECT: Student Drivers

House Bill 2102 will become effective November 1, 2024. This act prohibits student passengers when a student is driving for driving instruction.

- Section 1: Names the act the “Hope Shaffer Act”.
- Section 2(A): Requires both commercial and school district driver training/instruction to allow students to operate the motor vehicle only when no other students are present as passengers.
- Section 2(B): Allows a student’s parents to sign a waiver allowing their student to be a passenger.
- Section 3(C): Defines “student driver” as any person receiving driver education training who is younger than eighteen years of age.

New law at: 70 O.S. § 19-124

RE: H.B. 2158

SUBJECT: Schools

House Bill 2158 becomes effective July 1, 2025. This act adds a half-unit of financial literacy to Oklahoma high school graduation requirements, updates the Passports to Financial Literacy Act accordingly, and revises financial literacy passport requirements. It permits the SDE to collaborate with third-party organizations for standards, curricula, guidelines, materials, resources, and professional teacher development. It allows school districts to use financial literacy assessments. The course is now required to be taken in the 10th, 11th, or 12th grade, and teachers of the unit must have a degree in a qualified field as specified in the bill.

- Section 1(B)(7): Requires students to complete one half-unit of personal financial literacy to graduate high school whether as an elective course, through integration of the content in other courses, or through a Career and Technology Education course as long as the specific areas outlined in Section 2(A) as college preparatory/work ready curriculum are covered.
- Section 1(D)(6): Requires students to complete one half-unit of personal financial literacy to graduate high school whether as an elective course, through integration of the content in other courses, or through a Career and Technology Education course as long as the specific areas outlined in Section 2(A) as core curriculum are covered.
- Section 1(K)(1): Removes language newly outdated by the codification of this bill.
- Section 1(N)(8): Adds a section to confirm the requirement of one half-unit of personal financial literacy in the 10th, 11th, and 12th grades.
- Section 2(A)(2)(a): Requires down payments, mortgage payments, and variable and fixed interest rates be included in personal financial literacy instruction.
- Section 2(A)(2)(b): Requires various types of mortgage loans be included in personal financial literacy instruction.
- Section 2(A)(2)(c): Requires escrow be included in personal financial literacy instruction.
- Section 2(A)(4): Requires IRAs, 401(k)s, and other saving and investing retirement options be included in personal financial literacy instruction.
- Section 2(A)(7): Requires online banking features be included in personal financial literacy instruction.
- Section 2(A)(8): Requires credit scores, credit reports, and what factors affect an individual's credit score be included in personal financial literacy instruction.
- Section 2(B): Updates language to match changes made in Section 1.
- Section 2(C): Removes language newly outdated by the codification of this bill and allows for personal financial literacy instruction to be provided through several avenues including one half-unit high school course, integrated subject matter over a different high school course or courses, or integrated relevant subject matter into different career and technology center courses with approval from the district, the Oklahoma Department of Career and Technology Education, and by the State Board of Education.

- Section 2(F)(1): Rewords and rearranges the paragraphs content.
- Section 2(F)(2): Rewords and rearranges the paragraphs content and requires SDE to create a bridge program for teachers seeking to transition from embedded instruction to a separate personal financial literacy course.
- Section 2(F)(3): Removes the requirement for SDE to provide online curricula for integrating the teaching of personal financial literacy into an existing course or courses of study and requires SDE to provide resources for schools seeking to offer a separate personal financial literacy course and requires them to provide support to schools when embedded instruction is necessary.
- Section 2(F)(4): Removes the requirement for SDE to provide online resources and requires SDE to provide and identify resources for students with specific learning disabilities or individual education needs.
- Section 2(F)(5): Removes the ability for SDE to contract or use third-party organization to deliver professional development for teachers in the area of personal financial literacy. It also rewords two subsections adding language from subsection H which allows SDE to work in conjunction with Oklahoma-based not-for-profit organizations to develop standards, curricula, guidelines, materials, resources and development of professional teacher learning programs.
- Section 2(G)(1): Updates language to reflect the changes made in Section 1(B) and Section 1(D) and requires districts to use assessments approved by State Department of Education or the Department of Career and Technology Education if they choose to issue an assessment over personal financial literacy. It also allows school districts to develop personal financial literacy assessments for transfer students if they so choose to assess transfer students.
- Section 2(G)(2): Requires schools to encourage completion of personal financial literacy instruction to students who transfer into an Oklahoma school district from out of state during or after their junior year of high school even though it is not required in that particular circumstance.
- Section 2(I): Allows school districts to assign the teaching of personal financial literacy to teachers with certifications in agricultural education, business and information technology, economics, family and consumer science, history, social studies, marketing, or mathematics and also allows them to assign teaching of personal financial literacy to a group of teachers. It also allows upon request of a school district, SDE to review a teacher's certification to determine their qualifications to provide personal financial literacy instruction.
- Section 3: Amends statutory references.

Amendment to: 70 O.S. §§ 11-103.6, 11-103.6h, 11-103.6h-1.

H.B. 2190

RE: H.B. 2190

SUBJECT: Schools

House Bill 2190 became effective July 1, 2024. This act allows a school district to buy a high-deductible property insurance policy.

- Section 1(A): Allows for school districts to establish a casualty and flood insurance recovery fund for the purpose of purchasing a high-deductible property insurance policy.
- Section 1(B): Requires monies for casualty and flood insurance recovery to be transferred from the school district general fund and prohibits the amount from being higher than the deductible of the insurance policy.

New law at: 70 O.S. § 5-117.7

H.B. 2260

RE: H.B. 2260

SUBJECT: Schools

House Bill 2260 will become effective November 1, 2024. This act requires a school superintendent to forward a recommendation for a teacher's termination to the State Board of Education if it is a result of a civil settlement involving sexual abuse or sexual exploitation or an agreement between the school and teacher to avoid civil litigation for actions involving sexual abuse or sexual exploitation.

- Section 1(B): Requires a school superintendent to forward a recommendation for a teacher's termination to the State Board of Education if it is a result of a civil settlement involving sexual abuse or sexual exploitation or of an agreement between the school and teacher to avoid civil litigation for actions involving sexual abuse or sexual exploitation.

Amendment to: 70 O.S. § 6-101.25

RE: H.B. 2528

SUBJECT: Retirement

House Bill 2528 became effective July 1, 2024. This act modifies various definitions related to the Oklahoma Teacher's Retirement System. The act establishes a five-year vesting period for those who become a member of the Teachers' Retirement System ("System") after July 1, 1967, through October 31, 2017. It also gives those members an indefinite extension of membership beginning with the sixth year following the member's last contributing membership. It modifies how members make proper application for retirement. It provides procedures for a joint annuitant's death and modifies retirement options. The act releases the system from liability under certain circumstances. It modifies how certain expenses are to be paid. The act specifies when a member must be physically present to complete the terms of the employment contract. It modifies earnings limits and repeals a section of law dealing with classifications of positions within the System.

- Section 1(7.): Removes the definition of "Service"
- Section 1(8.): Redefines "prior service" as withdrawn service with some exclusions including: before July 1, 2021 prior service excludes service attributable to any membership period during which nonclassified optional members voluntarily ceased contributions while remaining employed in public education or voluntarily withdrew from membership in the System, and after July 1, 2021, prior service excludes service attributable to any period of time during which nonclassified optional members opted out of membership in the System.
- Section 1(15.): Redefines "annuity" as a lifetime benefit payable in fixed monthly installments and removes the definition of pension and the term "monthly retirement allowance".
- Section 1(16.): Inserts the term "retirement allowance" in place of "monthly retirement allowance".
- Section 1(23.): Removes the definition of "teacher".
- Section 1(26.): Removes the definition of "retirement contract".
- Section 2(C): Requires nonclassified optional personnel to opt out of participation in the System only in a manner required by Board of Trustees of the Teachers' Retirement System of Oklahoma (the Board of Trustees).
- Section 2(C)(3): Requires an eligible nonclassified optional employee to make employee contributions to the System if they did not opt out of participation in a timely manner.
- Section 2(C)(4): Removes redundant language.
- Section 2(D): Allows the Board of Trustees to make the individual entrance into the System optional.
- Section 2(F): Allows retired members of the System who become employed by the State Department of Education after November 1, 2019, to choose to participate in the

Oklahoma Public Employees Retirement System defined benefit plan or the Oklahoma Public Employees Retirement System defined contribution system.

- Section 3: Removes outdated language.
- Section 3(A): Removes regulations on the Board of Trustees in determining how much service in any year is equivalent to one year of service.
- Section 3(B): Rewords conditions by which a former member of the System may reestablish prior service credit and removes outdated language.
- Section 3(C): Allows the Board of Trustees to adopt rules and regulations to verify, process, and credit the service herein claimed.
- Section 4(A): Removes specific requirements governing the application for retirement and instead allows the Board of Trustees to determine how such applications are filed.
- Section 4(B): Establishes a five-year vesting period for those who become a member of the System after July 1, 1967, through October 1, 2017.
- Section 4(C): Gives qualifying members under Section 4(B) an indefinite extension of membership beginning with the sixth year following their last contributing membership. It also establishes a seven-year vesting period for individuals that become members on or after November 1, 2017, and provides an indefinite extension of membership after the eighth year following their last contributing membership.
- Section 4(E): Removes outdated language.
- Section 4(H): Rewording and simplifying language and removing gendered language.
- Section 4(K): Modifies the retirement options including allowing the Board of Trustees to approve other retirement options if certified by the actuary to be of equivalent actuarial value to the member's retirement allowance.
- Section 4(P)(Q): Releases the System from any and all liability after paying death benefits to any beneficiary or a member's estate. It also specifically does not require the System to inquire into the truth of any matter specified in these subsections or into the payment of any estate tax liability.
- Section 4(R): Rewords language requiring documents needed to waive probate procedure in the event of a member's death.
- Section 4(S): Requires that the full amount of a monthly benefit payment to a joint annuitant be paid to the joint annuitant's estate in the event the joint annuitant dies before receiving the payment.
- Section 4(T): Allows the Board of Trustees to adopt rules and regulations for administration of the benefits of the System.
- Section 5: Releases the System from any and all liability after paying death benefits to any beneficiary or a member's estate. It also specifically does not require the System to inquire into the truth of any matter specified in these subsections or into the payment of any estate tax liability.
- Section 6: Removes outdated language requiring all expenses of the administration of the Tax-Sheltered Annuity Fund to be paid from the Oklahoma Teachers' Retirement Fund.
- Section 7: Removes outdated language concerning deposit interest earned in the Teachers' Deposit Fund or Tax-Sheltered Annuity Fund.

- Section 8: Removes outdated language concerning deposit options with the Teachers' Deposit Fund, the Tax-Sheltered Annuity Fund, and the Teachers' Savings Fund.
- Section 9: Removes language limiting retirement earnings of members to not more than one-half of their final average salary used in computing retirement benefits or the Earnings Limitation for employees allowed by the Social Security Administration whichever is less. It also removes the limit of \$15,000 for retired members under the age of sixty-two. The section also removes outdated language concerning dated language governing earning limitations.
- Section 10: Repeals Section 17-114.2 which relates to the classification of positions within the System including executive director, assistant executive director, and secretary-treasurer of the system as well as twenty-two unclassified assistants.

Amendment to: 70 O.S. §§ 17-101, 17-103, 17-104, 17-105, 17-105.1, 17-106.3, 17-107, 17-108, 17-116.10

Repeals: 70 O.S. § 17-114.2

H.B. 2917

RE: H.B. 2917

SUBJECT: Charter Schools

House Bill 2917 became effective July 1, 2024. This act requires the average daily membership and the State Aid for charter schools to be calculated in the same manner as other public-school districts after their first year in operation.

- Section 1(C): Requires that the average daily membership of charter schools be calculated according to 70 O.S. § 18-201.1 and the State Aid for charter schools be calculated according to 70 O.S. § 18-200.1, after the first year of operation.

Amendment to: 70 O.S. § 3-142

H.B. 2989

RE: H.B. 2989

SUBJECT: Higher Education

House Bill 2989 became effective July 1, 2024. This act prohibits institutions within the Oklahoma State System of Higher Education from requiring a higher score on a college level entrance exam than a certain non-profit organization recommends with exceptions allowed. It also changes to whom reports of noncompliance with this law are to be submitted.

- Section 1(C): Changes the committees to whom reports of noncompliance with this law are to be submitted. The report will now only be submitted to the Common Education Committees in the House and Senate and will not be submitted to the House Higher Education and Career Tech Committee.
- Section 1(D): Prohibits institutions within the Oklahoma State System of Higher Education from requiring a higher score on a college level entrance exam than a certain non-profit organization recommends but allows an institution President to determine based on evidence that a higher score is required for admittance to a particular course.

Amendment to: 70 O.S. § 3207.1

H.B. 3113

RE: H.B. 3113

SUBJECT: Public Finance

House Bill 3113 will become effective November 1, 2024. This act requires the executive officer of an agency to certify that the agency is in complete compliance with “Oklahoma State Government Open Documents Initiative.”

- Section 1(C)(5): Requires the executive officer of an agency to certify that the agency is in complete compliance with “Oklahoma State Government Open Documents Initiative” under 62 O.S. § 34.11.3 and 65 O.S. § 3-114.

Amendment to: 62 O.S. § 34.42

H.B. 3231

RE: H.B. 3231

SUBJECT: Children

House Bill 3231 will become effective November 1, 2024. This act allows persons believed to be homeless children or youth in Oklahoma to be verified by various specific entities in aiding children in need. It provides a system of steps for homeless youth to be verified as homeless and allows verified homeless youth to apply for a REAL ID Noncompliant Identification Card (“REAL ID”).

- Section 2(A): Allows persons believed to be homeless children or youth in Oklahoma to be verified by a homeless shelter director, transitional living program director, public school McKinney-Vento liaison, or a continuum of care agency.
- Section 2(B): Requires the verification process to involve knowing the child or youth and, for those under 18, the verifying entity to check the National Missing and Unidentified Persons System and notifying the last-known parent or guardian requesting permission for the student to apply for a REAL ID. If no objection is received within fifteen business days, written verification can be issued by the verifying entity on official letterhead, signed, dated, and notarized.
- Section 3(A): Allows persons under eighteen years of age who are homeless children and youth to apply for a REAL ID, valid for a period of four years from the month of issuance, without the signature of their parent or legal guardian.
- Section 3(D): Modifies language to match the changes made in Section 3(A).

Amendment to: 47 O.S. § 6-105.3

New law at: 10 O.S. § 601.6d

H.B. 3234

RE: H.B. 3234

SUBJECT: Career and Technology Education

House Bill 3234 will become effective November 1, 2024. This act requires that the Department of Education share the responsibility of for issuing diplomas with the Oklahoma Department of Career and Technology Education and allows the State Board of Career and Technology to establish requirements for adults seeking to obtain their high school equivalency diploma based on work experience and educational attainment.

- Section 1(B): Requires that the Department of Education share the responsibility of for issuing diplomas with the Oklahoma Department of Career and Technology Education.
- Section 1(C): Allows the State Board of Career and Technology to establish criteria and requirements for adults twenty-one (21) and older seeking to obtain their high school equivalency diploma based on work experience and educational attainment.

Amendment to: 70 O.S. § 14-132

H.B. 3276

RE: H.B. 3276

SUBJECT: Schools

House Bill 3276 will become effective November 1, 2024. This act places the responsibility of career and technology instructor certification solely with the State Board of Career and Technology Education and removes the requirements for certification for those instructors that are not industry-based.

- Section 1(F): Places responsibility of career and technology instructor certification solely with the State Board of Career and Technology Education where before the State Board of Education shared responsibility in the process and it removes the certification requirements for those instructors that are not industry based.

Amendment to: 70 O.S. § 6-189

H.B. 3285

R.E. H.B. 3285

SUBJECT: State Government

House Bill 3285 will become effective November 1, 2024. This act requires state government entities with more than five hundred (500) employees to develop and implement a system for telephone callback. It requires a system that allows the caller to request an automatic callback as part of a menu of options for the routing or handling of the call to meet the requirements of this act. It also requires any entity that uses a toll-free number to allow contact with the agency to be subject to the provisions of this act.

- Section 1(A): Requires each state agency, board, commission, department, or other state governmental entity with more than five hundred (500) employees to develop and implement a system for telephone callback.
- Section 1(B): Requires a system that allows the caller to request an automatic callback as part of a menu of options for the routing or handling of the call to satisfy the provisions of this act.
- Section 1(C): Requires any entity that uses a toll-free number to allow contact with the agency to be subject to the provisions of this act.

New law at: 74 O.S. § 8501

H.B. 3327

RE: H.B. 3327

SUBJECT: Schools

H.B. 3327 became effective April 26, 2024. This act permits school nurses, diabetes care assistants, or other school staff to download electronic applications for continuous glucose monitoring on school or personal devices, with written permission from the student's parent or guardian.

- Section 1(G): Allows a member of school staff to download necessary software or applications to connect a personal or school-issued glucose monitoring electronic device.
- Section 2(C): Protects school staff from disciplinary action for lack of any monitoring of electronic glucose numbers outside of the school hours or school-sponsored activities.

Amendment to: 70 O.S. § 1210.196.8

New law at: 70 O.S. § 1210.196.4

RE: H.B. 3386

SUBJECT: Schools

House Bill 3386 became effective July 1, 2024. This act requires school districts to develop a policy for intra-district policy that establishes grade and class transfer capacity numbers for each school site within the school district. It also requires specific processes and preferences if more students request transfer to one school site grade level than the posted capacity and requires school site capacity numbers be posted four times a year in January, April, July, and October. The act also establishes an appeals process for students with disabilities that experience a denial of transfer.

- Section 1(A): Requires that beginning July 1, 2024, students can transfer between schools within their district at any time of the year, unless the receiving school's grade level is at capacity. If the grade level is at capacity, transfers will be prioritized based on specific preferences and the order of application. The school board will set the capacity. Transfers are granted for one year and can be renewed each year with district approval. However, a continued transfer can be denied for specific reasons outlined in the district's policy.
- Section 1(A)(1): Allows for siblings of a student who transfers within the district to attend the same school, regardless of capacity, if district policy prioritizes sibling transfers and the sibling does not meet any denial criteria outlined in the district policy.
- Section 1(A)(2): Allows for a child of a school district employee who lives in the district to transfer to a different school within the district if the district's policy prioritizes such transfers and the child does not meet any denial criteria specified in the district policy.
- Section 1(A)(3): Allows a student who moves to a new residence within the same school district to stay at their current school if the district's policy prioritizes such transfers and the student does not meet any criteria for denial as specified in the district policy.
- Section 1(A)(4): Allows a child in foster care living with another student who transfers within the district to attend the same school as the transferred student and limits non-foster care students to two transfers per school year. A student may always re-enroll at the school site of residence.
- Section 1(B): Requires each school district within the state to adopt a policy to determine the capacity of intra-district transfer students for each grade level for each school site.
- Section 1(B)(1): Requires the school district policy to prefer students who reside in the school site boundary, students who attended the school site the prior school year, siblings of students who are already enrolled at the school site, children of school district employees, and students who change residence within a school district who wish to attend the same school site.
- Section 1(B)(2): Allows the school district policy to deny intra-district transfer for students who exhibit behavior for which they could be suspended from school.

- Section 1(B)(3): Allows the school district policy to deny intra-district transfer based on a history of absences meaning if the student has been absent from school 10 days or more in one semester.
- Section 1(C): Requires every January 1st, April 1st, July 1st, and October 1st, school district boards of education must determine the number of intra-district transfer students each school site can accept for each grade level.
- Section 1(D): Requires the district Board of Education to publish on its website the number of intra-district transfer students each school site can accept per grade level and report these numbers to the State Department of Education.
- Section 2(C): Allows a parent or guardian of a student with disabilities (or the adult student if they are 18-21 years old), whose request to transfer to a different school district is denied, to appeal the decision. They must appeal to the receiving district's Board of Education within ten (10) days of the denial, and the Board will review it at their next meeting. If this appeal is also denied, they can further appeal to the State Board of Education within ten (10) days, using a prescribed form. The Board will consider the appeal at their next meeting, allowing both the parent/guardian and a representative from the receiving district to speak. The Board will establish rules for this appeals process.
- Section 2(F): Requires school districts submit a report to SDE detailing the number of transfer requests for students with disabilities that were approved or denied, including the reasons for any denials (availability of programs, staff, or services). SDE is required to publish this data on its website and provide it to the Office of Educational Quality and Accountability.
- Section 2(G): Requires the Office of Educational Quality and Accountability to perform a random audit of 10% of the school districts in the state of their approved and denied transfer of students with disabilities and requires that a district found with inaccurate reporting to comply with any changes recommended in the audit.

New law at: 70 O.S. § 8-114

Amendment to: 70 O.S. § 13-103

RE: H.B. 3388

SUBJECT: Income Tax Credit

House Bill 3388 became effective May 6, 2024. This act makes multiple changes to the Oklahoma Parental Choice Tax Credit Act including adding exemptions from taxation and department collection on monies received through the Oklahoma Parental Choice Tax Credit (“Tax Credit”). It makes adjustments of certain application dates and deadlines, modifications of several definitions, and adds several provisions to encourage use of the tax credit among lower income taxpayers. The Tax Commission (“Commission”) is required to post more specific statistics concerning the Tax Credit on their website.

- Section 1(A): Provides exemption from state, municipal, district court department, and public housing department collection to monies received through the Tax Credit.
- Section 2(E)(26): Provides exemption from state income tax to monies received from the Tax Credit.
- Section 3(A)(5): Modifies the definition of “eligible student” to include students expected to enroll in private school.
- Section 3(A)(6): Modifies the definition of “qualified expense” to exclude tuition and fees paid with any scholarship or tuition and fees discounted or otherwise reduced by the school.
- Section 3(A)(7): Modifies the definition of “qualified expense” to include both online and in-person learning programs.
- Section 3(C): Clarifies which fiscal year the Tax Credit is to be administered.
- Section 3(C)(1): Clarifies which fiscal year the Tax Credit is to be administered and clarifies language describing the amount of credit available for qualified expenses based on the income of the applicant.
- Section 3(C)(2): Clarifies that the maximum credit for families homeschooling their students is \$1,000.
- Section 3(C)(3): Establishes the Tax Credit amount for eligible students attending a private school that exclusively serves homeless students to be \$7,500 or less.
- Section 3(C)(4): Establishes the Tax Credit amount for eligible students attending a private school that primarily serves financially disadvantaged students to be \$7,500 or less. Additionally, the cost to educate such a student must be equal to the average cost of all students attending the private school. Private school must be deemed to be serving financially disadvantaged students if 90% of the private school’s admissions are based on enrolling students whose gross family income is 250% for the federal poverty threshold or below.
- Section 3(C)(7): Prohibits the monies from a claimed Tax Credit from being used to offset or pay the following:
 - Delinquent tax liability;
 - Accrued penalty or interest from the failure to file a report or return;

- Accrued penalty or interest from the failure to pay a state tax within the statutory period allowed for its payment;
 - Tax liability of the taxpayer from any prior tax year; and,
 - Any debt, unpaid fine, final judgment, or claim filed with the Commission by a state agency, municipal government, district court, or public housing entity or their designee.
- Section 3(D): Changes the timeline of the Tax Credit applications submission requirements to be based on fiscal year instead of tax year and establishes \$100,000,000 to be the total amount of Tax Credits applied for between January 1, 2025, and June 30, 2025. It prohibits the Commission from requiring reapplication for tax credits that were awarded in tax year 2024 and requires the Commission to base the credit amount payable for the Spring 2025 on the Fall 2024 installment disbursement payment amount.
 - Section 3(E): Removes mentions of Affidavit and replaces with Enrollment Verification Form. It prohibits a taxpayer that provides documentation of enrollment in income-based government benefits programs from being required to provide additional income verification. It additionally establishes February 15th as the beginning of the application period as of the 2025-2026 school year, gives priority consideration to families with a combined adjusted gross income of \$150,000 or less who apply within the first sixty (60) days of the application being open and requires that the Tax Credit be paid in two installments, one per school semester each half of the total expected amount of tuition and fees on the enrollment verification form.
 - Section 3(F): Requires that in the event the amount of Tax Credits applied for exceeds the amount of Tax Credits appropriated, the Commission gives priority to families with a combined adjusted gross income of \$150,000 or less and have received the credit in the prior year.
 - Section 3(G)(5): Requires taxpayers who claim a Tax Credit to notify the Commission no more than thirty (30) days after the eligible student enrolls in a school, graduates high school, or is no longer using the Tax Credit.
 - Section 3(I)(3): Allows the Commission to reuse Tax Credits that taxpayers choose not to use for any reason.
 - Section 3(I)(4): Requires the Commission to notify applicants within thirty (30) days of the closure of the application window of their approval status and requires the Commission to notify candidates for priority consideration no later than thirty (30) days after the last day of the first sixty (60) days of the application being open.
 - Section 3(K): Requires the Commission to update its Tax Credit information on its website monthly and requires it to include the total number of tax credits claimed each year, the number of students awarded each fiscal year disaggregated by income categories, the number of students who attended public school the year prior who claimed a Tax Credit, the number of applications denied, and the total amount of credits denied each fiscal year.
 - Section 3(L): Reiterates that Tax Credits do not constitute taxable income to a taxpayer.

Amendment to: 68 O.S. §§ 205.2, 2358, 28-101

H.B. 3459

RE: H.B. 3459

SUBJECT: Oklahoma Student Loan Act

House Bill 3459 will become effective November 1, 2024. This act amends different sections of the Oklahoma Student Loan Act with changes to definitions and specifications of the regulatory authority of the Oklahoma Student Loan Authority (“OSLA”).

- Section 1: Changes the definition of “Qualified person” to be determined by the Oklahoma Student Loan Authority and not whether they are insured by the United States.
- Section 2: Updates language to reflect the changes made in Section 1.
- Section 3: Updates language to reflect the changes made in Section 1.
- Section 4: Updates language to reflect the changes made in Sections 1 and 7.
- Section 5: Removes the requirement for OSLA to accumulate and submit individual loan applications from participating institutions and updates language to reflect the changes made in Section 1.
- Section 6: Updates language to reflect the changes made in Sections 1 and 7.
- Section 7(A): Changes the term “Qualified student” to “Qualified person,” adds parents of qualified students to the definition of “Qualified person,” removes the requirement for qualified persons to complete the federal needs analysis to the definition of “Qualified person,” removes the federal income limit used to determine eligibility for the loan to the definition of “Qualified person,” removes a cost-of-living adjustment requirement to the definition of “Qualified person,” requires a person to meet eligibility requirements set by OSLA to meet the definition of “Qualified person.”
- Section 7(D): Modifies the OSLA authority to collect loans to specifically apply to guaranteed loans.
- Section 7(E): Removes the requirement for interest to be paid by borrowers on a quarterly basis.

New law at: 70 O.S. §§ 695.2, 695.3, 695.5, 695.6, 695.7, 695.17, 695.18

H.B. 3523

RE: H.B. 3523

SUBJECT: Schools

House Bill 3523 will become effective November 1, 2024. This act requires SDE to publish an annual report on the status of adjunct teachers. The report must include the required adjunct teacher qualifications and the subject area or courses being taught by adjunct teachers. It also requires SDE to publish the report on its website and provide copies of the report to elected members of the House and Senate by a specific date.

- Section 1(A): Requires SDE to publish an annual report on the status of adjunct teachers. The report must include:
 - qualifications adopted by the State Board of Education to determine eligibility of adjunct teacher candidates;
 - the subject areas or courses in which adjunct teachers are teaching; and,
 - the types of distinguished qualifications adjunct teachers have to make them qualified to teach in certain subject areas or courses.
- Section 1(B): Requires the annual report to be published on the SDE website and requires SDE to send copies of the report to all members of the House and Senate no later than January 15th each year.

New law at: 70 O.S. § 6-122-12

H.B. 3623

RE: H.B. 3623

SUBJECT: State Government

House Bill 3623 will become effective November 1, 2024. This act requires the State Purchasing Director to require contractors and subcontractors with public contracts to submit an Affidavit confirming compliance with law and creates penalties for violations by contractors and subcontractors.

- Section 1(P): Requires the State Purchasing Director to require contractors and subcontractors with public contracts to submit an Affidavit confirming compliance with Section 1313 of Title 25 of Oklahoma Statutes.
- Section 1(P)(1): Creates a penalty if a false Affidavit is knowingly submitted, the contractor or subcontractor must pay a \$5,000 penalty for the first offense, which will increase by \$2,000 for each subsequent offense.
- Section 1(P)(2): Allows the public employer or the Office of Management and Enterprise Services to terminate the contract with the contractor or subcontractor.

Amendment to: 74 O.S. § 85.5

H.B. 3727

RE: H.B. 3727

SUBJECT: Schools

House Bill 3727 became effective July 1, 2024. This act requires each school district and charter school to provide instruction in cursive handwriting for students in the third through fifth grades.

- Section 1: Requires each school district and charter school to provide instruction in cursive handwriting for students in the third through fifth grades and demonstrate competency in reading cursive and legibly writing in cursive by the end of fifth grade.

New law at: 70 O.S. § 11-103.16

H.B. 3737

RE: H.B. 3737

SUBJECT: Schools

House Bill 3737 became effective July 1, 2024. This act requires the State Department of Education (“SDE”) to develop type 1 diabetes informational materials for parents and guardians of students and requires school districts and charter schools provide such informational materials to parents and guardians at specific times. The act also outlines some of the information that would be included in such materials.

- Section 1(A): Requires SDE to develop, post on its website, and update informational materials about type 1 diabetes for parents and guardians.
- Section 1(B): Requires school districts and charter schools to make the informational materials available to parents or guardians of students upon first enrollment at the school and then again in 6th grade.
- Section 1(C): Outlines the details that the informational materials could cover including a description of type 1 diabetes, its risks, warning signs, and the screening process needed to identify it and recommendations for parents and guardians if their student has the warning signs of type 1 diabetes or has been diagnosed with type 1 diabetes.

New law at: 70 O.S. § 1210.196

RE: H.B. 3779

SUBJECT: Oklahoma Open Records Act

House Bill 3779 will become effective November 1, 2024. This act prevents the Oklahoma Open Records Act from being used as a substitute for discovery in legal actions. It relocates language concerning exemptions from the definition of “record.” It also mandates that anyone seeking declaratory or injunctive relief under the act must notify the relevant public body or official in writing at least ten (10) business days before filing a civil suit.

- Section 1(A): Removes language related to exemptions from the definition of the term "record" in the Oklahoma Open Records Act.
- Section 2(B)(1): Adds the language removed in Section 1(A) to provide an expansion of records exempt from the Open Records Act which are required by law to be kept confidential including:
 - Vehicle movement records of the Oklahoma Transportation Authority obtained in connection with the Authority’s electronic toll collection system;
 - Personal financial information, credit reports, or other financial data obtained by or submitted to a public body for the purposes of evaluating credit worthiness, obtaining a license, permit or for the purpose of becoming qualified to contract with a public body;
 - Any digital audio/video recordings of the toll collection and safeguarding activities of the Oklahoma Transportation Authority;
 - Any personal information provided by a guest at any facility owned or operated by the Oklahoma Tourism and Recreation Department to obtain any service at the facility or by a purchaser of a product sold by or through the Oklahoma Tourism and Recreation Department;
 - A Department of Defense Form 214 filed with a County Clerk, including any DD Form 214 filed before July 1, 2002;
 - Any record in connection with a Motor Vehicle Report issued by the Department of Public Safety;
 - Personal information within driver records, which are stored and maintained by the Department of Public Safety;
 - Any portion of any document or information provided to an agency or entity of the state or a political subdivision to obtain licensure under the laws of this state or a political subdivision that contains an applicant's personal address, personal phone number, personal email address, any government-issued identification numbers, or other contact information; provided, however, lists of persons licensed, the existence of a license of a person, or a business or commercial address, or other business or commercial information disclosable under state law submitted with an application for licensure shall be public record, unless the business or commercial address is the same as the applicant's personal address, except when the applicant permits in writing the disclosure of the address;

- An investigative file obtained during an investigation conducted by the State Department of Health into violations of the Long-Term Care Administrator Licensing Act; or,
- Documents, evidence, materials, records, reports, complaints, or other information in the possession or control of the Attorney General or Insurance Department pertaining to an evaluation, examination, investigation, or review made pursuant to the provisions of the Patient's Right to Pharmacy Choice Act, the Pharmacy Audit Integrity Act, or Sections 357 through 360 of Title 59 of the Oklahoma Statutes.
- Section 3(C): Mandates that anyone seeking declaratory or injunctive relief under the Act must notify the relevant public body or official in writing at least ten (10) business days before filing a civil suit.

Amendment to: 51 O.S. §§ 24A.3, 24A.5, 24A.17

RE: H.B. 3792

SUBJECT: Higher Education

House Bill 3792 became effective July 1, 2024. This act creates the Oklahoma Access and Achievement Program (“Program”) which provides scholarships to students with disabilities seeking a post-secondary education at a CTP program within the State.

- Section 1(B)(1): Defines a “CTP program” as a degree, certificate, or nondegree program, offered by higher education institutions or technology centers, designed to support students with intellectual disabilities in continuing academic, career, technical, and independent living instruction to prepare for employment. The program requires students to attend at least half-time, involves academic components through various activities with nondisabled students (such as regular courses, auditing, noncredit courses, or internships), and aims for maximum social and academic integration with nondisabled students. It must be approved by the U.S. Department of Education under the Higher Education Opportunity Act.
- Section 1(B)(2): Defines an “Eligible student” as a student with an intellectual disability who is eligible for the scholarship program.
- Section 1(B)(3): Defines “Scholarship program” as the Oklahoma Access and Achievement Program.
- Section 1(B)(4): Defines “State educational institution” as an institution of higher education or technology center school supported wholly or in part by direct legislative appropriations that provides a CTP program.
- Section 1(B)(5): Defines a “Student with an intellectual disability” as a student with significant limitations in intellectual and cognitive functioning and adaptive behavior expressed in conceptual, social, and practical skills and is currently or was formerly eligible for a free appropriate public education under the Individuals with Disabilities Education Act (IDEA), including those who attended private school or were educated through other means as provided by Oklahoma law.
- Section 1(C): Describes the purpose of the program to provide an award to eligible students with intellectual disabilities who are pursuing studies in this state at a CTP program and sets the value of the award at an amount equal to the nonguaranteed resident tuition at an institution of higher education or the tuition at a technology center school.
- Section 1(D): Outlines the criteria for a student to be considered eligible for the Program; the student:
 - Must be a resident or be enrolled in a school district that serves both students in the state and some students from adjacent states;
 - Must be a lawful citizen or lawfully present within the U.S. and are not eligible otherwise;
 - Must have graduated within the previous six years or completed a home school program within the previous six years;

- Must have secured admission to and enrolled in a CTP program at an institution that meets requirements to receive federal student financial aid;
 - Must establish financial need according to the provisions of this law and rules promulgated by the State Regents.
- Section 1(E): Outlines the criteria for students to maintain eligibility, which includes requiring them to:
 - Meet the requirements established by the state educational institution where the student is enrolled;
 - Maintain satisfactory academic progress as required by the CTP program criteria,
 - Comply with the standards related to maintenance of eligibility as promulgated by the State Regents;
 - Refrain from conduct that leads to expulsion or suspension of more than one semester from a state educational institution or they will permanently lose eligibility for the program;
- Section 1(F): Requires the State Regents to promulgate rules relating to the establishment and maintenance of eligibility under the Program.
- Section 2(A): Establishes that, if funds are available, an amount equivalent to the resident tuition at a higher education institution or the tuition at a technology center school, where an eligible student is enrolled in a CTP program, will be awarded from the Oklahoma Higher Learning Access Trust Fund.
- Section 2(B): Requires scholarship benefits be awarded to all eligible students without limit, except based on available funds and the number of applicants. If funds are insufficient, the Oklahoma State Regents for Higher Education will prioritize awards based on need considering other grants and scholarships the applicant may have received.
- Section 2(C): Prohibits awards from being used for courses taken more than five years after the student's first semester of postsecondary enrollment but allows the State Regents to grant exceptions for hardship circumstances, but no student can receive benefits for more than a total of five years.
- Section 2(D): Allows the State Regents to allocate funds for a student's full scholarship commitment in the Oklahoma Higher Learning Access Trust Fund at the time the award is made and gives absolute priority for continued financial support over new applicants to students who have previously received awards and maintained eligibility under the Oklahoma Access and Achievement Act for continued financial support over new applicants.
- Section 3(A): Requires that (with some exceptions) a student with an intellectual disability will not be considered financially in need under the Oklahoma Access and Achievement Act if their parents' or guardians' federal adjusted gross income exceeds \$100,000 per year and allows the student's financial need be determined based on their income, not that of their parents or guardians if they are considered independent for federal financial aid purposes.
- Section 3(B)(1): Prohibits a student with an intellectual disability who was adopted between birth and age twelve from the Department of Human Services, a licensed private nonprofit child-placing agency, or a federally recognized Indian tribe from being

considered financially in need under the Oklahoma Access and Achievement Act if their adoptive parents' federal adjusted gross income exceeded \$150,000 per year any year prior to the student enrolling in a CTP program.

- Section 3(B)(2): Prohibits a student with an intellectual disability who was adopted between the ages of thirteen and seventeen from the Department of Human Services, a licensed private nonprofit child-placing agency, or a federally recognized Indian tribe from being considered financially in need under the Oklahoma Access and Achievement Act if their adoptive parents' federal adjusted gross income exceeded \$200,000 per year any year prior to the student enrolling in a CTP program.
- Section 3(B)(3): Allows financial qualification to be based on the student's income, not their parents', if the student is considered independent for federal financial aid purposes.
- Section 4(B): Updates language to reflect the new law in sections one, two, and three of this act.
- Section 4(D): Updates language to reflect the new law in sections one, two, and three of this act.
- Section 4(E): Updates language to reflect the new law in sections one, two, and three of this act.

New law at: 70 O.S. §§ 2501, 2502, 2503

Amendment to: 70 O.S. § 3953.1

RE: H.B. 3958

SUBJECT: Student Communication

House Bill 3958 became effective July 1, 2024. This act requires that school personnel engaging in electronic or digital communication with an individual student to include the parent or guardian of that student, unless it is over a school approved platform. It also includes exceptions, requirements for training, and penalties for personnel found to be in violation.

- Section 1(A)(1): Defines “Electronic or digital communication” to include but not limited to: emails, text messages, instant messages, direct messages, social media messages, messages sent through software applications, and any other electronic digital means of communication.
- Section 1 (A)(2): Defines “School personnel” as teachers, coaches, administrators, school bus drivers, or any other persons employed full-time or part-time by a public school or charter school.
- Section 1(B): Requires school personnel to include parents or guardians when communicating with a student individually unless it is on a school-approved platform and is related to school and academic topics.
- Section 1(C): Allows for exceptions to the requirement in the case of an emergency as long as the parent or guardian is notified, and it requires school personnel to make efforts to use automatic inclusion of parents or guardians in communications with students.
- Section 1(D): Requires schools to provide training to school personnel over the requirements of this section and requires SDE develop such training.
- Section 1(E): Requires schools to place any school personnel who violate this bill on administrative leave while the school district investigates the incident and notifies the Board of Education. If it is found that misconduct occurred, the school personnel will be disciplined accordingly, which must include the possibility of termination of employment and the incident being reported to law enforcement.

New law at: 70 O.S. § 6-401

H.B. 4050

RE: H.B. 4050

SUBJECT: Higher Education

House Bill 4050 became effective July 1, 2024. This act provides an exception for religious degrees and religious higher education institutions primarily used for religious training. It exempts such degrees and institutions from mandatory authorization by the State Regents or accreditation by a national or regional agency recognized by the Secretary of the U.S. Department of Education.

- Section 1(B)(1): Provides exemption to religious degrees and religious higher education institutions that are 501(c)(3) organizations from authorization or accreditation from state or national organizations including the State Regents or accreditation by a national or regional agency recognized by the Secretary of the U.S. Department of Education.
- Section 1(B)(2): Requires that degree titles exempt under this section include a religious modifier placed on the degree, the student's transcript, and wherever the title of the degree appears in official school documents or publications.

Amendment to: 70 O.S. § 4104

RE: H.B. 4060

SUBJECT: Agriculture

House Bill 4060 will become effective September 1, 2024. This act provides liability protection for persons, game meat processors, gleaners, nonprofit corporations, charitable organizations, or a state agency against civil damages or criminal penalties resulting from the nature, age, condition, or packaging of donated food, unless an injury of death is caused by gross negligence, recklessness, or intentional misconduct. The act also requires the Oklahoma Department of Agriculture, Food, and Forestry to establish a licensing program for meat processing plants licensed for processing meat besides wild game.

- Section 2(B)(1): Defines “Charitable organization” as any benevolent, philanthropic, patriotic, eleemosynary, educational, social, civic, recreational, religious group or association, or any other person performing or purporting to perform acts beneficial to the public.
- Section 2(B)(2): Defines “Food” as any raw, cooked, processed, or prepared edible substance, ice, beverage, or ingredient used or intended to be used in whole or in part for human consumption that is apparently fit for human consumption including nonperishable food, perishable food, and wild game.
- Section 2(B)(3): Defines “Gleaner” as a person who gleanes an agricultural crop that has been donated by the owner of the agricultural crop.
- Section 2(B)(4): Defines “Gleans” or “Gleaned” as to gather an agricultural crop leftover after a harvest.
- Section 2(B)(5): Defines “Nonprofit corporation” as a corporation formed for a purpose not involving pecuniary gain to its shareholders or members, paying no dividends or other pecuniary remuneration, directly or indirectly, to its shareholders or members as such, and having no capital stock.
- Section 2(B)(6): Defines “Nonperishable food” as any food that has been commercially processed, prepared, and packaged for human consumption and that is intended to remain fit for human consumption without refrigeration for a reasonable length of time.
- Section 2(B)(7): Defines “Person” as an individual, corporation, business trust, estate trust, partnership, limited liability company, association, joint venture, or any other legal or commercial entity. Person does not include a government, governmental subdivision, agency, instrumentality, or a public corporation.
- Section 2(B)(8): Defines “Perishable food” as any food that may spoil or otherwise become unfit for human consumption because of its nature, type, or physical condition. Perishable food includes all of the following:
 - fresh and processed meats, poultry, fish, dairy products, or bakery products;
 - eggs in shell; and,
 - fresh fruits and vegetables.

- Section 2(B)(9): Defines "State agency" as any office, department, board, commission, committee, court, school district, board of education, or other instrumentality of the government of this state existing by virtue of an act of the Oklahoma Legislature or the Constitution of this state.
- Section 2(B)(10): Defines "Wild game" as any of the following that are legally taken under the laws of this state:
 - game animals as defined in Sections 2-116 and 2-145 of Title 29 of the Oklahoma Statutes;
 - game birds as defined in Sections 2-112 and 2-114 of Title 29 of the Oklahoma Statutes; and,
 - game fish as defined in Section 2-115 in Title 29 of the Oklahoma Statutes.
- Section 3(A): Provides a person or gleaner protection from liability for civil damages or criminal penalties resulting from nature, age, condition, or packaging of donated food, unless an injury of death is caused by gross negligence, recklessness, or intentional misconduct.
- Section 3(B): Provides a person who provides services related to the processing of wild game protection from liability for civil damages or criminal penalties resulting from nature, age, condition, or packaging of donated food, unless an injury of death is caused by gross negligence, recklessness, or intentional misconduct.
- Section 3(C): Provides a nonprofit corporation or charitable organization protection from liability for civil damages or criminal penalties resulting from nature, age, condition, or packaging of donated food, unless an injury of death is caused by gross negligence, recklessness, or intentional misconduct.
- Section 3(D): Clarifies nothing in Section 3 supersedes the liability found in Section 5.6 of Title 76 of Oklahoma Statute.
- Section 4: Clarifies that nothing in this law shall restrict the authority granted to the State Department of Health and the Oklahoma Department of Agriculture, Food, and Forestry by other law to inspect, regulate, or ban food.
- Section 5: Requires the Oklahoma Department of Agriculture, Food, and Forestry to establish a licensing program for meat processing plants to assist the Oklahoma Department of Wildlife Conservation's "Hunters Against Hunger" initiative, which would permit the processing of wild game. This license will be for processors already licensed by the Agriculture Department for meat processing other than wild game. Facilities with this license can participate in the "Hunters Against Hunger" program, donating processed wild game meat for payment by the Wildlife Conservation department. The special license will be created through administrative rules and is not required for processors exclusively handling wild game who are already eligible for the "Hunters Against Hunger" program.
- Section 6(A): Requires the State Department of Health and the Oklahoma Department of Agriculture, Food, and Forestry to review regulations that might limit the use of donated or gleaned food to eliminate unnecessary regulations while still protecting public health and submit the review to the Governor, the Speaker of the Oklahoma House of Representatives, and the President Pro Tempore of the Senate.

- Section 7(B): Requires the State Department of Health to include hyperlinks to the Oklahoma Department of Wildlife Conservation's "Hunters Against Hunger" webpage and the special licensing page created by the Oklahoma Department of Agriculture, Food, and Forestry. It also requires the Agriculture Department to add a new section labeled "Options for Safe Food Donation" on its website, containing hyperlinks to relevant statutes, administrative code sections, federal laws, the website of Oklahoma State University's Robert S. Kerr Food and Agriculture Products Center, and the "Hunters Against Hunger" webpage. It also requires the Agriculture Department to create a webpage specifically for the new special licensing program.
- Section 8: Requires the Oklahoma Department of Wildlife Conservation to post on its "Hunters Against Hunger" webpage a link to the webpage from the Oklahoma Department of Agriculture, Food, and Forestry on the special license available for license meat processors.

New law at: 2 O.S. §§ 5-601, 5-602, 5-603, 5-604, 5-605, 5-606; 29 O.S. § 5-415A

Amendment to: 76 O.S. § 5.6

H.B. 4073

RE: H.B. 4073

SUBJECT: Schools

House Bill 4073 became effective July 1, 2024. This act requires each school district to implement a mobile panic alert system with specific components. It also requires the State Board of Education to adopt an approved school security alert and response systems that meet certain requirements. Additionally, school districts are allowed to expend funds from the “School Security Revolving Fund” to provide the mobile panic alert system.

- Section 1(A): Names the act “Alyssa’s Law”.
- Section 1(B): Requires school districts to implement a mobile panic alert system that connects emergency service technologies to ensure real-time coordination among multiple first responder agencies and integrates with public safety answering point infrastructure to transmit 9-1-1 calls and mobile activations.
- Section 1(C): Requires the State Board of Education to adopt a list of approved mobile panic alert systems that at least:
 - automatically alerts designated school personnel when an emergency response is initiated on-site by smartphone application, phone call, text message, or other technology;
 - provides emergency responders with floor plans, caller location, and other information to assist emergency responders during a 9-1-1 call; and,
 - integrates designated school personnel with emergency responders to provide real-time situational updates during an emergency.
- Section 2(A): Allows school districts to expend funds from the “School Security Revolving Fund” on acquiring the mobile panic alert system.

Amendment to: 70 O.S. § 5-148.2

New law at: 70 O.S. § 5-149.4

S.B. 175

RE: S.B. 175

SUBJECT: School Policies

Senate Bill 175 became effective July 1, 2024. This act allows a school district to provide training addressing suicide awareness and prevention to all staff members more than once every fifth academic year after receiving their training their first year.

- Section 1(B): Allows a school district to provide training addressing suicide awareness and prevention to all staff members more than once every fifth academic year after receiving initial training their first year employed.

New law at: 70 O.S. § 24-100.7

RE: S.B. 358

SUBJECT: Lindsey Nichole Henry Scholarships

Senate Bill 358 became effective May 23, 2024. This act gives eligibility for the Lindsey Nicole Henry Scholarships for Students with Disabilities Program (“LNH Scholarship”) to students enrolling or enrolled in a school that exclusively serves students experiencing homelessness and establishes requirements if the school the student attends does not charge tuition.

- Section 1(B)(1): Gives eligibility for the LNH Scholarship to students enrolling or enrolled in a school that exclusively serves students experiencing homelessness
- Section 1(B)(2): Modifies language to clarify SDE must notify the public school district where the student is enrolled and not necessarily the student’s school district of residence, when a scholarship request is submitted.
- Section 1(J)(3): Establishes the formula to determine the value of the scholarship to a private school that does not charge tuition by using the maximum scholarship amount available for the student minus 2.5 percent which may be withheld by SDE to cover administrative services rendered.

Amendment to: 70 O.S. § 13-101.2

RE: S.B. 362

SUBJECT: Strong Readers Act

Senate Bill 362 became effective July 1, 2024. This act creates a science of reading micro-credential implemented by the Oklahoma State Regents for Higher Education ("Regents") and accredited by the Commission for Educational Quality and Accountability ("CEQA"). It renames the "Reading Sufficiency Act" to the "Strong Readers Act." The "three-cueing-system" is defined and banned. It amends the purpose of the act and requires additional input from the Regents and CEQA in approving reading skill screening instruments. The act also provides for student exemption from screening in specific circumstances and alternative requirements. It also adds additional requirements for school districts to implement when a student is not hitting grade-level targets and requires them to submit reports on details surrounding student performance under and implementation of the Strong Readers Act. Finally, it adds science of reading requirements for teacher candidates seeking specific certificates.

- Section 1(A): Creates a revolving fund for the Regents named the "Statewide Literacy Revolving Fund."
- Section 1(B)(1): Authorizes monies within the Statewide Literacy Revolving Fund to be used by the Regents to implement training in the science of reading in teacher preparation programs accredited by the CEQA. Science of reading training must include phonological awareness, decoding, fluency, vocabulary, and comprehension and implementing reliable reading strategies for improving reading among students with reading difficulties. Finally, it requires that any student entering such a teacher preparation program be awarded a micro-credential in the science of reading and have it reflected on their teaching certificates.
- Section 1(B)(2): Authorizes monies within the Statewide Literacy Revolving Fund to be used to support teacher preparation programs accredited by CEQA in developing and implementing a micro-credential in the science of reading for certified teachers employed by school districts and charter schools.
- Section 2(B): Specifies CEQA must submit reports concerning the format and participation in professional development institutes to the Governor and the Legislature electronically.
- Section 2(D)(5): Updates the name of the act to match changes made in Section 3.
- Section 3: Renames the "Reading Sufficiency Act" to the "Strong Readers Act".
- Section 4(A): Adds a requirement for schools to use a scientifically-based and researched methodology in reading instruction in addition to regular and periodic measurements.
- Section 4(B): Amends the purpose of the Act. The purposed goal of the Act is now to ensure that progression from one grade to another is determined, based, in part, on proficiency in reading, and to ensure district board policies facilitate reading instruction and intervention services to address student reading needs, and that each student and his or her parent or legal guardian be informed of student's reading progress.

- Section 4(C): Requires school districts to ensure students receive a well-rounded education focused on building deep foundations in writing in addition to reading and math. It also amends two terms used to describe the five elements of reading instruction: phonemic awareness is replaced with phonological awareness, and phonics is replaced with decoding.
- Section 4(D): Prohibits the use of the “three-cueing system” in school districts and charter schools, and defines “three-cueing-system” to include any model of teaching students to read based on meaning, structure, syntax, and visual cues, which may also be known as meaning, structure, and visual (MSV), balanced literacy, or whole language.
- Section 5(A): Requires that students be screened for reading deficiencies including dyslexia, in kindergarten through third grade at the beginning, middle, and end of each school year. The screening will test reading skills including phonological awareness, decoding, fluency, vocabulary, and comprehension. It also requires that the screening instrument be approved with consultation with CEQA and the Secretary of Education. They must take into account the time required to conduct screening, the time needed for screening results to be provided to teachers, administrators, and parents, and its ability to be integrated within the curriculum when choosing which screening instrument to approve. This section also removes language regarding students in kindergarten who are at risk for reading difficulties or are not meeting grade-level targets, language requiring certain classroom assistants, and language requiring certain programs of reading instruction in include certain initiatives.
- Section 5(B): Requires no fewer than three screening instruments be available beginning in the 2025-2026 school year and updates criteria to match language changed in Section 5(A). It also removes language specifically requiring SDE to ensure diagnostic reading assessments are in alignment with Oklahoma Academic Standards.
- Section 5(C)(1): Provides exemptions from the required screenings for students who participate in the Oklahoma Alternate Assessment Program (OAAP), communicate or receive communication primarily through sign language, read or write primarily through Braille, or communicate or receive communication in a language that is not English, are English learners, and have had less than one school year of instruction in an English-learner program.
- Section 5(C)(2): Requires schools that provide exemptions to submit ongoing evidence of student progression toward English language acquisition with the same frequency as administration of screening assessments including student progression toward OAAP reading essential elements, proficiency in sign language and reading comprehension, and proficiency in Braille and reading comprehension.
- Section 5(D): Requires programs of reading instruction for students who are not meeting grade-level targets to be based on scientific reading research and requires (rather than allows) the program to include additional in-school instructional time for phonological awareness, decoding, fluency, vocabulary, and comprehension and assessments and monitoring to measure progress with those reading skills. The program must also use materials based off legitimate reading research and free online literacy instruction resources to support students in pre-k through third grade in literacy development at

home. If necessary and if funding is available the program must include tutorial instruction for after regular school hours, on Saturday, and during summer. Such instruction cannot be counted towards the one-hundred-eighty-day or one-thousand-eighty-hour school year.

- Section 5(D)(2): Requires (rather than allows) school districts to provide a student enrolled in kindergarten, first, second, or third grade an individual reading intervention plan no later than thirty days after the identification of a deficiency in reading. It requires the individual reading intervention plan to include:
 - a description of services;
 - explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension;
 - monitoring of reading progress and adjustment of instruction based on the student’s needs; and,
 - Continued instruction until the student is determined to be meeting grade-level targets in reading based on screening instruments or diagnostic assessments and periodic monitoring.
- Section 5(D)(4): Requires the school district to notify the parent of any student who exhibits a deficiency in reading based on the screening of this law within thirty days after the identification of the deficiency. It also removes redundant language.
- Section 5(E): Removes every reference to “reading sufficiency” and replaces with “strong readers” and removes the requirement to create a new program of reading instruction and removes its required provisions.
- Section 5(F)(1): Provides for an exemption from a program of reading or an individual reading intervention plan for students who demonstrate proficiency in reading in the first, second, or third grade. It requires continued monitoring of the student in the next successive grade level.
- Section 5(F)(2): Requires the school district to provide intensive intervention services to a third-grade student if they are found to have a significant reading deficiency, meaning they did not meet grade-level targets on a screening instrument. It also requires the intervention to continue until the student demonstrates proficiency on the screening instrument. It removes language prohibiting automatic promotion of certain students and language allowing probationary promotion and requiring retention of certain third-grade students.
- Section 5(G): Requires each school district to submit a report to SDE, the Office of Educational Quality and Accountability (OEQA), and the Secretary of Education detailing the number of students per grade level, kindergarten through third, who:
 - exhibit grade-level reading proficiency;
 - receive intensive intervention services;
 - attended a summer academy;
 - exhibited improved reading proficiency after completion of intensive intervention services; and,
 - are still in need of intensive intervention services.

It additionally requires SDE to post the data and compile the data for reports made public and submitted to the Governor and the Legislature.

- Section 5(H): Modifies language to match the several amendments made to this section and removes language requiring the notification of parents of a student's retention or exemption of retention and replaces it with the notification that the student will receive supplemental intensive intervention services. It also removes outdated language governing notification.
- Section 5(I): Removes language establishing good-cause exemptions for promotion, language regarding exemptions to retention, and language directing school districts to establish a Reading Enhancement and Acceleration Development Initiative.
- Section 5(J)(1): Requires each school district to submit a report to SDE, OEQA, and the Secretary of Education by September 1st of each year including:
 - the policies and procedures adopted by the school district to enforce the Strong Readers Act including expenditures, number of staff and daily classroom time devoted to implementing the Act,
 - the number and percentage of students in kindergarten through third by grade who did not meet grade-level targets based on a screening instrument,
 - the number and percentage of students in kindergarten through third by grade who have been enrolled in the district for fewer than two years,
 - the number and percentage of students in kindergarten through third by grade who demonstrated grade-level proficiency based on a screening instrument,
 - the number and percentage of students in kindergarten through third by grade who are on an individualized education program (IEP) in accordance with the Individuals with Disabilities Education Act (IDEA) and who demonstrated grade-level proficiency based on a screening instrument.
- Section 5(K): Updates language to reflect the new name of the Act.
- Section 5(L): Requires electronic submission of the Strong Readers Report to the Governor and the Legislature, and updates language to match changes made throughout the act. It also requires that numbers submitted in the report be provided in the statewide aggregate and removes the requirement to report the number of good-cause exemptions, retentions, and probationary promotions.
- Section 6(A): Updates language to match amendments made throughout the Act.
- Section 6(B): Requires school districts who receive \$2,500 in allocation for implementation of the Strong Readers Act to use 10 percent of those funds to provide professional development that includes training in providing explicit and systematic instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension; and implementing reading strategies that research has shown to be successful in improving reading among students with reading difficulties.
- Section 6(D): Updates language to match new law in Section 1 regarding CEQA administration of science of reading professional development.
- Section 7(A): Expands the number of grade levels for which summer academies may be provided to include kindergarten, first, and second grade in addition to third grade.

- Section 7(B): Updates language to match the changes made in Section 7(A) and removes language relating to promotion and retention.
- Section 7(C): Updates language to match new law in Section 1 regarding CEQA administration of science of reading professional development.
- Section 8(A): Requires CEQA instead of the State Board of Education to ensure reading competencies for elementary teachers are included in the competencies for special education.
- Section 8(B): Removes the State Board of Education so it no longer must collaborate with CEQA, and the Regents for Higher Education to ensure teachers of early childhood education, elementary education, and special education are provided training in intervention, instruction, and remediation strategies in the science of reading to provide instruction in phonological awareness, decoding, fluency, vocabulary, and comprehension and other reading strategies shown to be successful in improving reading among students with reading difficulties.
- Section 8(D): Requires teacher candidates going into early childhood education and elementary education to pass a comprehensive assessment to measure their teaching skills in the area of reading instruction. It also requires the assessment to be developed and administered by CEQA.
- Section 8(E): Requires alternative and emergency teacher certification candidates to complete instruction in the science of reading as determined by CEQA and the State Board of Education.
- Section 9: Requires literacy instructional team members to report to the Program Director for Literacy at SDE and removes mention of the former position of Director of Reading Sufficiency. It also requires SDE to submit the literacy instructional team pilot program report to the Governor, the Pres Pro, and the Speaker electronically.
- Section 10: Updates language to match amendments made throughout the act.

Amendment to: 70 O.S. §§ 6-200, 1210.508A, 1210.508B, 1210.508C, 1210.508D, 1210.508E, 1210.508F, 1210.508H, 1210.520

New law at: 70 O.S. § 1210.508I

RE: S.B. 526

SUBJECT: School Mapping Data

Senate Bill 526 will become effective November 1, 2024. This act requires school districts to use specific guidelines. The guidelines require compatibility with several different software programs and require specific formats be available. They also require verification of the mapping data and require the site mapping to include specific map layouts and data.

- Section 1(A): Requires school districts to follow the guidelines outlined under this act if they choose to map its campus. It also defines “school mapping data” as information provided in an electronic or digital format to assist first responders in responding to emergencies at schools.
- Section 1(B): Requires mapping data to be compatible with local, county, state, and federal public safety agencies that provide emergency services to the specific school. It cannot require those agencies to purchase additional software. It also requires the mapping data to be compatible with security software platforms in use by the specific school. It cannot require those agencies or school districts to purchase additional software. The data must be available in a printable and digital file format and must be verified by the entity producing the data. It must also be oriented by true north and must be overlaid on current aerial imagery and with gridded “x” and “y” coordinates.
- Section 1(C): Prohibits modifications or updates to school mapping data under this act without updating the data within the software platforms available to local, county, state, and federal public safety agencies that provide emergency services to the specific school.

New law at: 70 O.S. § 5-148.4

S.B. 991

RE: S.B. 991

SUBJECT: Agricultural Education Programs

Senate Bill 991 became effective July 1, 2024. This act directs the Oklahoma Department of Career and Technology Education to determine which grade levels agricultural education programs may be offered.

- Section 1(A): Removes language requiring agricultural education programs to be designed for grades eight through twelve and adds language requiring the Oklahoma Department of Career and Technology Education to determine at what grade levels agricultural programs may be offered.

New law at: 70 O.S. § 14-108.2

RE: S.B. 1122

SUBJECT: State Board of Education

Senate Bill 1122 became effective July 1, 2024. This act specifies which funds were appropriated to the State Board of Education, how much was appropriated, and establishes limits and requirements for how the funds should be used.

- Section 1(1): Directs \$3,089,255,079 of the funds appropriated in Senate Bill 1125(S.B. 1125) to be reserved for the financial support of public schools.
- Section 1(2.): Directs \$746,533,855 of the funds appropriated in S.B. 1125 to be apportioned as follows:
 - Certified Employee Health Benefit Allowance - \$365,793,470
 - Support Employee Health Benefit Allowance - \$204, 211,539
 - Teachers' Retirement Credit - \$35,000,000
 - Purchase of Textbooks and Instructional Materials - \$45,190,000
 - Public School Paid Maternity Leave Revolving Fund - \$2,500,000
 - Student Teacher Compensation - \$2,650,000
 - Alternative and High Challenge Education - \$14,000,000
 - Education Leadership Oklahoma - \$4,500,000
 - Advanced Placement Incentives - \$1,559,863
 - Reading Sufficiency Act - \$17,500,000
 - Required Assessments - \$13,405,685
 - Street School - \$200,000
 - Ag in the Classroom - \$38,000
 - Imagine Math - \$1,400,000
 - Imagine Reading - \$1,400,000
 - Oklahoma Imagination Library Program - \$2,000,000
 - Oklahoma Arts Institute - \$320,000
 - Early Intervention - \$16,225,341
 - Great Expectations - \$500,000
 - Early Childhood Initiative - \$14,000,000
 - School Lunch Matching - \$3,140,137
 - Secure Schools Program - \$750,000
 - Nationally Recognized Career Readiness Assessments - \$250,000
- Section 1(3.): Directs \$19,145,366.00 of the funds appropriated in S.B. 1122 to be reserved for Administrative and Support Function of the State Department of Education.
- Section 2: Sets the total expenditure limit for the State Board of Education at \$5,894,628,037 and required it to be budgeted as follows. It also requires outcome-based performance measures for each:
 - Payroll, Salaries or Wages - \$25,775,827
 - Professional and Personal Services Contracts - \$31,840,048

- Other Operating Funds - \$4,011,390,979
 - Expenditure of Federal Funds - \$1,825,621,183
- Section 3: Directs \$3,487,609 of the funds appropriated in HB 1004 be transferred to the School Consolidation Assistance Fund.
- Section 4: Directs \$3,487,609 of the funds appropriated in HB 1004 be transferred to the Teachers' Retirement System of Oklahoma (OTRS).
- Section 5: Directs \$35,000,000 of the funds appropriated in HB 1004 for the Teachers' Retirement Credit be transferred to the OTRS.
- Section 6: If funds are insufficient to fully fund the Teachers' Retirement Credit, allows SDE to reduce in equal proportions funds for Education Leadership Oklahoma, Advanced Placement Incentives, Reading Sufficiency Act, Required Assessments, Street School, Ag in the Classroom, Imagine Math, Imagine Reading, Alternative and High Challenge Education, Oklahoma Imagination Library Program, Oklahoma Arts Institute, Great Expectations, Secure Schools Program, and Nationally Recognized Career Readiness Assessments.
- Section 7: Directs \$4,500,000 of the funds appropriated for Education Leadership Oklahoma to be allocated as follows:
 - \$250,000 to the Oklahoma National Board Certification Revolving Fund; and
 - \$4,250,000 to the Oklahoma School Psychologist, Speech-Language Pathologist, and Audiologist National Certification Revolving Fund.
- Section 8: Directs \$1,559,863 for Advanced Placement Teacher Training and Test Fee Assistance for students in financial need, to expand professional development, and for grants for districts to start new AP programs.
- Section 9: Directs \$17,500,000 to be expended according to state law for the Reading Sufficiency Act.
- Section 10: Directs \$13,405,685 for Teacher and Leader Effectiveness programs to improve the effectiveness of teachers and leaders in public schools.
- Section 11: Directs \$14,000,000 to Alternative and High Challenge Education for the purpose of operating the statewide system of alternative education programs and for encouraging school districts to participate in innovative alternative education programs.
- Section 12: Directs \$16,225,341 to Early Intervention SoonerStart to be expended for direct services to eligible infants, toddlers and their families. Prohibits SDE from using funds apportioned in this section unless it is specifically to comply with requirements of early intervention services required in 70 O.S. § 13-125.
- Section 13: Directs \$14,000,000 to the Early Childhood Initiative for the purpose of funding the early childhood program.
- Section 14: Requires State Aid funds to be reduced or withheld by the State Board of Education in an amount necessary to ensure compliance with this act.
- Section 15: Vetoed by the Governor
- Section 16: Vetoed by the Governor
- Section 17: Directs \$1,350,000 to the Secure Schools Program from unspent funds appropriated last year for support of public-school activities.

- Section 18: Authorizes the State Board of Education to request the Office of Management and Enterprise Services (OMES) to transfer appropriated funds to the appropriate dispensing fund.
- Section 19: Allows the Superintendent of Public Instruction (the Superintendent) to request through the Director of OMES early transfer by the Oklahoma Tax Commission of tax collections to the Education Reform Revolving Fund.
- Section 20: Requires a proportionate reduction in funds for each school district that qualifies, excluding Financial Support of Public Schools, should the funds appropriated not be sufficient to fully fund the provisions of the act.
- Section 21: Allows the Superintendent to request an exemption from federal fund expenditure limits if unanticipated federal funds are awarded after July 1, 2024. It requires the Superintendent to make the request for exemption to OMES in writing and file a revised budget work program. It also requires copies of such documents be sent to the chairs of the Senate and House appropriation committees and requires the chairs to notify OMES of any noncompliance with legislative intent within twelve calendar days.
- Section 22: Authorizes appropriations made by this act, but not including appropriations made for capital outlay purposes, to be budgeted for the fiscal year ending June 30, 2025, or for the fiscal year ending June 30, 2026. Funds budgeted for each fiscal year may only be encumbered through June 30th of that year and must be spent by November 15th of that year. Any funds remaining after November 15th shall lapse to the credit of the proper fund for the then current fiscal year. The section prohibits the appropriations from being budgeted in both fiscal years. Any funds that from fiscal year 2025 (FY-25) an agency wishes to budget for fiscal year 2026 (FY-26) must be approved by OMES, and the agency must submit a revised budget work program removing these funds from the FY-25 budget work program.
- Section 23: Declares the intent of the legislature to be that the provisions of this act be enforced by the Attorney General and that breaches of trust in the administration of such funds be prosecuted.

RE: S.B. 1125

SUBJECT: General Appropriations

Senate Bill 1125 became effective July 1, 2024. This act outlines all the mainline budget appropriations for the year. Below are the appropriations for education.

- Section 1: Appropriates \$1,792,631,799 to the State Board of Education (“the Board”) from the General Revenue fund for the financial support of public schools.
- Section 2: Appropriates \$20,000,000 to the Board from the Special Cash Fund for the financial support of public schools.
- Section 3: Appropriates \$1,067,915,924 to the Board from the Education Reform Revolving Fund for the financial support of public schools.
- Section 4: Authorizes the Board to expend 47, 025, 701 for the financial support of public schools.
- Section 5: Appropriates \$4,512,500 to the Board from the Mineral Leasing Fund from fiscal year (“FY”) 2024 for the financial support of public schools.
- Section 6: Appropriates \$780,678 to the Board from the Mineral Leasing Fund from FY 2023 for the financial support of public schools.
- Section 7: Appropriates \$27,787,500 to the Board from the Oklahoma Education Lottery Trust Fund from FY 2024 for the financial support of public schools.
- Section 8: Appropriates \$3,600,977 to the Board from the Oklahoma Education Lottery Trust Fund from FY 2024 for the financial support of public schools.
- Section 9: Appropriates \$126,189,026 to the Board from the General Revenue Fund for the support of public-school activities.
- Section 10: Appropriates \$365,793,470 to the Board from the General Revenue Fund for the Certified Employee Health Benefit Allowance.
- Section 11: Appropriates \$204,211,359 to the Board from the General Revenue Fund for Support Personnel Health Benefit Allowance.
- Section 12: Appropriates \$19,145,366 to the Board from the General Revenue Fund for administrative and support functions of the State Department of Education.
- Section 13: Appropriates \$45,190,000 to the Board from the General Revenue Fund from FY 2024 for the purchase of textbooks and instructional materials.
- Section 14: Appropriates \$3,087,500 to the Board from the Oklahoma Education Lottery Trust Fund from FY 2024 for transfer to the School Consolidation Assistance Fund.
- Section 15: Appropriates \$400,109 to the Board from the Oklahoma Education Lottery Trust Fund from FY 2023 for transfer to the School Consolidation Assistance Fund.
- Section 16: Appropriates \$3,087,500 to the Board from the Oklahoma Educational Lottery Trust Fund from FY 2024 for transfer to the Teachers’ Retirement System Dedicated to Revenue Revolving Fund.

- Section 17: Appropriates \$400,109 to the Board from the Oklahoma Educational Lottery Fund from FY 2023 for transfer to the Teachers' Retirement System Dedicated to Revenue Revolving Fund.
- Section 18: Appropriates \$2,650,000 to the Board from the General Revenue Fund for compensating student teachers.
- Section 19: Appropriates \$125,000,000 to the Board from the General Revenue Fund for deposit in the State Public Common School Building Equalization Fund for distribution of redbud school grants.
- Section 20: Appropriates \$2,500,000 to the Board from the Special Cash Fund to be transferred to the Public School Paid Maternity Leave Revolving Fund.
- Section 21: Authorizes the Board to transfer \$448,314,457 from the Teachers' Retirement System Dedicated Revenue Revolving Fund and the funds appropriated in Section 16 and 17 to the Teachers' Retirement System of Oklahoma for the current unfunded liability of the Teachers' Retirement System and for no other purpose.
- Section 22: Appropriates \$3,952,325 to the Oklahoma Arts Council from the General Revenue for the required duties imposed upon the Arts Council by law.
- Section 23: Appropriates \$163,901,505 to the State Board of Career and Technology Education ("SBCTE") from the General Revenue Fund from FY 2024 for the required duties imposed upon the SBCTE.
- Section 24: Appropriates \$28,590,000 to SBCTE from the General Revenue Fund from FY 2023 for the required duties imposed upon the SBCTE.
- Section 25: Appropriates \$3,396,250 to SBCTE from the Oklahoma Education Lottery Trust Fund from FY 2024 for the education and general operating budgets of the institutions and for other programs, construction, renovations, or repairs administered by SBCTE.
- Section 26: Appropriates \$440,119 to SBCTE from the Oklahoma Education Lottery Trust Fund from FY 2023 for the education and general operating budgets of the institutions and for other programs, construction, renovations, or repairs administered by SBCTE.
- Section 27: Appropriates \$2,097,209 to the Office of Educational Quality and Accountability ("OEQA") from the General Revenue Fund to perform the duties imposed upon OEQA, requires \$60,000 of that appropriation to be deposited in the Teaching Certification Scholarship Revolving Fund and requires \$180,000 of that appropriation to be deposited in the Education Leadership Oklahoma Revolving Fund.
- Section 28: Appropriates \$2,954,004 to the Oklahoma Educational Television Authority ("OETA") from the General Revenue Fund from FY 2024 to perform the duties imposed upon OETA.
- Section 29: Appropriates \$2,850,000 to the OETA from the General Revenue Fund from FY 2023 for the replacement of rural transmitters.
- Section 30: Appropriates \$866,587,123 to the Oklahoma State Regents for Higher Education ("the Regents") from the General Revenue Fund for the education and general operating budgets of the institutions and for other programs, construction, renovations, or repairs administered by the Regents, requires \$3,149,897 of that appropriation to be

transferred to the Oklahoma Tuition Equalization Grant Trust Fund to implement the provisions of the Oklahoma Tuition Equalization Grant Act, and requires \$12,500,000 of that appropriation to be transferred to the Oklahoma National Guard Educational Assistance Revolving Fund.

- Section 31: Authorizes the Regents to expend \$47,025,701 from the Higher Education Capital Revolving Fund for the education and general operating budgets of the institutions and for other programs, construction, renovations, or repairs administered by the Regents.
- Section 32: Authorizes the Regents to expend \$47,025,701 from the Oklahoma Student Aid Revolving Fund for the education and general operating budgets of the institutions and for other programs, construction, renovations, or repairs administered by the Regents.
- Section 33: Appropriates \$24,391,250 to the Regents from the Oklahoma Education Lottery Trust Fund from FY 2024 for construction, renovations, repairs, or tuition grants, loans, scholarships to citizens for the state, capital outlay projects, technology, or endowed chairs for professors at institutions administered by the Regents.
- Section 34: Appropriates \$3,160,857 to the Regents from the Oklahoma Education Lottery Trust Fund from FY 2023 for construction, renovations, repairs, or tuition grants, loans, scholarships to citizens for the state, capital outlay projects, technology, or endowed chairs for professors at institutions administered by the Regents.
- Section 35: Appropriates \$18,822,615 to the Regents from the General Revenue Fund for the expenditures for concurrent enrollment.
- Section 36: Appropriates \$4,232,974 to the Regents from the General Revenue Fund from FY 2023 for the general operating budget of the administrative offices of the Regents.
- Section 37: Appropriates \$12,500,000 to the Regents from the General Revenue Fund from FY 2021 for the purpose of purchasing casualty and property insurance.
- Section 42: Appropriates \$6,901,373 to the Board of Trustees of the Oklahoma School of Science and Mathematics (“the Trustees”) from the General Revenue Fund from FY 2024 for the required duties imposed upon the Trustees.
- Section 43: Appropriates \$271,000 to the Trustees from the General Revenue Fund from FY 2021 for the required duties imposed upon the Trustees.
- Section 44: Appropriates \$18,846,542 to the Oklahoma Center for the Advancement of Science and Technology from the General Revenue Fund for the required duties imposed upon the Oklahoma Center for the Advancement including \$8,256, 228 to be deposited in the Research Support Revolving Fund and \$3,000,000 be dedicated to applied research and development for industry innovation. It also requires \$500,000 of that appropriation be dedicated to the Research and Development Attraction Program. Finally, it requires \$2,735,623 of that appropriation to be deposited in the Seed-capital Revolving Fund.
- Section 45: Appropriates \$306,000 to the Oklahoma Board of Private Vocational Schools from the General Revenue Fund for the required duties imposed upon the Oklahoma Board of Private Vocational Schools.

- Section 46: Appropriates \$3,300,000 to the Statewide School Board Revolving Fund from the General Revenue Fund for the required duties imposed upon the Statewide Charter School Board.
- Section 47: Appropriates \$3,400,000 to the Statewide School Board Revolving Fund from the General Revenue Fund from FY 2021 for the required duties imposed upon the Statewide Charter School Board.
- Section 160: Appropriates \$160,100,000 to the Board from the General Revenue Fund to provide compensation for off-formula teachers.
- Section 161: Appropriates \$2,300,000 to the Public School Paid Maternity Leave Revolving Fund for the Board to reimburse school districts which provide eligible employees with paid maternity leave.

Helpful statutory reference: 62 O.S. § 34.89

S.B. 1256

RE: S.B. 1256

SUBJECT: Teachers

Senate Bill 1256 became effective July 1, 2024. This act eliminates the requirement that school districts provide matching funds for pay increases for levels of teaching certificates and requires funding be drawn entirely from Oklahoma Education Lottery Trust Fund and sets the pay increase amounts. It prohibits any associated salary increases from collective bargaining.

- Section 1(I)(1): Eliminates the requirement that school districts provide matching funds for pay increases for levels of teaching certificates and requires they be funded by state lottery revenue and limits the salary increase amounts to \$3,000 for advanced certified teachers, \$5,000 for lead certified teachers, and \$10,000 for master certified teachers.
- Section 1(I)(4): Modifies language to match changes made in section 1(I)(1).
- Section 1(I)(8): Modifies language to match changes made in section 1(I)(1) and clarifies funding will be drawn entirely from Oklahoma Education Lottery Trust Fund.
- Section 1(I)(9): Prohibits any designation of advanced, lead, or master teachers or any associated salary increases from being subject to collective bargaining.
- Section 1 (K): Modifies language to match changes made in section 1(I)(1).
- Section 2 (B): Modifies language to match changes made in section 1(I)(1).

Amendment to: 70 O.S. § 6-190, 6-190.2

RE: S.B. 1302

SUBJECT: Oklahoma Higher Learning Access Program

Senate Bill 1302 became effective July 1, 2024. This act provides Oklahoma Higher Learning Access Program eligibility for students placed in the custody of the Department of Human Services during certain time periods.

- Section 1(A)(5): Removes the requirement of one additional unit or set of competencies in a course that meets college admission requirements and removes a reference to specific curriculum requirements including: foreign language, non-English language, technology college admission, and fine arts courses.
- Section 1(A)(8)(d): Provides eligibility for students placed in the custody of the Department of Human Services while they are in grades eight through eleven and enroll in the program no later than his or her official date of high school graduation and have established financial need.
- Section 2(D)(1): Removes obsolete language regarding a parental income threshold of \$50,000 of income from taxable and nontaxable sources.
- Section 2(D)(3): Removes obsolete language regarding a parental income threshold of \$100,000 of federal adjusted gross income.
- Section 2(E)(3): Establishes financial need for students placed in the custody of the Department of Human Services during grades eight through eleven if their federal adjusted gross income is less than \$60,000 per year.
- Section 2(H): Removes obsolete language regarding eligibility for students who were denied participation in certain school year.

Amendment to: 70 O.S. §§ 2603, 2605

RE: S.B. 1319

SUBJECT: Vision Screenings

Senate Bill 1319 became effective July 1, 2024. This act creates a revolving fund for the State Department of Health (“the Department”) named the “Public School Vision Screening Modernization Revolving Fund.” It allows the Department to collect vision screening data and to award grants to public schools in order to assist them in providing vision screening services to students. The act also allows the Department to use an electronic eye chart that meets certain state and national standards outlined in the act or otherwise. It also requires the State Department of Education to share results and any other relevant information with the Department through an interagency agreement.

- Section 1(A): Creates the “Public School Vision Screening Modernization Revolving Fund” for use by the Department in awarding vision screening grants and collection vision screening data through specific meaning outlined in Section 3(B)(1)(d).
- Section 2(A): Allows the Department to award grants to public schools for assisting them in obtaining vision screening equipment, collecting vision screening data, and obtaining other related vision screening services required by law.
- Section 2(B): Requires the Department to electronically submit an annual report on all grants awarded under this act to the President Pro Tempore, the Speaker, and the Governor by January 15th of each year.
- Section 3(B)(1)(c): Requires standards for vision screening to permit the use of an electronic eye chart and defines “electronic eye chart” as any computerized or other electronic system, device, automated computer program, or method of displaying on an electronic screen medically accepted and properly sized optotypes, which may be letters, numbers, or symbols that is used to assess an individual’s visual acuity. An electronic eye chart shall meet the guidelines established by the 2016 version, or most recent version if updated, of the Visual System by Pediatrics; and,
- Section 3(B)(1)(d): Requires the Department to maintain a cloud-based platform subject to availability of funds and data management system that is compliant with the Health Insurance Portability and Accountability Act of 1996 and the Family Educational Rights and Privacy Act of 1974 to collect individual student screening results from each school district manage and report on compliance, and act as an analytical platform for screening outcomes. It also requires the State Department of Education to share vision screening results and any other relevant information with the Department. The section also requires the agencies to enter into an interagency agreement for the sharing of information.

Amendment to: 70 O.S. § 1210.284

New law at: 63 O.S. § 1-114.21, 1-114.22

S.B. 1324

RE: S.B. 1324

SUBJECT: School Nutrition

Senate Bill 1324 became effective July 1, 2024. This act requires SDE to make available an optional electronic universal application for free and reduced-price meals with specific aspects to school districts and it clarifies that this statute should not be understood to require the use of the application provided.

- Section 1(A): Requires the SDE to create an electronic universal application for free and reduced-price meals under the National School Lunch Act.
- Section 1(A)(1): Requires the application to allow parents and legal guardians to complete and electronically submit applications to the school district where their student is enrolled.
- Section 1(A)(2): Requires the application to allow for electronic submission to SDE.
- Section 1(A)(3): Requires the application to allow for secure transmission of data necessary for the eligibility and enrollment determinations of the Supplemental Nutrition Assistance Program.
- Section 1(B): Clarifies that this statute should be construed to require school districts, parents, and guardians to use the electronic universal application provided by SDE.

New law at: 70 O.S. § 3-119.1

S.B. 1328

RE: S.B. 1328

SUBJECT: Oklahoma Higher Learning Access Program

Senate Bill 1328 became effective July 1, 2024. This act provides Higher Learning Access Program eligibility to students who complete certain core curriculum who are seeking admission to a technology center.

- Section 1(A)(5): Provides Higher Learning Access Program eligibility to students who have completed core curriculum who are seeking admission to a technology center.

Amendment to: 70 O.S. § 2603

RE: S.B. 1432

SUBJECT: Oklahoma Education Lottery

Senate Bill 1432 became effective June 14, 2024. This act creates a new process by which funds are transferred from the Oklahoma Education Lottery Trust Fund (“Trust Fund”) to The Oklahoma Department of Career and Technology Education (“the Department”), the School Consolidation Assistance Fund, and the Teachers' Retirement System Dedicated Revenue Revolving Fund. It requires each fund to receive a transfer on or before the ninth day of each quarter. It requires the executive director of the Oklahoma Lottery Commission (“the Commission”) to report revenues and expenses annually instead of quarterly.

- Section 1(1.): Removes an outdated reference.
- Section 1(16.): Removes an outdated reference.
- Section 2(C): Removes outdated language establishing the staggered terms of five (5) of the members of the Commission in the first year of its existence.
- Section 3: Requires the executive director of the Commission to report revenues and expenses annually instead of quarterly.
- Section 5(B): Removes outdated language.
- Section 5(G): Removes outdated language.
- Section 5(H): Removes outdated language and changes the amount of money appropriated to common education to one-twelfth of the annual Trust Fund appropriation each month.
- Section 5(I): Changes the amount of money appropriated to Higher Education to one-twelfth of the annual Trust Fund appropriation each month.
- Section 5(J): Requires appropriations to the Department from the Trust Fund be made available on an annual basis. It provides the following process to ensure that the appropriations are available in a timely manner:
 - the Commission must, when funds from the Trust Fund are appropriated to the Department, transfer one-fourth of the annual apportionment to the Department;
 - the Director of OMES must allocate the transfer on a quarterly basis, and such allocations must not exceed one-fourth of the annual apportionment;
 - the total amount of money transferred from the Trust Fund to the Department must not exceed the total appropriation made to the Department for that specific fiscal year.
- Section 5(K): Requires appropriations from the Trust Fund to the School Consolidation Assistance Fund and Teachers' Retirement System Dedicated to Revenue Revolving Fund be made available on an annual basis. It provides the following process to ensure that the appropriations are available in a timely manner:
 - the Commission must, when funds from the Trust Fund are appropriated to the School Consolidation Assistance Fund and the Teachers' Retirement System

- Dedicated Revenue Revolving Fund, transfer one-fourth of the annual apportionment to those funds;
- the Director of OMES must allocate the transfer on a quarterly basis, and such allocations must not exceed one-fourth of the annual apportionment;
 - the total amount of money transferred from the Trust Fund to the School Consolidation Assistance Fund and the Teachers' Retirement System Dedicated Revenue Revolving Fund must not exceed the total appropriation made to each fund for that specific fiscal year.
- Section 5(L): Requires the Commission to make available all remaining profits to the Trust Fund at the conclusion of each fiscal year in the following manner:
 - By July 9th, of the proceeding fiscal year, the Commission must transfer the five percent difference between the previous year's State Board of Equalization estimate and the appropriated amount. The cash contribution shall be available for appropriation in the following legislative session pending profit exists above and beyond the prior year's annual appropriation; and,
 - By September 30th, the Commission must transfer all remaining profit as established by an external financial audit state law. This cash contribution must be available for appropriation in the following legislative session depending on whether or not profit exists above and beyond the prior year's annual appropriation.
 - Section 6: Repeals 3A O.S. § 719
 - Section 7: Repeals 3A O.S. § 732

Amendment to: 3A O.S. §§ 703, 705, 711, 712, 713

Repeals: 3A O.S. §§ 719, 732

RE: S.B. 1521

SUBJECT: School Resource Officers

Senate Bill 1521 became effective July 1, 2024. This act amends the School Resource Officer Program to allow for districts to employ a retired law enforcement officer or an armed security guard if a local law enforcement agency is unwilling or unable to provide a law enforcement officer.

- Section 1(C)(1): Changes the requirement for school districts from mandating the employment of law enforcement officers with sworn authority and training as school resource officers to simply giving priority to such officers.
- Section 1(C)(2): Allows for a district to hire or contract a retired law enforcement officer or licensed armed security guard if a local law enforcement agency cannot provide a law enforcement officer as long as the individual is preauthorized by the law enforcement agency and undergoes a background check. Such an individual shall have access to the law enforcement agency's band radio and can be paid by the school district with funds from the School Security Revolving Fund.

Amendment to: 70 O.S. § 5-148.1

S.B. 1522

RE: S.B. 1522

SUBJECT: State Board of Education

Senate Bill 1522 became effective July 1, 2024. This act allows funds from the “State Public Common School Building Equalization Fund” to be used by districts to purchase school buses. It also requires that redbud school grants be used for the same purposes as a building fund. The act repeals 70 O.S. § 3-104 which duplicates the powers and duties of the State Board of Education.

- Section 1: Allows school district funds from the “State Public Common School Building Equalization Fund” to be used to purchase school buses.
- Section 2(A): Requires that redbud school grants disbursed from the State Public Common School Building Equalization Fund to be used for the same purposes as a building fund as provided for in 70 O.S. § 1-118.
- Section 3: Repeals 70 O.S. 2021, Section 3-104, as amended by Section 1, Chapter 290, O.S.L. 2023, which duplicates the powers and duties of the State Board of Education.

Amendment to: 70 O.S § 1-118, 70 O.S. 2021, § 3-104, as last amended by Section 4, Chapter 323, O.S.L. 2023

Repeals: 70 O.S. 2021, Section 3-104, as amended by Section 1, Chapter 290, O.S.L. 2023

S.B. 1527

RE: S.B. 1527

SUBJECT: Excused Absence from School

S.B. 1527 became effective July 1, 2024. This act allows parents to submit a request for an excused absence for their child for therapy or any other service related to the child's individualized education program as long as the school district receives documentation from the provider of the therapy or other services.

- Section 1(B)(6): Allows parents or guardians to submit a request for an excused absence for their child for speech therapy, occupational therapy, or any other service related to the child's individualized education program as long as the school district receives documentation from the provider of the therapy or other services.

Amendment to: 70 O.S. § 10-105

RE: S.B. 1550

SUBJECT: Higher Education

Senate Bill 1550 became effective July 1, 2024. This act renames the Oklahoma Experimental Program to Stimulate Competitive Research Advisory Committee to the Oklahoma Established Program to Stimulate Competitive Research (“EPSCoR”) Advisory Committee. It broadens the committee's purpose to include enhancing scientific and engineering research and development at all higher education institutions, not just universities. Additionally, the bill adds a representative from the pre-kindergarten through twelfth-grade education system as an optional member of the committee.

- Section 1(A): Removes Experimental Program to Stimulate Competitive Research (EPSCoR) Advisory Committee and replaces it with Experimental changing the name of the committee.
- Section 2(A)(6): Makes the appointment of the specific members of the EPSCoR Advisory Committee optional and adds a representative from the pre-kindergarten through twelfth grade education system as an appointment option.
- Section 3(B): Removes the requirements for the EPSCoR Advisory Committee to promote private sector involvement in university research and human resource development in science engineering and adds requirements for the EPSCoR Advisory Committee to aid in the assessment of the jurisdictional research ecosystem, provide assistance to activities that may relate to EPSCoR work, and collaborate with relevant entities to provide input in the development of a science and technology plan.
- Section 4: Changes the required date by which a report is due to the Regents for Higher Education from July 1st every year to July 1 each year or by another date as determined by the Chair of the EPSCoR Advisory Committee.

Amendment to: 70 O.S. §§ 3230.1, 3230.2, 3230.3, 3230.4

S.B. 1592

RE: S.B. 1592

SUBJECT: Oklahoma State University/Tulsa

Senate Bill 1592 became effective July 1, 2024. This act changes the appointing authority for one member of the Oklahoma State University/Tulsa Board of Trustees (“OSU Tulsa Board”). The chair of the Board of Regents for the Oklahoma Agricultural and Mechanical Colleges (“A&M Board”) will now be the appointing authority instead of the A&M Board as a whole. It also removes some requirements governing who can be appointed to the OSU Tulsa Board.

- Section 1(A): Modifies the appointing authority for one member of the OSU Tulsa Board from the A&M Board to only the Chair of the A&M Board and removes the requirement for four members of the OSU Tulsa Board to be members of the Board of Regents of Rogers University and residents of Tulsa.
- Section 1(A)(9): Modifies the language to match the change of appointing authority from the A&M Board to the A&M Board Chair.
- Section 1(C): Removes language related to the requirements removed in Section 1(A).
- Section 1(D): Removes language related to the requirements removed in Section 1(A).

Amendment to: 70 O.S. § 4663

S.B. 1624

RE: S.B. 1624

SUBJECT: Higher Education

Senate Bill 1624 became effective July 1, 2024. This act requires comprehensive training and postsecondary programs approved by the U.S. Department of Education to be included as eligible programs students may use for college tuition aid grants under the Oklahoma Higher Education Tuition Aid Act.

- Section 1: Requires comprehensive training and postsecondary programs approved by the U.S. Department of Education to be included as eligible programs students may use for college tuition aid grants under the Oklahoma Higher Education Tuition Aid Act.

Amendment to: 70 O.S. § 626.7

S.B. 1651

RE: S.B. 1651

SUBJECT: School Tuition

Senate Bill 1651 became effective July 1, 2024. This act provides an exemption to school districts from requiring a tuition fee from students who transfer from a contiguous out-of-state school district if the receiving school district meets certain criteria. It also updates some language to match changes made to law by the Education Open Transfer Act.

- Section 1(B)(2): Modifies some language to comply with and cite the Education Open Transfer Act.
- Section 1(D)(2): Provides an exemption from requiring a tuition fee from students who transfer from a contiguous out-of-state school district if the receiving Oklahoma school district does not receive payment of any State Aid funds and has a per-pupil expenditure, that is above the state average per-pupil expenditure. It also prohibits any additional funding to be provided to the school that allows a nonresident student whose district is not within the state.

New law at: 70 O.S. § 1-114

S.B. 1713

RE: S.B. 1713

SUBJECT: Interlocal Cooperative Agreements

Senate Bill 1713 became effective July 1, 2024. This act requires interlocal cooperative agreements (for insuring Oklahoma educational institutions) to have at least one board member from the American Academy of Actuaries and one board member with over ten (10) years of property and casualty insurance experience.

- Section 1(A)(1): Mandates that interlocal cooperative agreements for providing insurance to Oklahoma educational institutions include on their board of directors at least one member of the American Academy of Actuaries and one individual with over ten (10) years of professional experience in property and casualty insurance.

Amendment to: 70 O.S. § 5-117b

RE: S.B. 1766

SUBJECT: Driver Education

Senate Bill 1766 will become effective November 1, 2024. This act allows thirteen-and-half (13½) year olds to receive driver training at commercial driver training schools. It modifies the qualifications of instructors of driver improvement courses by removing the requirement of nine (9) credit hours in traffic safety education and adds a requirement that the instructor possess an instructor license for at least five (5) years. It reduces the number of hours of classroom instruction from six (6) hours to four (4) hours.

- Section 1(C): Allow a resident who is thirteen and a half (13½) years old to operate a vehicle if they are operating in a farming capacity or if they are in the process of taking the driving skills examination when accompanied by a driver license examiner of Service of Oklahoma or by a designated examiner approved and certified by Service Oklahoma.
- Section 2(B): Updates language to match the amendment made in Section 1(C).
- Section 3: Allows instructors qualified under State Board of Education rules to teach secondary school driver education or certified by Service Oklahoma to do so to instruct any person who is at least thirteen (13) years of age who will qualify for a farmers' permit.
- Section 4(A): Specifically outlines potential institutions Service Oklahoma may authorize to approve written examination proctors for Class A, B, C, or D licenses examinations.
- Section 4(D)(1): Allows a designated examiner to issue a written driving test to a student with a farm permit. It also requires Service Oklahoma to accept electronic signatures for all applications to be a designated examiner as much as possible.
- Section 4(D)(2): Requires Service Oklahoma to publish a year schedule of designated examiner courses and trainings within thirty (30) days of when this act becomes effective, and then every year on October 1st. These courses and trainings must happen no less than twice per calendar year and may increase the number to meet demand. It also requires Service Oklahoma to disclose how many slots are available for each course or training and any restrictions on how those slots may be allocated at the time of publishing the schedule.
- Section 5(B): Removes the requirement for qualified instructors of driver improvement or defensive driving courses to have nine college or university credit hours in traffic safety education. It instead requires the instructors to have had an instructor's license for five (5) years.
- Section 5(F): Removes the required enrollment fee amount.
- Section 6(1.): Modifies the definition for "Commercial driver training school" to include business entities that provide test preparation for farm permit examinations.
- Section 6(2.): Modifies the definition for "Instructor" to include teachers that provide test preparation for farm permit examinations.

- Section 7(B): Requires Service Oklahoma to allow electronic signatures for all commercial driver training school license application requirements.
- Section 8: Allows school and instructor licenses to be purchased to last four (4) years as opposed to just one (1).

Amendment to: 47 O.S. § 6-102, 6-105, 6-105.2, 6-110, 6-206.1, 801, 803, 805,

S.B. 1787

RE: S.B. 1787

SUBJECT: Oklahoma Open Records Act

Senate Bill 1787 became effective April 22, 2024. This bill allows public educational institutions and their employees to keep confidential any contract for use of a student athlete's name, image, or likeness disclosed to a postsecondary institution.

- Section 1(A)(4): Allows public educational institutions and their employees to keep confidential any contract for use of a student athlete's name, image, or likeness disclosed to a postsecondary institution.

New law at: 51 O.S. § 24A.16

RE: S.B. 1904

SUBJECT: Student Assessments

Senate Bill 1904 will become effective November 1, 2024. This act permits statewide virtual charter schools or school districts with full-time virtual education programs to administer state assessments to students in grades three through eight, provided specific procedures are followed. It prohibits administering state tests in a virtual setting for students in grades nine through twelve. The State Board of Education is authorized to create rules to implement these provisions.

- Section 1(A): Allows statewide virtual charter schools or school districts operating a full-time virtual education program to administer to students in grades three through eight state assessments in a virtual setting and prohibits such schools from administering state assessments in a virtual setting to students in grades nine through twelve.
- Section 1(B): Requires statewide virtual charter schools or school districts operating a full-time virtual education program administering state tests virtually to ensure they are given on a scheduled date and time with a virtual proctor present, unless the assessment platform restricts the proctor's view of the student or their environment. The device used must have audio capabilities. The school must seek to maintain a proctor-to-student ratio of ten-to-one or lower, ensure students do not exit the assessment without the proctor's permission, and verify the submission of the assessment through the proctor.
- Section 1(C): Requires statewide virtual charter schools or school districts operating a full-time virtual education program to take into account a student's (IEP) when considering whether a virtual setting best meets the educational needs of such a student.

New law at: 70 O.S. § 3-145.11

RE: S.B. 1921

SUBJECT: Schools

Senate Bill 1921 became effective July 1, 2024. This act requires coaches, nurses, and athletic trainers to receive training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator that follows specific guidelines. Additionally, it requires each public school in this state to develop a sudden cardiac emergency response plan. It establishes requirements for the plan. It requires a school district, that makes automated external defibrillators available in schools or on school district property, to use the specific guidelines in determining placement of automated external defibrillators on school district property and their routine maintenance needs.

- Section 1(H): Requires athletic coaches, school nurses, or athletic trainers to complete training in first aid, cardiopulmonary resuscitation, and use of an automated external defibrillator. It also requires the training to follow guidelines set-by a nationally recognized organization focused on emergency cardiovascular care.
- Section 1(I): Requires each public school to develop a sudden cardiac emergency response plan formulated by school site administrators which are then presented to the local board of education. The plan must:
 - create a sudden cardiac emergency response team for each school site which must include a school site administrator,
 - activate the team in response to a sudden cardiac arrest,
 - implement clearly marked and easily automated external defibrillator (AED) placement and routine maintenance within the school as needed and directed,
 - provide for communication and dissemination of the plan throughout the school campus,
 - require the response team to practice the plan by conducting periodic drills,
 - provide for coordination with emergency medical service providers that serve the area in which the school is located,
 - address athletic events and athletic facilities at each middle school and high school site provided:
 - an AED shall be placed at each athletic venue or be accessible within one to three minutes of each venue where athletic practices or competitions are held, or
 - a mobile AED device shall be on the premises in accordance with the plan guidelines,
 - provide for appropriate school staff to be trained in first aid, cardiopulmonary resuscitation, and the use of an AED,
 - stipulate the appropriate staff to receive training which shall include, but not be limited to, athletic coaches, school nurses, and athletic trainers; and
 - be reviewed by the school district board of education and sudden cardiac emergency response team members and updated annually

- Section 2(C): Requires a school district that makes automated external defibrillators available in schools or on school district property to use the guidelines set by a nationally recognized, guidelines-based organization focused on emergency cardiovascular care in determining placement of automated external defibrillators on school district property and their routine maintenance needs.

Amendment to: 70 O.S. § 24-156, 1210.200

S.B. 1985

RE: S.B. 1985

SUBJECT: Use of school buildings and properties

Senate Bill 1985 became effective July 1, 2024. This act removes any implied prohibition present in this section of law against school district boards of education from entering into an agreement with a church to utilize a church building or other church property.

- Section 1(D): Removes any implied prohibition present in this section of law against school district boards of education from entering into an agreement with a church to utilize a church building or other church property for political, literary, community, cultural, scientific, mechanical, agricultural, or parental involvement purposes.

New law at: 70 O.S. § 5-130

RE: S.B. 2038

SUBJECT: Duplicate Sections

Senate Bill 2038 became effective April 26, 2024. This act repeals duplicated sections of law throughout Oklahoma statute and amends the remaining sections to include any additional statutory language in the repealed duplicate sections. The sections relating to education (Title 70) are outlined here.

- Section 162: Amends section 6-122.3 to reflect the language present in its duplicate version. This section governs alternative placement teaching certificates, adjunct teachers, and alternative placement programs.
- Section 163: Repeals 70 O.S. 2021, section 6-122.3, as last amended by section 1, Chapter 220, O.S.L. 2022 (70 O.S. supp. 2023, section 6-122.3).
- Section 164: Amends section 6-187 to reflect the language present in its duplicate version. This section governs competency examinations adopted by the Oklahoma Commission for Teacher Preparation and the Commission for Educational Quality and Accountability for teacher candidates and other aspects of teacher certification.
- Section 165: Repeals 70 O.S. 2021, section 6-187, as last amended by section 4, Chapter 220, O.S.L. 2022 (70 O.S. supp. 2023, section 6-187).
- Section 166: Amends section 11-103.6 to reflect the language present in its duplicate version. This section governs the Oklahoma Academic Standards adoption process and high school graduation requirements.
- Section 167: Repeals 70 O.S. 2021, section 11-103.6, as amended by section 1, Chapter 122, O.S.L. 2022 (70 O.S. supp. 2023, section 11-103.6).
- Section 168: Amends section 3247 to reflect the language present in its duplicate version. This section governs student eligibility and maintenance for in-state status regardless of residency.
- Section 169: Repeals 70 O.S. 2021, section 3247, as amended by section 1, Chapter 23, O.S.L. 2022 (70 O.S. supp. 2023, section 3247).

Amendment to: 70 O.S. §§ 6-122.3, 6-187, 11-103.6, 3247

Repeals: 70 O.S. §§ 6-122.3, 6-187, 11-103.6, 3247