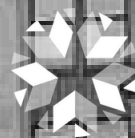




# 2025

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# LEGISLATION



OKLAHOMA  
Education



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

Dear Educator:

The State Department of Education is once again excited to provide you the **11<sup>th</sup> Annual Red Banner Book**. We hope this resource proves useful as you seek to stay up to date with the ever-changing law governing education in Oklahoma.

Once again, this year's edition focuses primarily on changes to Title 70 of Oklahoma Statutes as well as other critical legislative acts concerning administrative rules, education funding, and school choice. 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 general overview of each new law in Oklahoma education.

Education was one of the central issues discussed and legislated this session. In a major move to improve math education in the State, the Legislature passed S.B. 140, the Math Achievement and Proficiency Act. This bill establishes a similar system of screening for math proficiency in elementary levels, as used for dyslexia in the Strong Readers Act. Additionally, it establishes procedures to address students found to have a deficiency in math. S.B. 711 eliminates chronic absenteeism as a statewide measure on the school report card and directs the State Department of Education to amend the State ESSA plan. The legislature also joined several other states this year in passing cellphone regulation in the classroom, with S.B. 139, where districts are required to prohibit cell-phone use among students while at school for the upcoming school year.

Finally, H.B. 1087 amends the minimum salary schedule to include salary increases for years of teaching exceeding 25 years with annual increases now ending after 35 years of service. This expands the ability for teachers to achieve higher salaries for their commitment to education in Oklahoma.

These are just a few pieces of legislation among many included in this book addressing education in Oklahoma. I hope this resource proves useful in supporting your ongoing efforts to advance our shared educational mission. Above all, I want to express my heartfelt appreciation for your commitment to the children, families, and communities of Oklahoma. It is an honor to work beside you as we work toward a brighter future for every child in our state.

A handwritten signature in black ink that reads "Ryan Walters". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Ryan Walters

State Superintendent of Public Instruction



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# H.B. 1075

RE: H.B. 1075

SUBJECT: Schools

House Bill 1075 became effective July 1, 2025. The bill updates the process for school districts to report superintendent recommendations for dismissal or nonemployment of teachers or administrators to the State Board of Education (“Board”) when potential criminal charges are involved. Districts must also report any resignation during investigations for possible criminal conduct or certificate revocation, including investigatory findings. If the investigation finds no grounds for charges, revocation, or termination, the report must be expunged. Teachers and administrators may submit additional information to the Board if a district requests a copy of the recommendation.

- Section 1(B)(1): Requires the copy of the recommendation to be forwarded to the State Board of Education when it is made to the local school board instead of after the completion of due process procedures or after the teacher or administrator resigns, as long as the resignation occurs while the teacher or administrator is under investigation for conduct that could form the basis for criminal charges or certificate revocation. In the event such a resignation occurs a report from the district including any investigatory findings to date must be provided to the Board.
- Section 1(B)(2): Requires the teacher or administrator’s report to be expunged from Board records if the investigation concludes without finding evidence to support criminal charges, certificate revocation, or termination. It also requires the teacher or administrator to be provided written notification of the expungement.
- Section 1(C): Reiterates the right of the teacher or administrator, who is subject to the recommendation of certificate renewal, to provide supplementary information to the Board to accompany any documents requested.

Amendment to: 70 O.S. § 6-101.25

# H.B. 1086

RE: H.B. 1086

SUBJECT: Schools

House Bill 1086 became effective July 1, 2025. This bill requires gifts, grants, or donations put into the general fund of a school district to be included in the carryover calculations. It also eliminates the exclusion of such funds from the calculation of general fund carryover limits therefore requiring penalties for any school who exceeds their general fund carryover limits due to reception of gifts, grants, or donations. The bill removes a calculation used to determine the weighted membership for students using online instruction from districts where they are not a resident.

- Section 1(G): Requires gifts, donations, or state appropriated monies for the purpose of noncapital expenditures to be considered a part of the general fund collections for the purposes of calculating the schools general fund carryover. This provision requires a school to pay a penalty based on the amount of carryover including noncapital gifts, donations, or state appropriations where before they were not included within the calculation.
- Section 2(D)(1)(a): Removes a calculation used to determine the weighted membership for students using online instruction from districts where they are not a resident.

Amendment to: 70 O.S. §§ 1-117, 18-200.1

# **H.B. 1087**

RE: H.B. 1087

SUBJECT: Schools

House Bill 1087 became effective July 1, 2025. The bill adds one day to the minimum amount of time in the classroom schools must offer and adds the salary amounts to the minimum salary schedule for twenty-six through thirty-five years of service. It removes outdated provisions related to prior minimum salary increases.

- Section 1: Adjusts all provisions of the section governing the minimum amount of time in the classroom schools must offer from 1080 hours or 180 days each year to 1086 hours or 181 days each year.
- Section 2(A): Adds the salary amounts to the minimum salary schedule for twenty-six through thirty-five years of service for all levels of certification.
- Section 2(G): Removes outdated language which required school districts paying teachers above the salary schedule prior to the minimum salary increase passed in 2023 to increase those teachers' salaries the equivalent amount they would have received if their salary was at the step level for which they qualified. It also removes outdated language requiring the State Board of Education to implement salary increases for school districts that did not receive Foundation or Salary aid during the implementation of the 2023 salary increase.

Amendment to: 70 O.S. §§ 1-109, 18-114.15



RE: H.B. 1096

SUBJECT: Schools

House Bill 1096 became effective July 1, 2025. The bill replaces specific references to the American College Test (“ACT”) and Scholastic Aptitude Test (“SAT”) with reference to nationally norm-referenced college entrance exam(s). Changes the focus of math teacher continuing education from math courses recommended by ACT to math courses recommended by the State Department of Education. Additionally, it adds the Classic Learning Test (“CLT”) as a metric for school districts to determine a student's eligibility for remediation courses. It provides specific requirements governing the use of the CLT in Oklahoma. It also adds the CLT as an eligible test score meet the criteria needed in order to participate in the Oklahoma Higher Learning Access Program.

- Section 1(C)(3): Replaces a specific reference to ACT with reference to any nationally norm-referenced college entrance exam for districts developing professional development programs for teachers.
- Section 2(A): Changes the intent of the legislature for the development of continuing education programs for mathematics teacher certification. It requires the certification to be focused on core curriculum math courses recommended by the State Department of Education and not courses recommended by ACT.
- Section 3(A): Allows school districts to offer remediation courses for high school students who scored below the equivalent of an ACT 19 on the CLT.
- Section 4(I): Changes a goal which is to be reflected by the subject matter standards from improving the state average ACT score to improving the state average of college entrance exam scores.
- Section 5(A)(1): Defines “Classic Learning Test” as the Classic Learning Test administered by Classic Learning Initiatives, LLC
- Section 5(A)(2): Defines “Testing site” as an independently run testing center operated by the assessment company and any physical location where means of education are provided including public school districts, charter schools, private schools, institutions of higher education within The Oklahoma State System of Higher Education, and private institutions of higher education in this state.
- Section 5(B): Requires students who take the CLT to do so within a brick-and-mortar testing site.
- Section 6: Replace specific references to the ACT and SAT with nationally norm-referenced college entrance exams in the qualifications for eligibility to participate in the Oklahoma State Regents’ Academic Scholars Act.
- Section 7(4): Allows for a score equivalent to an ACT 22 or higher on the SAT and CLT to count towards student qualification requirements for the Oklahoma Higher Learning Access Program.

Amendment to: 70 O.S. §§ 6-194, 6-195.1, 11-107.1, 1210.508, 2403, 2603

New Law at: 70 O.S. § 1210.508-7

# H.B. 1277

RE: H.B. 1277

SUBJECT: Schools

House Bill 1277 became effective July 1, 2025. The bill requires a standing annual report to be submitted to the Governor and Legislature electronically. It requires the State Board of Education (“Board”) to only revoke or suspend licenses or certificates of teachers for specific reason. Additionally, it prohibits the Board from revoking or suspending certificates pending certain proceedings or other actions except in the case of emergency and it requires notification to superintendents upon initiation of formal investigation into one of their teachers. It prohibits the Board from revoking or suspending a license or certificate unless proper notification has been delivered within a certain time frame.

- Section 1(A)(4): Requires a standing annual report concerning enrollment, attendance, expenditures, State Department of Education division reports, public school improvement recommendations, and Board financial documentation.
- Section 1(A)(6)(b): Requires the Board to only revoke or suspend licenses or certificates of teachers for: a willful violation of any federal or state law, the abuse or neglect of a child, moral turpitude, or a conviction for any of the offenses or basis for revocation set forth in this statute or in Section 3-104.1 of Title 70 .
- Section 1(6)(c): Prohibits the Board from revoking or suspending certificates pending individual proceedings for revocation or other actions except in the case of emergency and it requires notification to superintendents upon initiation of formal investigation into one of their teachers. Further, it prohibits the Board from revoking or suspending a license or certificate unless the employing school district received notice via certified mail and electronic mail within three (3) days of the date the application for revocation or suspension was filed with the Board.

Amendment to: 70 O.S. § 3-104

## **H.B. 1287**

RE: H.B. 1287

SUBJECT: Schools

House Bill 1287 became effective July 1, 2025. The bill authorizes the Board of Regents of the University of Oklahoma to establish a mathematics high-dosage tutoring pilot program for low performing 9<sup>th</sup> grade students. The pilot program will be available for school districts with thirty thousand enrolled students or more, as well as charter schools.

- Section 1(A): Authorizes the Board of Regents of the University of Oklahoma to establish a pilot program for tutoring the lowest performing students in mathematics according to the Oklahoma State Testing Program mathematics assessment in 8<sup>th</sup> grade.
- Section 1(B): Limits to pilot program to only be available to 9<sup>th</sup> grade students in school districts with thirty thousand enrolled students or more, as well as charter schools in the state.

New Law at: 70 O.S. § 3314.1

## **H.B. 1279**

RE: H.B. 1279

SUBJECT: Revenue and Taxation

House Bill 1279 became effective July 1, 2025. The bill amends 68 O.S. 2021, Section 221, relating to the Uniform Tax Procedure Code, and modifies the procedures for taxpayer protests of proposed tax assessments and the denial of certain tax credits, specifically the Parental Choice Tax Credit.

- Section 1(J): Establishes a specific process for protesting the denial of the Parental Choice Tax Credit. Allows a taxpayer to file a written, verified protest with the Tax Commission within fifteen (15) days after electronic notification of the denial of the Parental Choice Tax Credit. If an oral hearing is requested, the Tax Commission must set a hearing date and provide written notice at least ten (10) days in advance. The Tax Commission must issue a written order within sixty (60) days of the protest, containing findings of fact and conclusions of law, and mail it to the taxpayer. The taxpayer may appeal the order as provided by law.

Amendment to: 68 O.S. § 221

# H.B. 1393

RE: H.B. 1393

SUBJECT: Special Education

House Bill 1393 became effective July 1, 2025. The bill establishes new requirements for parental consent in special education decisions, particularly regarding participation in the Oklahoma Alternate Assessment Program (OAAP).

- Section 1(A): Requires the State Board of Education to adopt a separate parental consent form for determining whether a student with an Individualized Education Program (IEP) will participate in the OAAP and receive instruction assessed by alternate achievement standards.
- Section 1(B): Mandates that parental consent forms be provided in the parent's native language and include:
- Section 1(B)(1): An informal statement explaining the benefits, risks, and legal implications of consenting or refusing consent, including that refusal means the student will take standard assessments with accommodations.
- Section 1(B)(2): A "does consent" box and signature line.
- Section 1(B)(3): A "does not consent" box and signature line.
- Section 1(C): Prohibits schools from proceeding with OAAP participation without parental consent unless the school documents reasonable efforts to obtain consent and the parent fails to respond, or approval is obtained through a due process hearing.
- Section 1(D): Requires schools to hold an IEP Team meeting with the parent to discuss changes related to OAAP participation. Parents must receive written notice at least five school days in advance, unless waived by the parent.
- Section 1(E): Authorizes the State Board of Education to adopt rules to implement this section, including developing consent forms.

New Law at: 70 O.S. § 13-114.6.

RE: H.B. 1412

SUBJECT: Teachers

House Bill 1412 became effective July 1, 2025. The bill changes the monetary awards given to teachers for their certification status as advanced, lead, and master teachers from a pay increase included in annual salary calculations to a stipend. It also allows certain districts to increase the number of designated teachers they employ at particular schools. Finally, it prohibits use of the stipend awarded to advanced, lead, and master teachers when calculate the teachers' annual salary.

- Section 1(I): Removes any mention of salary increase or salary increase requirement and replaces it with stipend(s).
- Section 1(I)(d): Requires that no more than ten percent of a school districts teachers may be designated as advanced, lead, or master teachers in any given year. It provides an exception for districts which receive Title I funds within the top twenty-five percent of individual student allotment amounts where such districts may designate an additional ten percent of teachers who are employed at schools which receive Title I funds.
- Section 1(I)(10): Prohibits the stipends from being included in the calculation of the teacher's salary for purposes of meeting the district or statutory minimum salary schedule for calculating Teacher's Retirement System of Oklahoma contributions or benefits.
- Section 1(K): Removes any mention of salary increase and replaces it with stipend. It removes any mention of using the award for regular annual compensation calculation.
- Section 2(B): Removes increased salary and replaces with stipend.

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

## **H.B. 1465**

RE: H.B. 1465

SUBJECT: Schools

House Bill 1465 became effective July 1, 2025. The bill adds a definition of military service as used determine starting teacher salaries for veterans.

- Section 1(B): Adds definition of military service which includes time in the United States Air Force, Army, Coast Guard, Marine Corps, Navy, Space Force, as well as the federal and state counterparts of both the Air National Guard and Army National Guard.

Amendment to: 70 O.S. § 17-113



# H.B. 1466

RE: H.B. 1466

SUBJECT: Schools

House Bill 1466 became effective July 1, 2025. The bill requires the State Board of Education (“the Board”) to allow a school district the opportunity to request a due process hearing before the Board changes the districts status from accredited with a warning to accredited on probation or accredited on probation to non-accredited. It also establishes certain timelines for the Board to send the district notice and for the district to request a due process hearing after reception of that notice. It requires the Board to promulgate rules regarding the new requirements established by the bill.

- Section 1(C)(3): Requires the Board to allow a school district the opportunity to request a due process hearing before the Board changes the district status from accredited with a warning to accredited on probation to non-accredited. It requires the Board to send the district notice within 10 working days of receiving the recommendations. If the district fails to request a hearing within 10 working days or receipt of such notice, the district’s right to a hearing shall be waived. The hearing shall be before the State Board of Education.
- Section 2(C)(5): Requires the Board to promulgate rules regarding notice and hearing of accreditation status pursuant to this law and in accordance with the Administrative Procedures Act.

Amendment to: 70 O.S § 3-104.4

## **H.B. 1483**

RE: H.B. 1483

SUBJECT: Schools

House Bill 1483 became effective July 1, 2025. The bill adds whistleblower protections to support employees in schools including all protections and exceptions extended to teachers.

- Section 1(A)(2): Adds subsection stating support employee shall be defined as in paragraph 9 of Section 1-116 of this title.
- Section 1(B): Provides protection against disciplinary action by the district for disclosing public information reasonably believes evidences a violation of law or rule to support employees.
- Section 1(D): Amends the subsection to require the posting of this law where it can reasonably be expected to come to the attention of support employees.
- Section 1(E): Amends the subsection to state this law shall not be construed to allow a support employee to violate the Family Educational Rights and Privacy Act of 1974.

Amendment to: 70 O.S. § 6-101.6b

## **H.B. 1485**

RE: H.B. 1485

SUBJECT: Teachers

House Bill 1485 became effective July 1, 2025. The bill adds teachers who are employed by a school district on an emergency or provisional certificates to the category of teachers employed on a temporary contract that may be extended for more than four semesters.

- Section 1(F)(3): Adds teachers who are employed by a school district on an emergency or provisional certificates to the category of teachers employed on a temporary contract that may be extended for more than four semesters

Amendment to: 70 O.S. § 6-101.23

# H.B. 1601

RE: H.B. 1601

SUBJECT: Schools

House Bill 1601 will come into effect November 1, 2025. The bill allows teachers to used sick leave to extend their paid leave after childbirth subject to Family and Medical Leave Act.

- Section 1(A): Establishes the name of the act as the "Advancing Rights for Caregiving, Health, and Extended Recovery (Maternity Leave Protection for Teachers) Act" or the "ARCHER Act."
- Section 2(A): Adds that the existing sick leave provisions are subject to exceptions provided in Section 6-104.8 of Title 70.
- Section 3(C)(1): Allows eligible employees to use accrued sick leave to extend maternity leave beyond the six weeks provided under subsection B. The leave may be used for the employee's physical recovery from childbirth, for bonding with, or caring for a newborn child without needing additional approval from the board of education or employer if the employee has enough sick leave. Eligible employees are limited to only use up to six (6) weeks of sick leave unless extended by medical certification. The total combined paid maternity leave and sick leave cannot exceed twelve (12) weeks, consistent with the FMLA limit.
- Section 3(C)(2): States that the use of sick leave under C(1) must be concurrent with the FMLA period and subject to FMLA notification requirements.

Amendment to: 70 O.S. §§ 6-104, 6-104.8

RE: H.B. 1727

SUBJECT: Oklahoma Higher Learning Access Program

House Bill 1727 became effective July 1, 2025. The bill expands the eligibility of the Oklahoma Higher Learning Access Program to children of certain certified classroom teachers.

Additionally, it specifies dates by which students wishing to participate in the program must meet its requirements. It also adds new limits on which students will be eligible for the 2025-2026 school year based on the gross income of the student's parents. It adds several other regulations on the eligibility status of certain students.

- Section 1(A)(8)(e): Allows the child of a certified specific classroom teachers, as defined in Section 2(E)(5)(d) of the act, who meets the qualifications of the program, besides those qualifications based on income, to participate in the program.
- Section 2(C)(1): Establishes the deadline by which students must qualify based on financial need or based the loss of a parent who served in any branch of the United States Armed Forces killed after January 1, 2000, in the line of duty or as a result of an injury sustained in the line of duty, to participate in the program as December 31 of their twelfth-grade year. It additionally extends the alternative timeline based on age by which those specific students must qualify from 16 years of age to 17 years of age. It also requires that those students in private or public school be given the opportunity to participate in the program by December 31 of their twelfth-grade year. It expands the time period by which those students who are homeschooled may enter into participation in the program. Before the age range for these specific homeschool students was from age 13 to age 16. It is now from age 13 to age 17.
- Section 2(C)(2): Specifies that children of any person of any branch of the United States Armed Forces killed after January 1, 2000, in the line of duty or as a result of an injury sustained in the line of duty must be given the opportunity, either after December 31 of their twelfth-grade year or after reaching the age of 18 before reaching the age of 21, to participate in the program.
- Section 2(C)(4): Allows the Oklahoma State Regents for Higher Education (“Regents”) to provide exceptions to the age limits pursuant to subsection L.
- Section 2(C)(5): Prohibits a student who is 21 or older from participating in the program.
- Section 2(D)(4): Establishes income limits for parents of qualified students (who do not qualify under the provisions of subsection E in eighth-, ninth-, tenth-, or eleventh-grade students or twelfth-grade students no later than December 31 of their twelfth-grade year) by which the students’ financial need shall be determined . It establishes the same income limits to parents of similarly qualified students who are homeschooled between the ages of 13 and 17.
- Section 2(D)(4)(a): Establishes the federal adjusted gross income limit of the student’s parent(s) who have two or fewer dependent children, as \$60,000 per year.

- Section 2(D)(4)(b): Establishes the federal adjusted gross income limit of the student's parent(s) who have three or four dependent children as \$70,000 per year.
- Section 2(D)(4)(c): Establishes the federal adjusted gross income limit of the student's parent(s) who have five or more dependent children as \$80,000 per year.
- Section 2(E)(5)(a): Prohibits a qualified student of a classroom teacher from participating in the program in the 2025-2026 school year if their parent(s) household income is equal to or greater than seven hundred percent of the federal poverty level.
- Section 2(E)(5)(b): Prohibits any Oklahoma Higher Learning Access Program awards during any year from being issued to the benefit of a qualified student whose parent(s)' household income meets or exceeds seven hundred percent of the federal poverty level.
- Section 2(E)(5)(c): Requires Regents to verify the full-time employment status of the student's parent(s) prior to receiving any benefit award.
- Section 2(E)(5)(d): Defines "certified classroom teacher" for the purposes of the Oklahoma Higher Learning Access Program as a certified, full-time classroom teacher who has been employed as a teacher in a public school district classroom in this state for a minimum of ten years prior to his or her child applying for participation in the program. It clarifies that a teacher does not need to have maintained employment at the same public school district for ten consecutive years. It limits the definition of classroom teacher to exclude school district administrators.
- Section 2(L): Allows for the Regents to provide exceptions to program age requirements for students under hardship circumstances.
- Section 2(L)(1): Prohibits exceptions after the student has graduated high school.
- Section 2(L)(2): Prohibits exceptions for students who are homeschooled who are 19 years of age or older.
- Section 2(L)(3): Prohibits exceptions for any students aged 21 or older and requires the Regents to implement the provisions of the subsection.

New Law at: 70 O.S. §§ 2603v2, 2605

RE: H.B. 1732

SUBJECT: Schools

House Bill 1732 became effective July 1, 2025. The bill establishes the right of schools and local broadcasters to broadcast high school athletic activities, even if the Oklahoma Secondary School Activities Association (OSSAA) has exclusive broadcast agreements.

- Section 1(A): Grants schools the right to broadcast all high school athletic activities in which their athletic teams participate.
- Section 1(B): Prohibits OSSAA's exclusive broadcast agreements from blocking local broadcasters or schools from broadcasting athletic activities involving the school's team.
- Section 1(C): Applies this law only to contracts involving broadcast rights entered into or renewed on or after the act's effective date.
- Section 1(D): Defines key terms including athletic activity, broadcast, exclusive broadcast agreement, local broadcaster, and organization.
- Section 1(D)(1): Defines "Athletic activity" to mean any high school athletic pre-season, regular season, or playoff game.
- Section 1(D)(2): Defines "Broadcast" to mean the live and recorded audio or video transmission over airwaves, streaming, or other transmission of an athletic activity, play-by-play, or other account of such activity via radio, television, Internet, or other technologies.
- Section 1(D)(3): Defines "Exclusive broadcast agreement" to mean an agreement entered into between the OSSAA and an organization to broadcast the OSSAA athletic activities under which such organization retains sole rights to broadcast such activities or first right to broadcast such activities.
- Section 1(D)(4): Defines "Local broadcaster" to mean an organization, located in Oklahoma, that provides local broadcast services for any activity of a local school and includes school-sponsored organizations that produce student-organized broadcasts such as educational courses or programs offered by the school.
- Section 1(D)(5): Defines "Organization" to mean an individual, public or private corporation, partnership, limited liability company, association, joint venture, or any other legal or commercial entity.

New Law at: 70 O.S. § 27-200

## **H.B. 1940**

RE: H.B. 1940

SUBJECT: Charter Schools

House Bill 1940 became effective July 1, 2025. The bill allows the Statewide Charter School Board to sponsor a charter school when the applicant to start a charter school has a contract with the Office of Juvenile Affairs and the charter school is for the purpose of providing education services to youth in the custody or supervision of a county.

- Section 1(A)(4): Extends the ability of the Statewide Charter School Board to sponsor a charter school for applicants that have a contract with the Office of Juvenile Affairs and seek to provide education services to youth in the custody or supervision of a county.

Amendment to: 70 O.S § 3-132



RE: H.B. 1955

SUBJECT: Education Leadership Oklahoma Program

House Bill 1955 will go into effect November 1, 2025. The bill transfers authority of establishing the Education Leadership Oklahoma program from the Oklahoma Commission for Teacher Preparation to the Commission for Educational Quality and Accountability. It removes specific funding allotments and replaces them with a total amount of funding available to participants to cover National Board certification costs. Additionally, there are several specifications added in the event an applicant fails to complete National Board certification and must repay any money that was paid on their behalf. It limits the availability of mentoring for all teachers seeking initial National Board certification to the availability of funds.

- Section 1(A): Replaces the Oklahoma Commission for Teacher Preparation with the Commission for Educational Quality and Accountability as one of the agencies authorized to establish the Education Leadership Oklahoma program.
- Section 1(B)(3): Replaces the language of processing charge, assessment fee and scholarship with National Board certification cost.
- Section 1(D): Replaces the specific cost listings and specific funding allotments allowed to be spent on each cost with a consolidated number totaling up to \$1,800 that may be used to cover National Board certification cost.
- Section 1(E): Replaces the language of processing charge, assessment fee and scholarship with National Board certification cost. It also requires the any applicant that receives payment up-front to repay the full amount of fees paid on their behalf if they do not fulfill all submission requirements. It subjects the reimbursement of all selected applicants who do not receive an up-front payment and successfully complete National Board certification to the availability of funding and it raises the total reimbursement amount available from \$1,300 to \$1,800.
- Section 1(F): Removes old language describing the intent of the legislature. It limits the availability of up to three years of mentoring for all teachers seeking initial National Board certification to the availability of funds.

Amendment to: 70 O.S § 6-204.2

## **H.B. 1958**

RE: H.B. 1958

SUBJECT: Schools

House Bill 1958 will come into effect November 1, 2025. The bill allows a local board of education to submit an affidavit in lieu of approved meeting minutes to the State Department of Education as proof of action taken at a board meeting. The State Department of Education is required to accept a properly signed affidavit as certification that the board has approved or taken a specific action at a meeting.

- Section 1(E)(1): Permits a board of education to submit an Affidavit of Board Action to the State Department of Education in lieu of approved board minutes to provide proof of an action taken at a board meeting. The affidavit must be signed and sworn by the district superintendent (or assistant superintendent) and the board president (or chair or a board officer). It requires the State Department of Education to accept a signed Affidavit of Board Action as certification that the board has approved or taken a specific action at a board meeting. It clarifies that the submission of an affidavit does not exempt a board of education from the statutory requirement to keep meeting minutes in accordance with Section 312 of Title 25 of the Oklahoma Statutes.
- Section 1(E)(2): Specifies that the affidavit must include the county or district code, the name of the school district, the date of the board meeting, the agenda item number approved, a summary of the action approved, and the required signatures.

Amendment to: 70 O.S. § 5-118

## **H.B. 1995**

RE: H.B. 1995

SUBJECT: Crimes and punishment

House Bill 1995 became effective May 6, 2025. The bill designates school resource officers as employees of a school system in relation to the definitions of sex crimes.

- Section 1(A)(8): Defines “employee of a school system” to include employed and contracted school resource officers and security guards.
- Section 2(B)(5): Adds school resource officer and security guard to the definition of “employee of a school system”.

Amendment to: 21 O.S §§ 1111, 1123

RE: H.B. 2047

SUBJECT: Schools

House Bill 2047 will come into effect August 29, 2025. The bill requires school employees to contact 911 as soon as possible if Epinephrine is administered to a student and requires the school district to notify the parent or guardian of any student who experiences a possible allergic reaction. It also requires school districts to use the model policy created by the State Board of Education and adds new requirements for the model policy.

- Section 1: Declares the bill to be named the “Emerson Kate Cole Act”.
- Section 2(B)(1): Changes one of the training options for the amended policy for Epinephrine from the State Department of Health’s Diabetes Management Annual School Training Program to the training added and required in subsection G.
- Section 2(F): Requires a school employee to contact 911 as soon as possible when Epinephrine is administered to a student. It also requires the school district to contact the parent or guardian of any student who experiences a possible allergic reaction as soon as possible.
- Section 2(G): Changes the model policies created by the State Board of Education, in consultation with the State Board of Health, from an optional resource for districts into a statutory mandate. It also requires all teachers and school employees directly responsible for students to complete annual training on food allergies, recognizing anaphylaxis, and administering Epinephrine. This training must be completed before the school year starts or upon hiring, documented in personnel files, and may be delivered online or in person by a school nurse or a recognized training program.

Amendment to: 70 O.S § 1-116.3

# H.B. 2151

RE: H.B. 2151

SUBJECT: Schools

House Bill 2151 will come into effect November 1, 2025. The bill creates the Federal Education Guidance Disclosure Act, which requires the Oklahoma State Department of Education (“SDE”) to publicly disclose certain federal guidance documents on a designated website, establishes timelines for publication and website creation, and sets requirements for the retention and identification of rescinded documents.

- Section 1(B): Requires SDE, within five (5) days of receiving a guidance document from the United States Department of Education, to publish the document on an Internet website designated by the State Superintendent of Public Instruction, unless the document contains sensitive or confidential information that cannot legally be disclosed due to privacy laws.
- Section 1(C)(1): Directs the State Department of Education to create the designated Internet website for publishing federal guidance documents no later than ninety (90) days after the effective date of the act.
- Section 1(C)(2): Requires the Department to include hyperlinks on the website, in a conspicuous manner, that provide access to the published guidance documents.
- Section 1(D): Mandates that if a guidance document is rescinded by the United States Department of Education, the State Department of Education must maintain the rescinded document on the designated website and, within fifteen (15) days of rescission, indicate: that the document has been rescinded and the date the document was rescinded.
- Section 1(E): Defines "guidance document" for the purposes of this act as a federal agency statement of general applicability (other than a rule with the force and effect of law promulgated under notice and comment procedures) designated by an agency official as setting forth a policy or interpretation on a statutory, regulatory, or technical issue. It clarifies that a guidance document may include, but is not limited to, a memorandum, notice, bulletin, directive, letter, or no-action letter, and that the term should be construed broadly to effectuate the purpose and intent of the act.

New Law at: 70 O.S § 24-162

RE: H.B. 2163

SUBJECT: Open Records Act

House Bill 2163 became effective May 14, 2025. The bill establishes the position of Public Access Counselor within the Office of the Attorney General (“AG”) to review denials of open records requests, sets forth procedures for review and advisement, and amends the duties of the AG regarding the Oklahoma Open Records Act and Open Meeting Act.

- Section 1(A): Establishes the Public Access Counselor Unit within the Office of the AG.
- Section 1(B): Allows a person whose request, to inspect or copy a public record (except from the Legislature or its committees/agencies), is denied by a public body to file a request for review with the Public Access Counselor within 30 calendar days of the denial. The request must be in writing, on a form prescribed by the AG, signed by the requester, and include a copy of the request for access to records and any responses from the public body.
- Section 1(C): Permits a person whose request was treated as a commercial purpose request to file for review, but only to determine if the public body properly classified the request as commercial.
- Section 1(D): Allows a person whose request has not been returned in a prompt or reasonable manner to file a request for review with the Public Access Counselor.
- Section 1(E): Prohibits persons whose request is made for a commercial purpose from filing a request for review with the Public Access Counselor.
- Section 1(F): Requires the Public Access Counselor, upon receiving a request for review, to determine if further action is warranted. If unfounded, the requester and public body are to be notified, and no further action is taken. In other cases, the Public Access Counselor forwards the request to the public body within 7 business days and specifies which records or documents are needed for review. The public body must fully cooperate and provide a written response within 7 business days. It prohibits Confidential or exempt information provided to the Public Access Counselor from further disclosure.
- Section 1(G)(1): Requires the AG to examine the request and response and to issue an advisement to the public body or official within 60 calendar days, and to notify the requester when the review is complete.
- Section 1(G)(2): Requires the public body to comply with the Open Records Act or respond to the requestor upon advisement of the AG.
- Section 1(G)(3): Provides immunity from liability and penalties under the Open Records Act to public bodies that disclose records in accordance with the AG’s advice.
- Section 1(H): Requires the requester to notify the Public Access Counselor if they file suit in district court regarding a denial submitted previously to the Public Access Counselor who then shall cease further action on the review.
- Section 1(I): Allows the AG to issue advisory opinions to public bodies regarding compliance with this act, upon written request from the head of the public body or its

attorney. It allows the Public Access Counselor to request additional information to assist in the review and provides liability protection to public bodies relying in good faith on the AG's advice on the condition that facts were fully and fairly disclosed.

- Section 1(J): Allow the Public Access Counselor to deny future requests for review if a requester submits multiple frivolous review requests.
- Section 1(K): Establishes an exemption from the requirements of the Open Records Act for the AG concerning records, correspondence, and work papers or product produced in carrying out duties required under this law.
- Section 1(L): Clarifies that nothing in this section limits the Attorney General's authority to enforce or take action under the Oklahoma Open Records Act.
- Section 2(A)(27): Requires the AG to investigate and prosecute civil or criminal actions relating to violations of the Oklahoma Open Records Act or the Oklahoma Open Meeting Act or defer such matters to a district attorney if warranted as a specific enumerated duty of the AG.

Amendment to: 74 O.S. § 18b

New Law at: 51 O.S. § 24A.40

RE: H.B. 2259

SUBJECT: Schools

House Bill 2259 became effective July 1, 2025. The bill amends statutes relating to inter-district and intra-district public school transfers, clarifies and limits exceptions for continual transfers, revises provisions for military-dependent transfers, and establishes new requirements for transfer capacity, appeals, and reporting.

- Section 1(A): Requires inter-district transfer students to remain continuously enrolled in the receiving district each school year unless denied for specific disciplinary or attendance issues or if the student seeks to officially transfer to a different school district. It also limits the reasons a district may deny continued transfers to specific disciplinary acts and a history of absences.
- Section 2(B): Removes the requirement of school district active uniform military family student transfer policies to require Oklahoma to be the family's home of record before they are eligible for transfer approval.
- Section 2(B)(2): Removes the requirement for evidence showing active-duty status or active-duty orders of at least one parent of the active uniform military family before their children can be eligible for inter-district transfer.
- Section 2(C)(3)(a): Prohibits precluding enrollment prior to residency for students with individualized education programs, individualized family service plans, reception of or qualification for special education services, or reception of or qualification for accommodations under Section 504 of the Rehabilitation Act.
- Section 2(C)(3)(b): Requires districts to ensure comparable services are in place for these students before their first day by acquiring previous records, any prior evaluations, and performance of reevaluations.
- Section 3(A): Require intra-district transfer students to remain continuously enrolled at the receiving site each school year unless denied for specific disciplinary or attendance issues or if the student seeks to officially transfer to a different school site. It also limits the reasons a district may deny continued intra-district transfers to specific disciplinary acts and a history of absences.
- Section 3(E)(1): Requires districts to allow children of active uniformed military services of the U.S and children of a member of military reserve on active-duty orders provisional eligibility for intra-district transfers regardless of capacity. It also sets military dependent transfer capacity at two per ever one hundred enrolled students at the elementary school level, four per one hundred students at the middle school level, and six dependents at the high school level regardless of student population.
- Section 3(E)(2): Defines “elementary school” as kindergarten through fifth grade, “middle school” as sixth grade through eighth grade, and “high school” as ninth through twelfth grade.

Amendment to: 74 O.S. § 18b



New Law at: 51 O.S. § 24A.40

RE: H.B. 2287

SUBJECT: Education

House Bill 2287 became effective July 1, 2025. The bill expands the instruction category used by districts to determine the aggregate current expenditures of school districts, from all funding sources. It also adds two new categories related to funding related to instruction through career and technology education and concurrent college classes.

- Section 1(A)(1): Expands the instruction category to include school district instructional staff.
- Section 1(A)(2): Creates a new category for academic instruction expenditures provided through career and technology education programs in comprehensive schools or at technology center schools that satisfy high school graduation requirements.
- Section 1(A)(3): Creates a new category for instruction expenditures provided through concurrent classes that satisfy high school graduation requirements.

Amendment to: 70 O.S § 1-124

RE: H.B. 2729

SUBJECT: Administration Procedures Act

House Bill 2729 becomes effective November 1, 2025. This bill outlines when an aggrieved party claim under the Administrative Procedures Act (“APA”) accrues. It requires a reviewing court or officer hearing an administrative action to interpret the meaning and effect de novo and in cases where there is remaining doubt, requires the court to interpret it in such a way which limits agencies power and maximizes individual liberty. Additionally, it prohibits a state agency imposing civil penalties for conduct subject to common law jury trial rights until after a jury trial has concluded, except in cases of lawful summary judgment or prior equity cases where no jury right previously existed.

- Section 1(A)(4): Establishes that a claim under the APA accrues at the earliest when the final agency action is committed.
- Section 1(E): Requires state statute, administrative rule, or other regulations relevant to the hearing concerning an administrative action to be interpreted de novo by the judge review and it prohibits courts or officers from deferring to the interpretation of the state agency. Any remaining ambiguity must be resolved in favor of a reasonable interpretation that limits agency power and maximizes individual liberty.
- Section 2(A): Prohibits a state administrative agency from imposing a civil penalty for conduct that could be tried at common law with a jury unless the defendant first receives a jury trial in Oklahoma court.
- Section 2(B): Provides an exemption from to Section 2(A) for summary judgments rendered according to Title 12 of Oklahoma Statutes as well as established precedent standards for summary judgement. Civil cases prior to this act concerning matters of equity jurisdiction which did not include a right to a trial by jury also are exempt from Section 2(A).

Amendment to: 75 O.S. § 318

New Law at: 75 O.S. § 321.1

# **H.B. 2731**

RE: H.B. 2731

SUBJECT: Administrative Procedure Act

House Bill 2731 becomes effective November 1, 2025. The bill changes the date by which the Governor may declare administrative rules to be approved or disapproved.

- Section 1(C): Changes the date by which the Governor may declare administrative rules to be approved or disapproved from April 1 to February 1.

Amendment to: 75 O.S § 308.3

RE: H.B. 2766

SUBJECT: General Appropriations

House Bill 2766 became effective July 1, 2025. This act outlines all the mainline budget appropriations for the year. Below are the appropriations for education.

- Section 1: Appropriates \$1,651,460,413 to the State Board of Education (“the Board”) from the General Revenue fund for the financial support of public schools.
- Section 2: Appropriates \$1,262,735,353 to the Board from the Education Reform Revolving Fund for the financial support of public schools.
- Section 3: Authorizes the Board to expend \$47,000,000 from the Common Education Technology Revolving Fund for the financial support of public schools.
- Section 4: Appropriates \$4,940,000 to the Board from the Mineral Leasing Fund for the financial support of public schools.
- Section 5: Appropriates \$344,531 to the Board from the Mineral Leasing Fund from fiscal year (FY) 2023 for the financial support of public schools.
- Section 6: Appropriates \$27,787,500 to the Board from the Oklahoma Education Lottery Trust Fund for the financial support of public schools.
- Section 7: Appropriates \$1,462,500 to the Board from the Oklahoma Education Lottery Trust Fund from FY 2023 for the financial support of public schools.
- Section 8: Appropriates \$125,189,026 to the Board from the General Revenue Fund for the support of public-school activities.
- Section 9: Appropriates \$410,851,159 to the Board from the General Revenue Fund for the Certified Employee Health Benefit Allowance.
- Section 10: Appropriates \$247,723,418 to the Board from the General Revenue Fund for Support Personnel Health Benefit Allowance.
- Section 11: Appropriates \$18,145,366 to the Board from the General Revenue Fund for administrative and support functions of the State Department of Education.
- Section 12: Appropriates \$45,190,000 to the Board from the General Revenue Fund for the purchase of textbooks and instructional materials.
- Section 13: Appropriates \$3,087,500 to the Board from the Oklahoma Education Lottery Trust Fund for transfer to the School Consolidation Assistance Fund.
- Section 14: Appropriates \$162,500 to the Board from the Oklahoma Education Lottery Trust Fund from FY 2023 for transfer to the School Consolidation Assistance Fund. It provides authorization to the Board to transfer the same amount of money to the Teachers’ Retirement System of Oklahoma (“TRS”).
- Section 15: Appropriates \$3,087,500 to the Board from the Oklahoma Educational Lottery Trust Fund for transfer to the Teachers’ Retirement System Dedicated to Revenue Revolving Fund. It provides authorization to the Board to transfer such amount to TRS.

- Section 16: Appropriates \$162,500 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 17: Appropriates \$2,650,000 to the Board from the General Revenue Fund for compensating student teachers.
- Section 18: 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 19: Appropriates \$6,500,000 to the Board from the General Revenue Fund to be transferred to the Public School Paid Maternity Leave Revolving Fund.
- Section 20: Authorizes the Board to transfer \$433,935,232 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 21: Appropriates \$250,000 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 24: Appropriates \$3,697,209 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 25: Appropriates \$4,308,180 to the Oklahoma Arts Council from the General Revenue for the required duties imposed upon the Arts Council by law.
- Section 26: Appropriates \$17,346,542 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 \$1,235,623 of that appropriation to be deposited in the Seed-capital Revolving Fund.
- Section 28: Appropriates \$2,954,004 to the Oklahoma Educational Television Authority ("OETA") from the General Revenue Fund from FY 2025 to perform the duties imposed upon OETA.
- Section 29: Appropriates \$872,435,027 to the Regents("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 30: Authorizes the Office of Management and Enterprise Services to transfer \$70,000,000 to the Regents for the support of the Oklahoma High Learning Access Program.
- Section 31: Appropriates \$740,310 to the Regents for the benefit of the Oklahoma Higher Learning Access Program.
- Section 32: Authorizes the Regents to expend \$47,000,000 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 33: Authorizes the Regents to expend \$47,000,000 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 34: Appropriates \$24,391,250 to the Regents from the Oklahoma Education Lottery Trust Fund 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 \$1,283,750 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 36: Appropriates \$18,822,615 to the Regents from the General Revenue Fund for the expenditures for concurrent enrollment.
- Section 37: 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 38: Appropriates \$12,500,000 to the Regents from the General Revenue Fund from FY 2023 for the purpose of purchasing casualty and property insurance.
- Section 39: Appropriates \$8,078,373 to the Board of Trustees of the Oklahoma School of Science and Mathematics (“the Trustees”) from the General Revenue Fund for the required duties imposed upon the Trustees.
- Section 40: Appropriates \$175,562,874 to the State Board of Career and Technology Education (“SBCTE”) from the General Revenue Fund for the required duties imposed upon the State Board of Career and Technology.
- Section 41: Appropriates \$3,396,250 to SBCTE from the Oklahoma Education Lottery Trust Fund for the education and general operating budgets of the institutions and for other programs, construction, renovations, or repairs administered by SBCTE.
- Section 42: Appropriates \$178,750 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 43: Appropriates \$3,300,000 to the Statewide School Board Revolving Fund from the General Revenue Fund to be expended in accordance with law by the Statewide Charter School Board.

- Section 144: Appropriates \$64,848,292 to the Ad Valorem Reimbursement Fund from the General Revenue Fund from FY 2022 for reimbursing counties for school districts that claim a loss of revenue due to a Section 6B of Article X of the Oklahoma Constitution tax exemption.
- Section 145: Appropriates \$11,453,113 to the Board from the Education Reform Revolving Fund for the Certified Employee Health Benefit Allowance.
- Section 146: Appropriates \$10,559,441 to the Board from the General Revenue Fund for FY 2022 for the Support Personnel Health Benefit Allowance.
- Section 160: Appropriates \$20,000,000 to the Regents from the Progressing Rural Economic Prosperity Fund for institutional utilization.



## **H.B. 2779**

RE: H.B. 2779

SUBJECT: Department of Public Safety

House Bill 2779 became effective July 1, 2025. The bill directs \$750,000 of the funds appropriated to the Department of Public Safety to be used for the School Secure Program transferred from the State Board of Education to the Department of Public Safety.

New Law not to be codified.

RE: H.B. 2798

SUBJECT: Reporting Requirements

House Bill 2798 will come into effect November 1, 2025. The bill classifies knowing and willful failure to promptly report or interference with the prompt reporting of child abuse and neglect by a superintendent or school administrator as a felony upon conviction. It also classifies sexual battery committed upon a certain person in the legal custody of certain schools by an employee of such a school as child abuse and neglect.

- Section 1(C): Establishes an exception outlined in Section 2 of the act that provides a different criminal classification for persons who knowingly and willfully fail to promptly report suspected child abuse or neglect or who interferes with the prompt reporting of suspected child abuse or neglect.
- Section 2(A): Classifies knowing and willful failure by a superintendent or school administrator to report child abuse and neglect as a felony upon conviction. Upon conviction it is punishable by imprisonment in the Department of Correction for a term of not less than two years or more than ten years, or by a fine of \$20,000, or both. The convict must also complete a term of community service.
- Section 2(B): Defines “school administrator” as principal, assistant principal, or any other person who serves in a supervisory or administrative capacity in a private school or public school.
- Section 3(D): Adds reference to the law established by Section 2 of this act to the section of law in Title 70 addressing procedures for reporting child abuse and/or neglect within the public school system.
- Section 3(E)(16): Classifies sexual battery committed upon a person who is at least sixteen years of age and is less than twenty and a student or is in the legal custody or supervision of any public or private elementary or secondary school, or technology center by an employee of a private school or public school system as child abuse and neglect.

Amendment to: 10A O.S. § 1-2-101; 70 O.S. § 1210.163

New Law at: 21 O.S. § 593

RE: S.B. 105

SUBJECT: Lindsey Nicole Henry Scholarships for Students with Disabilities Program

Senate Bill 105 became effective July 1, 2025. The bill amends statutory language to better fit the current scope of eligibility for Oklahoma students within the Lindsey Nicole Henry Scholarships for Students with Disabilities Program (“the program”) and removes the requirement for students with disabilities in accordance with the Individuals with Disabilities Education Act (“IDEA”) to attend public school for at least one year in order to develop an individualized education program (“IEP”) or individualized service plan (“ISP”). It also removes a subsection that waives certain rights regarding parental consent in accordance with IDEA. It requires parents of a student with an IEP, ISP, or eligibility standards for special education services to meet annually with the private school to identify the necessary services of support for the student.

- Section 1(A): Removes outdated language specifically limiting use of the program only to students with disabilities in accordance with IDEA and inserts language clarifying students with specific special needs may make use of the program in accordance with amendments made to the program in prior years.
- Section 1(B)(1)(a): Removes the requirement in law for a student to attend one year in a public school prior to applying to participate in the program and specifies a student who has an IEP, an ISP or meets the eligibility standards for special education services in accordance with IDEA is eligible for the program.
- Section 1(B)(1)(b): States that any student, who has ever had an ISP pursuant to Section 1-4-704 of Title 10A prior to notifying the State Department of Education of the intent to participate in the program, is eligible for the program.
- Section 1(B)(1)(c): Removes language made unnecessary by the amendments made in Section 1(A).
- Section 1(B)(1)(g): Removes language made unnecessary by the amendments made in Section 1(A).
- Section 1(F)(1): Removes language that waives certain rights regarding parental consent in accordance with IDEA for participants in the program.
- Section 1(I)(d): Requires parents of a student with IEP, ISP, or eligibility standards special education services to meet annually with the private school to identify the necessary services of support for the student with special needs.

Amendment to: 70 O.S § 13-101.2

RE: S.B. 139

SUBJECT: Cell phones in schools

Senate Bill 139 will come into effect August 29, 2025. The bill establishes statewide requirements for Oklahoma public school districts regarding student use of cell phones and personal electronic devices during the school day. The law defines key terms, mandates a one-year “bell to bell” device ban policy for all districts, and allows local flexibility in the years thereafter, with exceptions for emergencies and health needs.

- Section 1(A)(1): Defines “bell to bell” as the period from the first bell starting instructional time to the dismissal bell ending instructional time.
- Section 1(A)(2): Defines “personal electronic device” as any personal device capable of connecting to a smartphone, the Internet, or a cellular or Wi-Fi network, or directly connecting to another similar device. This includes, but is not limited to, smart watches, smart headphones, laptops, tablets, and smart glasses. School-issued or school-approved devices limited to classroom instruction are excluded.
- Section 1(B)(1): Requires each school district board of education, for the 2025-2026 school year, to adopt a policy prohibiting students from using cell phones and personal electronic devices on campus from bell to bell. The policy must include disciplinary procedures for violations.
- Section 1(B)(2): For the 2026-2027 school year and each year thereafter, allows (but does not require) each school district board of education to adopt a similar bell-to-bell device ban policy.
- Section 1(C): Allows the policy adopted under subsection B to include exceptions, such as the emergency use of cell phones or personal electronic devices by students during the school day and the use of cell phones or personal electronic devices by students who require them to monitor health issues.

Amendment to: 70 O.S § 1-126

RE: S.B. 140

SUBJECT: Math Achievement and Proficiency Act

Senate Bill 140 became effective July 1, 2025. The bill creates the Oklahoma Math Achievement and Proficiency Act, establishing new statewide requirements for mathematics instruction, student screening, intervention, professional development, and reporting in public schools.

- Section 1: Directs \$1,000,000 from the funds appropriated to the State Board of Education (“the Board”) in Section 8 of Enrolled House Bill No. 2766 for the purpose of implementing the Oklahoma Math Achievement and Proficiency Act.
- Section 2(B): Outlines legislative findings emphasizing the necessity of early and consistent math proficiency, the use of research-based methodologies, regular measurement, and accountability to improve student math achievement.
- Section 2(C): States that the purpose of the Oklahoma Math Achievement and Proficiency Act is to ensure math achievement is encouraged, progression is based in part on math proficiency, and that advanced instruction and interventions are facilitated by school district policy, with parents/guardians informed of student progress.
- Section 2(D): Requires all public school districts to provide a well-rounded education with a focus on foundational skills in math, reading, and writing. The State Board of Education is to encourage integration of other curricular standards with these core subjects.
- Section 2(E): Requires all math teachers to incorporate foundational elements of math instruction, including real-world problem-solving, procedural fluency, conceptual understanding, and productive dispositions.
- Section 3(A): Requires all public-school students in grades 2–5 to be screened for math proficiency (including dyscalculia characteristics) at the beginning, middle, and end of each school year using an instrument approved by the Board. The Board must consider screening efficiency, timeliness of results, and integration with curriculum when approving a screening instrument.
- Section 3(B): Requires, in the 2026-2027 school year, the Board to approve a list of screening instruments that: assess math proficiency as defined by state standards, document validity and reliability, identify at-risk students and monitor progress, are usable for students with disabilities and English learners, and are accompanied by a data system providing student, class, grade, and school profiles, including instructional needs and proficiency levels.
- Section 3(C)(1): Exempts students from screening if they participate in the Oklahoma Alternate Assessment Program (“OAAP”), use sign language as primary communication, use Braille as primary text, or are English learners with less than one year in a district English-learner program.
- Section 3(C)(2): Requires schools that grant an exemption to provide ongoing evidence of student progression toward English language acquisition as often as screening

assessments are administered. The evidence may include progression toward OAAP math essential elements, proficiency in sign language and mathematical reasoning, and proficiency in Braille and mathematical concepts.

- Section 3(D)(1): Requires districts to provide students exceeding grade-level targets advanced math opportunities unless their parent/guardian provides informed written consent for removal or exclusion from such programs.
- Section 3(D)(2): Requires districts to provide students performing below grade level targets a research-based math instruction program which includes: additional instructional time focused on math proficiency, tutorial instruction outside of regular school hours if funds are available, diagnostic and periodic monitoring assessment for monitoring of math proficiency, high-quality instructional materials, and familial access to high-quality free online math resources.
- Section 3(D)(3): Requires districts to provide students, in grades 2-5, with a math deficiency as determined by the math screener, with an individual math intervention plan 30 days after the identification of the deficiency.
- Section 3(D)(3)(a): Requires the plan to describe the research-based math intervention services the student will receive.
- Section 3(D)(3)(b): Requires the plan to provide explicit, systematic instruction in key math skills.
- Section 3(D)(3)(c): Requires the plan to monitor progress of the student and adjust to the student's needs.
- Section 3(D)(3)(d): Requires the plan to be continued until the student meets grade-level targets.
- Section 3(D)(4): Requires each math intervention plan to be developed by a math proficiency team, which must include the student's parent or legal guardian, the student's current teacher, a teacher of the next grade level of math instruction, and if one is available a teacher who specializes in math intervention.
- Section 3(D)(5): Requires the school district to notify the parent or legal guardian in writing within 30 days of identifying a math deficiency.
- Section 4(A): Provides for allocation of monies to school districts for each enrolled second-, third-, fourth, and fifth-grade student in need of remediation or intensive intervention services in mathematics. The allocations will be distributed to each school district by the Board when the district board approves a strong math plan and submits a child count report including the number of students identified as needing remediation or intensive intervention services in mathematics to the State Department of Education ("the Department"). The per-student allocation amount shall be determined by dividing funds available for allocation each year by the total number of students in the state identified as in need of remediation or intensive intervention services in mathematics each year. The district will receive one per-student allocation amount for each identified student enrolled in the school district.
- Section 4(B): Requires districts that receive more than \$2,500 in allocations to spend at least 10% to provide professional development for teachers. The professional development must include training in scientifically based math research including how students learn mathematical concepts; training in providing explicit and systematic

instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions; implementing math strategies that research has shown to be successful in improving math proficiency among students with math difficulties; courses leading to a micro-credential in mathematics; and instructional materials required for implementation.

- Section 4(C): Requires the Department to approve a list of professional development programs that are evidence-based and directly address the cognitive science of how students learn mathematics for which districts are permitted to use.
- Section 4(D): Allows a teacher to receive a stipend equal to the amount of the cost for a substitute teacher for attending a professional development institute in elementary math approved by the Commission for Educational Quality and Accountability (“CEQA”).
- Section 5(A): Requires the district to notify the parent or guardian of a second through fifth grade student if a teacher determines that student to be performing above grade level in mathematics by the start of the second quarter of the school year.
- Section 5(A)(1): Requires the notification to include the math proficiency level of the student.
- Section 5(A)(2): Requires the notification to include the program of advanced math instruction available for the student.
- Section 5(A)(3): Requires the notification to include the potential opportunity for the student to participate in a summer academy or other program designed to assist the student in excelling in mathematics.
- Section 5(B): Requires the district to notify the parent or guardian of a second through fifth grade student if a teacher determines the student is not performing at grade level in mathematics by the start of the second quarter of the school year.
- Section 5(B)(1): Requires the notification to include the math proficiency level of the student.
- Section 5(B)(2): Requires the notification to include the program of math instruction required to be implemented.
- Section 5(B)(3): Requires the notification to include information concerning the potential need for the student to participate in a summer academy or other program designed to assist the student in attaining grade-level math proficiency.
- Section 5(C): Allows a teacher who determines a second through fifth grade student is exceeding or not meeting grade-level targets for mathematics to recommend they attend a summer math academy or other program, after consultation with the parent or guardian.
- Section 5(D): Requires summer academy programs to be designed to ensure students successfully complete an advanced mathematical program or grade-level competencies in mathematics to enhance next-grade readiness. It defined a summer academy math program as a program that incorporates the content of a scientifically research-based professional development program administered by the CEQA or a program of the same quality administered by the Board taught by teachers who successfully complete professional development in the math program. It requires all summer academies to be at least 3 consecutive days and requires the Department to provide a list of qualified entities for providing the summer academy programs to all schools by April 1, 2026.

- Section 5(E): Allows districts to approve an optional program for students who are unable to attend a summer academy. This program may include, but not limited to, an approved private provider of instruction, approved computer- or Internet-based instruction, or an approved program of math instruction monitored by the parent or legal guardian of the student. Districts are not required to pay for the optional program and must communicate to the parent or guardian of the student the expectations and the costs of the program.
- Section 5(F): Allows for the districts to expand summer academies and other programs to kindergarten and first grade as funding becomes available.
- Section 5(G): Requires the Board to promulgate rules to implement this law including requirements for instructional time for summer academy programs, teacher qualifications, and evaluation of student achievement as a result of summer academy programs or optional programs.
- Section 6(A): Requires CEQA to ensure mathematics competencies for elementary teacher are included in the competencies for special education teachers.
- Section 6(B): Requires CEQA to collaborate with the Regents(“the Regents”) when ensuring that all early childhood education, elementary education, and special education teachers are provided training in intervention, instruction, and remediation strategies in mathematics to provide explicit and systematic instruction in real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions and to implement successful research backed mathematical strategies that research has shown to be successful in improving mathematic understanding among students with math difficulties. Prospective teachers must also be trained in research-based instructional strategies for teaching, assessing, and intervening in mathematics development for students including advanced learners, typically developing learners, struggling learners who face a range of challenges (English learners, students with disabilities and learning challenges such as dyscalculia). It requires the training to include guidance from professional resources such as the National Council of Teachers of Mathematics (NCTM) guidelines, Response to Intervention guidelines, and professional organizations such as the Council for Exceptional Children, National Association for the Education of Young Children, and other relevant professional mathematics education bodies.
- Section 6(C): Requires all institutions of higher education within The Oklahoma State System of Higher Education that offer elementary, early childhood education, or special education programs approved by CEQA to incorporate into those programs the requirement that teacher candidates study key elements of mathematics instruction including real-world problem-solving skills, procedural fluency, conceptual understanding, and productive dispositions. It requires teacher candidates to study strategies including, but not limited to, instruction that is explicitly taught, sequenced, multimodal (visual, auditory, kinesthetic, etc.), interdisciplinary, and reflective to adapt for individual learners.
- Section 6(D): Requires candidates applying for alternative placement teaching certificates or emergency teaching certificates in elementary education to complete instruction in a scientifically research-based math program as determined by CEQA and the State Board of Education.



- Section 7(A): Creates the Statewide Mathematics Revolving Fund, a continuing fund not subject to fiscal year limitations to be used by the Regents to implement specific math programs for teacher training included in teacher education programs accredited by CEQA and to support the creation of micro-credential in mathematics for certified teachers employed by school districts and charter schools.
- Section 7(B): Establishes requirements for the Regents in implementing specific math programs for teacher training included in teacher education programs and aiding the development and implementation of micro-credentials in math for certified teachers that can be reflected on a teacher's certificate to teach.
- Section 8(A): Requires students screened under this act that are not meeting grade-level targets in mathematics after the first screener of the year to be tested for dyscalculia. The parents, teacher, or counselor of a student may request dyscalculia screening. It prohibits a student from being rescreened unless his or her parent requests it.
- Section 8(B): Requires the Board to develop policies for dyscalculia screening no later than December 31, 2025.
- Section 8(B)(1): Requires the policies to include the definition and characteristics of dyscalculia and related disorders.
- Section 8(B)(2): Requires the policies to include processes for referring student in grades two through five for screening.
- Section 8(B)(3): Requires the policies to include a process for notifying parents of the use of a qualified dyscalculia-screening tool and the results of the screening.
- Section 8(B)(4): Requires the policies to include a process for providing parents of students screened for dyscalculia with information and resource material regarding dyscalculia.
- Section 8(B)(5): Requires the policies to include a process for monitoring the student's progress after the positive identification of characteristics of dyscalculia or other math-related disorders.
- Section 8(B)(6): Requires the policies to include requirements and qualifications for screeners that demonstrate an understanding of and training to administer the screening instrument.
- Section 8(C): Requires the Board to adopt a list of approved qualified dyscalculia screening tools which address developmentally, appropriate components.
- Section 8(D): Requires the screening to be conducted in accordance with the policies developed by the Board and the guidance within the dyslexia and dysgraphia handbook.
- Section 8(E): Requires the school districts to provide data to the Department annually on June 30<sup>th</sup>.
- Section 8(E)(1): Requires school districts to include in the data the number of students by grade level in grades two through five who were screened for dyscalculia in a school year.
- Section 8(E)(2): Requires school districts to include in the data the number of students by grade level in grades two through five who were newly identified as having characteristics of dyscalculia in a school year.

- Section 8(E)(3): Requires school districts to include in the data the process of tools used to evaluate student progress.
- Section 8(E)(4): Requires school districts to include in the data the number of trained school system personnel or licensed professionals used to administer the qualified dyscalculia screening tool.
- Section 8(E)(5): Requires school districts to include in the data the number of students in grades two through five who were participating in interventions within the school setting and the number of students participating in interventions outside the school setting.
- Section 8(E)(6): Requires school districts to include in the data the programs used by districts for intervention within the school setting.
- Section 8(F): Requires the Department to designate personnel to provide technical assistance to implement this act.
- Section 8(G): Requires the Department to electronically provide a report containing all the data provided pursuant to subsection E to the Governor and Legislature and make the report available on the Department's website.
- Section 8(H): Requires the Department to provide training on the best practices for screening for dyscalculia.
- Section 8(I): Allows the Board to promulgate rules to implement this section, 70 O.S. § 1210.907.
- Section 9(E)(1): Requires the provisions of this act to be included in professional development institutes in mathematics for teachers in grades kindergarten through nine.
- Section 10(N): Requires the Board to submit a report electronically to the legislature containing information and data from the most recently completed school year concerning the number and demographics of students who were eligible for advanced mathematics courses, the number and demographics of students who were placed in advanced mathematics courses, the number and demographics of students placed in mathematics intervention courses, and the number and demographics of students not placed in advanced mathematics courses or mathematics intervention courses. It must also include information on the type and format of advanced mathematics courses and the type and format of mathematics intervention courses.
- Section 10(O): Requires the Board to provide guidance on how to best develop programming and courses to ensure all impacted students received rigorous, academically appropriate instruction in mathematics.

Amendment to: 70 O.S. § 6-200, 1210.508

New Law at: 70 O.S. §§ 1210.900, 1210.901, 1210.902, 1210.903, 1210.904, 1210.906, 1210.907

RE: S.B. 212

SUBJECT: Teachers

Senate Bill 212 will come into effect August 29, 2025. The bill establishes a two-year pilot program, TeachForwardOK, to develop new, high-quality pathways into the teaching profession and increase the number of teachers in Oklahoma. The act details the process for program selection, evaluation, grant funding, reporting, and rulemaking.

- Section 1(A): Directs the Commission for Educational Quality and Accountability to establish and maintain a two-year pilot program called TeachForwardOK. The purpose is to provide new, high-quality pathways to enter the teaching profession and increase the number of teachers in Oklahoma's workforce.
- Section 1(B): Requires the Commission, within thirty (30) days of the act's effective date, to issue a request for proposals to select technical assistance providers. These providers will evaluate teacher education programs at institutions of higher education within The Oklahoma State System of Higher Education that are accredited by the Commission.
- Section 1(C): Allows teacher education programs to participate in TeachForwardOK by submitting an application to the Commission, using forms and criteria established by the Commission. Subject to available funds, the Commission may award grants to approved applicant programs. The Commission may use any gifts, grants, donations, or legislative appropriations for implementation. Grants are to be used as incentives for participation and to contract with a selected technical assistance provider for evaluation. The technical assistance provider must evaluate, at a minimum:
  - Section 1(C)(1): Teacher candidate recruitment and completion.
  - Section 1(C)(2): Whether the program prepares teacher candidates effectively.
  - Section 1(C)(3): Whether the program meets workforce needs in Oklahoma.
  - Section 1(C)(4): Innovative ways to recruit nontraditional teacher candidates unique to the program.
- Section 1(D)(1): Requires evaluation reports from the technical assistance provider to be submitted electronically to both the approved applicant program and the Commission.
- Section 1(D)(2): Within ninety (90) days of receiving the report, the teacher education program must submit a report response to the Commission detailing how it plans to address the evaluation's findings. The response must prioritize innovative approaches to create new, high-quality pathways into teaching and increase the number of teachers, including but not limited to:
  - Section 1(D)(2)(a): Developing systems for recruiting eligible teacher candidates, such as pathways for high school students to become paraprofessionals, pathways for paraprofessionals to become teachers, and pathways for individuals with bachelor's degrees to become teachers.

- Section 1(D)(2)(b): Developing a curriculum that includes intensive on-the-job training for teacher candidates.
- Section 1(D)(2)(c): Identifying mastery-based evaluation systems and benchmarks for teacher candidates in apprenticeship programs.
- Section 1(D)(2)(d): Offering schedules that enable full-time work in a public school district while participating in an apprenticeship and allowing paraprofessionals to continue in their positions.
- Section 1(D)(2)(e): Providing flexible schedules for paraprofessionals in apprenticeship programs to support course completion and on-the-job training.
- Section 1(E): Subject to available funding, the Commission shall review report responses and select one approved applicant teacher education program to receive a \$500,000 grant to enact the initiatives outlined in its response.
- Section 1(F): By December 31, 2027, the Commission must submit an electronic report of TeachForwardOK's findings and recommendations to the Governor, President Pro Tempore of the Senate, and Speaker of the House of Representatives.
- Section 1(G): Directs the Commission to promulgate rules to implement the provisions of this act.

New Law at: 70 O.S § 6-186.1

RE: S.B. 235

SUBJECT: Teachers

Senate Bill 235 became effective July 1, 2025. The bill establishes the Grow Your Own Educator Program, which provides matching fund grants to eligible school districts to support tuition or loan repayment assistance for employees pursuing undergraduate degrees in teacher preparation programs. The act also creates a dedicated revolving fund and sets forth application, reporting, and rulemaking requirements.

- Section 1(A): Defines “eligible school district” as a public school district or public school district foundation in Oklahoma that has established a program to provide tuition or loan repayment assistance to employees pursuing an undergraduate degree from a teacher preparation program accredited by the Commission for Educational Quality and Accountability leading to a standard teaching certificate.
- Section 1(B): Establishes the Grow Your Own Educator Program to provide matching fund grants to eligible school districts.
- Section 1(C): Requires eligible school districts seeking to participate to submit an application to the State Department of Education (“the Department”) in the prescribed manner and form.
- Section 1(C)(1): Requires the application to include the amount of matching fund grants requested.
- Section 1(C)(2): Requires the application to include the position of the employee pursuing an undergraduate degree from a teacher preparation program.
- Section 1(C)(3): Requires the application to include the subject area in which the employee is pursuing an undergraduate degree from the teacher preparation program.
- Section 1(D): Requires matching fund grants to be awarded on a first-come, first served basis, limited only by the amount of funds available in the Grow Your Own Educator Revolving Fund and the number of eligible applicants.
- Section 1(E): Requires grant recipients school districts to submit an electronic report to the Department by June 30 each year beginning in 2026.
- Section 1(E)(1): Requires the report to include a status update on the progress of the employee receiving tuition assistance in their teacher preparation program.
- Section 1(E)(2): Requires the report to include the employment status of the employee receiving loan repayment assistance.
- Section 1(F): Requires the Department to submit an electronic report to the Governor, Senate President Pro Tempore, and Speaker of the House.
- Section 1(F)(1): Requires the report to include the school district matching fund grant recipients.
- Section 1(F)(2): Requires the report to include amount of matching fund grants allocated to each recipient.

- Section 1(F)(3): Requires the report to include subject area in which employees are pursuing or have received undergraduate degrees with tuition or loan repayment assistance.
- Section 1(F)(4): Requires the report to include the information submitted by the participating school districts under subsection E.
- Section 1(G): Requires the State Board of Education to promulgate rules to implement the provisions of this section.
- Section 2: Creates the “Grow Your Own Educator Revolving Fund” in the State Treasury which is a continuing fund and may be budgeting and expended by the Board for the implementation of the program.

New Law at: 70 O.S. §§ 698.4, 698.5

## **S.B. 364**

RE: S.B. 364

SUBJECT: Schools

Senate Bill 364 will come into effect August 29, 2025. The bill changes the prohibition of corporal punishment use on students with the most significant cognitive disabilities to apply to any student with a disability and removes the ability of a parent to waive this prohibition upon submission of written consent to the district.

- Section 1(A): Prohibits use of corporal punishment by school district personnel on any student with a disability according to the Individuals with Disabilities Education Act.
- Section 1(B): Removes the ability of a parent to waive this prohibition upon submission of written consent to the district.

Amendment to: 70 O.S § 13-116

RE: S.B. 535

SUBJECT: Open Records Act

Senate Bill 535 will come into effect November 1, 2025. The bill adds state and local fire marshals to the definition of “Law enforcement agency” under the Open Records Act. It allows a public body to require advanced payment of fees under certain circumstances and to request additional clarification from the requestor if their request fails to meet minimum metrics of reasonable specificity.

- Section 1(5): Adds state and local fire marshals when investigating potential violations of federal, state, or local criminal laws or when acting on behalf of a law enforcement agency to the definition of “Law enforcement agency”.
- Section 2(4): Allows a public body to require payment in advance if the estimated fees exceed \$75 or if the requestor has outstanding fees from previous requests. The section also requires any portion of the advanced payment that exceeds the cost of responding to the request to be returned to the requestor.
- Section 2(7): Allows a public body to require a public record requestor to fill out a records request form, request clarification on the request from the requestor if there is a lack of reasonable specificity, and to deny the request if the requestor fails to adequately make the request reasonably specific when using the outlined criteria.
- Section 2(7)(a): Requires a request to specify a general time frame within which the requested records would have been created or transmitted to be considered reasonably specific.
- Section 2(7)(b): Requires a request to seek identifiable records, rather than general information without any qualifiers or other specifications to be considered reasonably specific.
- Section 2(7)(c): Requires a request to include search terms that are sufficiently specific to assist the public body identifying the requested records to be considered reasonably specific.

Amendment to: 51 O.S. §§ 24A.3, 24A.5



RE: S.B. 553

SUBJECT: Schools

Senate Bill 553 became effective July 1, 2025. The bill establishes failure to report child abuse or neglect as grounds for revocation, non-certification, and dismissal of public school teachers within the State.

- Section 1(A)(6)(b): Requires the State Department of Education to deny or revoke the certification of anyone convicted or given probation for knowingly and willfully failing to report suspected child abuse or neglect.
- Section 2: Adds a provision that prohibits the issuance of an education certificate to any person knowingly and willfully failing to report suspected abuse or neglect of a child.
- Section 3(F): Adds provisions that require teachers to include, in a letter declaring that they left their previous job in good standing, a statement indicating whether the teacher was subject of any allegation of inappropriate behavior with a student.
- Section 4(A)(4): Adds knowing and willful failed to report suspect child abuse or neglect to the list of reasons a career teacher may be dismissed or not reemployed under law.
- Section 4(E)(2): Adds conviction of knowing and willfully failing to report suspected abuse or neglect of a child as a basis for teacher dismissal or nonreemployment.
- Section 5(D)(3): Requires information regarding suspected abuse reporting requirements and the associated penalties for failure to report to be included in child abuse and neglect professional development.
- Section 6(D): Requires every school shall annually sign an attestation acknowledging his or her responsibilities to report suspected child abuse or neglect

Amendment to: 70 O.S § 3-104, 3-104.1, 5-142, 6-101.22, 6-194, 1210.163

RE: S.B. 662

SUBJECT: Workforce Development

Senate Bill 662 will come into effect August 29, 2025. The bill adds several new powers, duties, and responsibilities for the Oklahoma Workforce Commission (“the Commission”) to fulfill. It requires the Commission new programs that promote development of a workforce, development of work-based learning opportunities, and development of innovation within the public school system of the state.

- Section 1(6): Adds administration of the Oklahoma Workforce Commission Revolving Fund to the list of official duties of the Commission.
- Section 1(16): Adds the implementation of programs designed to expand workforce development to the list of official duties of the Commission.
- Section 1(17): Requires the Commission to work with, use, and provide data the legislatively created map developed to help make decisions on economic development and workforce needs in the state
- Section 2(A): Directs the Commission to implement programs to address workforce development in high demand or critical occupations, development of work-based learning opportunities, and development within public schools.
- Section 2(A)(1)(a): Allows the Commission to include identifying needs of higher education institutions suited for certain high demand or critical workforce areas and helping the institutions develop and implement plans to address those needs in its workforce development.
- Section 2(A)(1)(b): Allows the Commission to include identifying outcomes based on funding in its workforce development.
- Section 2(A)(1)(c): Allows the Commission to include identifying and partnering for scholarship match opportunities for students interested in these high demand and critical workforce fields in its workforce development.
- Section 2(A)(1)(d): Allows the Commission to include helping institutions increase program capacity in its workforce development.
- Section 2(A)(2): Allows the Commission to include internships, apprenticeships, and other career exploration and exposure in its development of work-based learning opportunities.
- Section 2(A)(3): Allows the Commission to include developing unique education pathways, utilization of development grants for basic skills development, utilization of regulatory innovation grants, and assistance in the development of career-connected high schools in its development of innovation within public schools.
- Section 2(B): Allows the Commission to administer these programs through funds in the Oklahoma Workforce Commission Revolving Fund.
- Section 3: Creates the “Oklahoma Workforce Commission Revolving Fund” in the State Treasury for the Commission under the typical regulation of a continuing fund. All

monies that are appropriated to the fund may be used by the Commission for the fulfillment of its duties

Amendment to: 40 O.S. § 904

New Law at: 40 O.S. §§ 905, 906

RE: S.B. 674

SUBJECT: Charter Schools

Senate Bill 674 will come into effect August 29, 2025. This bill conjoins the Charter Schools Incentive Fund and the Charter School Closure Reimbursement Revolving Fund by renaming the “Charter Schools Incentive Fund” to the “Charter Schools Incentive and Closure Reimbursement Fund” and directing the remaining funds and revenue of the Charter School Closure Reimbursement Fund to the Charter Schools Incentive and Closure Reimbursement Fund”. It also amends a specific calculation for charter school state funding in certain circumstances.

- Section 1(A): Renames the “Charter Schools Incentive Fund” to the “Charter Schools Incentive and Closure Reimbursement Fund” and directs the funding source previously connected to the Charter School Closure Reimbursement Revolving Fund to the new consolidated fund. It also allows the Statewide Charter School Board to use the new fund to pay for expenditures incurred due to closure of a charter school.
- Section 2(C): Amends the calculation of the weighted average daily membership allotment of 1.333 per student apart of any new expansion of charter school service, whether by individual school site or grade level, during the first year of the charter school service funding.
- Section 2(G): Directs the funding established for the Charter School Reimbursement Revolving Fund to the newly named Charter Schools Incentive and Closure Reimbursement Fund.
- Section 2(H): Requires the Statewide Charter School Board to transfer all remaining funds in the balance of the Charter School Closure Reimbursement Revolving Fund to the Charter Schools Incentive and Closure Reimbursement Fund.

Amendment to: 70 O.S. §§ 3-144, 3-142

RE: S.B. 684

SUBJECT: Oklahoma Parental Choice Tax Credit

Senate Bill 684 became effective July 1, 2025. The bill removes the Parental Choice Tax Credit (“PCTC”) from the definition of tax credit and removes the names of taxpayers who claim the PCTC from the list of taxpayers who have claimed state tax credits. It also establishes a definition of accrediting association as used for the PCTC. It establishes a procedure for enforcement and calculation of the annual credit limitation. Additionally, it requires verification of certain claims by applicants upon request. It provides secondary preference to taxpayers who received the tax credit the previous year. It sets a deadline by which the Tax Commission (“Commission”) must reallocate used, previously awarded, tax credits. Finally, it requires private schools to submit certain information to the Commission and certain accreditation standards to be met by a certain date.

- Section 1: Removes the PCTC from the definition of tax credit for the purposes of maintaining a public list of all taxpayers who have claimed any tax credit authorized by state law and requires that information on taxpayers claiming the PCTC be removed from the list by the Commission by July 1, 2025.
- Section 2(A)(1): Defines “Accrediting association” as a recognized legal entity that meets the accreditation requirements set by the State Board of Education, another accrediting association approved by the State Board of Education, or a legal entity that accredits education organizations in multiple states, whose purpose is to verify that an education program meets or exceeds predetermined criteria, and monitor the education organization during the time it is accredited by completing regular reevaluations and on-site inspections of the education program.
- Section 2(A)(7): Adds clarifying language.
- Section 2(D)(2): Requires the Commission to calculate and publish a percentage by which the total amount of credits authorized shall be reduced so the total amount of credits used to offset tax does not exceed the annual limit. The calculation requires the total annual limit of \$5 million to be divided by the amount of credit claimed in the second preceding tax year.
- Section 3(D)(3): Requires the Commission to add unused PCTCs, that have not been reallocated, to the subsequent fiscal year limitation.
- Section 3(E): Changes how the PCTCs are paid out to schools by removing language requiring it be issued in two installments. It also requires that Oklahoma Health Care Authority (“HCA”) and the Department of Human Services (“DHS”) to verify whether a PCTC applicant receives income-based government benefits. It requires applicants to authorize the Commission to disclose their application data to the HCA and DHS for verification purposes. Additionally, it prohibits any other use of the applicant’s data. It provides secondary preference to taxpayers who received the tax credit the previous year. It sets the application window for the PCTC to begin by March 15<sup>th</sup> and end June 15<sup>th</sup> prior to the beginning of each school year.

- Section 3(F): Removes outdated language due to amendments made elsewhere in the bill.
- Section 3(H)(3): Prevents reallocation of unused PCTCs after September 1 each year.
- Section 3(L): Requires participating private schools to electronically submit student enrollment, tuition, and any other requested information from the previous school year to the Commission by June 15<sup>th</sup> each year. Private schools will be disqualified from participation in subsequent school years if they fail to provide that information.
- Section 3(M): Requires all currently participating private schools to meet the new accreditation requirements of this bill by March 1, 2027.

Amendment to: 68 O.S. § 205.6; 70 O.S. § 28-101

RE: S.B. 711

SUBJECT: Schools

Senate Bill 711 became effective July 1, 2025. The bill clarifies that specific students who no longer attend the school or district from being included in the adjusted cohort graduation rates as well as some who attend only for a short period of time. It prohibits chronic absenteeism from being used as a statewide measure of school quality or student success and sets new weights to the other indicators for the Oklahoma Every Student Succeeds Act (“ESSA”) system. It also adds several new postsecondary opportunities for districts to record student participation in postsecondary opportunities. Finally, it establishes a new bonus point system and requires the State Board of Education to amend the consolidated State plan in accordance with the requirements of ESSA.

- Section 1(C): Clarifies that students who transfer out of the school, emigrate to another country or are deceased shall not be included in the adjusted cohort rate and prohibits twelfth-grade students who transfer into a school after October 1 of any school year from being included in the adjusted cohort rate.
- Section 1(D): Removes now redundant language.
- Section 2(E)(5): Prohibits the use of chronic absenteeism from being included as a statewide measure of school quality or student success.
- Section 2(F): Establishes weights of the measures for elementary and middle schools including status for English Language Arts(“ELA”), mathematics, and science performance at 40 points, growth in ELA and mathematics at 35 points, and English language proficiency assessment progress at 10 points.
- Section 2(G): Establishes weights of the measures for high schools including status for English Language Arts(“ELA”), mathematics, and science performance at 55 points, growth in ELA, English language proficiency assessment progress at 10 points, graduation rate at 10 points, and postsecondary opportunities at 10 points.
- Section 2(G)(4): Adds scoring Sliver level or above on the American College Testing (“ACT”) WorkKeys, acceptance for enlistment into any branch of the military in the first year after high school, and earning a military readiness score on the Armed Services Vocational Aptitude Battery (“ASVAB”) as metrics to for determining a districts encouragement of postsecondary opportunities.
- Section 2(H): Allows school sites to obtain bonus points to be used in the calculation of the site’s single overview grade.
- Section 2(H)(1): Allows school sites to be awarded up to 3 bonus points if the school site in-person classroom instruction in excess of state requirements not including professional development or parent-teacher conferences
- Section 2(H)(2): Allows school sites to be awarded up to 2 bonus points if the school site’s chronic absenteeism rate shows improvement.
- Section 2(L): Requires the Board to amend the State consolidated plan in accordance with requirements of ESSA to replace the measure of chronic absenteeism to reflect the

changes made in this law. The Board must submit the proposed amendment to the United States Department of Education no later than August 1, 2025.

Amendment to: 70 O.S. §§ 3-151.1, 1210.545



RE: S.B. 745

SUBJECT: Schools

Senate Bill 745 became effective July 1, 2025. The bill increases the legal age for a resident of the state who has not completed the twelfth grade in school by which they shall be given the same educational privileges and opportunities available to public school students of this state. It requires that any person applying for and approved to attend school according to this law shall only be eligible if the district has a full-time virtual education program in which they may participate to complete their high school education. It limits education provided by this law to only be available to persons lawfully present in the United States. It also provides certain exemptions to the district for state reporting requirements for these particular students.

- Section 1(A): Increases the age for a legal resident of the state who has not completed the twelfth grade in school by which they shall be given the same education privileges and opportunities available to public school students from 21 years of age through 26 years of age to 21 years of age through 30 years of age. It requires that any person applying for and approved to attend school according to this law shall only be eligible if the district has a full-time virtual education program in which they may participate to complete their high school education.
- Section 1(C): Provides exemptions to the district for the Oklahoma School Testing Program and Data on Chronic Absenteeism reporting requirements for these particular students.

Amendment to: 70 O.S § 5-132

RE: S.B. 758

SUBJECT: Virtual instruction

Senate Bill 758 will come into effect November 1, 2025. The bill beginning with the 2026–2027 school year, school districts and charter schools cannot count days when schools are closed and virtual instruction is provided toward the required 180 days or 1,080 hours of classroom instruction, except under limited conditions. Up to two days (or twelve hours) of virtual instruction may count if the district submits and receives approval for a virtual instruction plan that addresses specific needs (including IEP students, nutrition, and transportation), and if a state of emergency is declared by the Governor and the school board approves virtual instruction for that instance. These restrictions do not apply to statewide virtual charter schools or full-time virtual programs. Additionally, by June 30, 2027, and annually, the State Department of Education (“SDE”) must publish a report detailing which schools used virtual instruction, the duration of virtual instruction used, and the reasons for closures that required virtual instruction.

- Section 1(J): Beginning in the 2026–2027 school year, school districts and charter schools are prohibited from counting days or parts of days when school is closed, and virtual instruction is provided, toward the 180-day or 1,080-hour classroom instruction requirement, except under specific conditions. The bill defines "virtual instruction" as instruction using the Internet or other digital transmission systems.
- Section 1(J)(2): Allows limited exception of up to two days or twelve hours of virtual instruction to count toward required classroom instruction time under certain requirements.
- Section 1(J)(2)(a): Allows the district or charter school to include two virtual days if they submit a virtual instruction plan approved by its board, published on its website, and submitted to the Superintendent of Public Instruction by November 1, 2025, and annually thereafter. The plan must include a virtual needs assessment and address IEP student instruction, child nutrition services, and transportation for technology center students. The Superintendent must approve or disapprove the plans by January 31 each year.
- Section 1(J)(2)(b): Allows the district or charter school to include two virtual days if a state of emergency or proclamation is issued by the Governor that impacts school operations.
- Section 1(J)(2)(c): Allows the district or charter school to include two virtual days if the school board or charter school board approves the use of virtual instruction for that instance.
- Section 1(J)(3): Prohibits the above limitations from applying to statewide virtual charter schools or full-time virtual programs operated by school districts.
- Section 1(K): Requires SDE to publish a report online and submit it to the Governor, Senate President Pro Tempore, and House Speaker by June 30, 2027, and annually thereafter.

- Section 1(K)(1): Requires the report to include which schools closed and used virtual instruction under Subsection J and for how long.
- Section 1(K)(2): Requires the report to include the reasons for the school closures and use of virtual instruction.

Amendment to: 70 O.S. § 1-109

RE: S.B. 794

SUBJECT: Teacher preparation

Senate Bill 794 became effective July 1, 2025. The bill directs the Commission for Educational Quality and Accountability to establish new student teaching requirements for teacher candidates enrolled in accredited educator preparation programs and provides for the inclusion of registered apprenticeship programs as a pathway to meet these requirements.

- Section 1(A): Directs the Commission for Educational Quality and Accountability to establish student teaching requirements for teacher candidates enrolled in educator preparation programs accredited by the Commission and specifies that the requirements shall include:
- Section 1(A)(1): Completion of a minimum number of weeks of field experience; or
- Section 1(A)(2): Completion of a qualified job-embedded, competency-based teacher registered apprenticeship program. It defines a "teacher registered apprenticeship program" as a structured program that combines on-the-job training with academic instruction to prepare individuals to become teachers.
- Section 1(B): Requires the Commission for Educational Quality and Accountability to promulgate rules to implement the provisions of this act.

New Law at: 70 O.S § 6-187E

RE: S.B. 840

SUBJECT: Teachers

Senate Bill 840 became effective July 1, 2025. The bill requires the Commission of Education Quality and Accountability (“CEQA”) to establish a micro-credential for certified teachers who complete Certified Academic Language Therapist (“CALT”) certification or Center for Effective Reading Instruction (“CERI”). It establishes certain requirements for the micro-credential and authorizes who earn either micro-credential to screen students for or identify characteristics of dyslexia. The micro-credential when awards will be reflected on a teacher’s certificate.

- Section 1(A): Requires CEQA to promulgate rules establishing a micro-credential for certified teachers who complete CALT or CERI certifications.
- Section 1(B): Provides the minimum requirements for each micro-credential.
- Section 1(B)(1): Requires a master’s degree.
- Section 1(B)(2): Requires the completion of a comprehensive therapy-level training.
- Section 1(B)(3): Requires the successful passage a CALT or CERI competency examination.
- Section 1(B)(4): Requires an additional 28 days of instruction after the passage of the applicable competency examination.
- Section 1(C): Declares that a certified teacher who earns a CALT or CERI micro-credential to be authorized to screen students for and identify characteristics of dyslexia.
- Section 1(D): Requires the micro-credentials awarded to be reflected on a teacher’s certificate to teach.

New Law at: 70 O.S. § 7002

RE: S.B. 841

SUBJECT: Reading

Senate Bill 841 became effective July 1, 2025. The bill adds a new requirement for teacher certification candidates to complete a comprehensive reading instruction assessment. It changes language to reflect a more specific focus on dyslexia. It allows an individual with advanced training or specialization in literacy instruction to be a part of a Student Reading Proficiency Team. It adds a new requirement for adjuncts teaching early childhood education, elementary education, and special education to be provided training in intervention, instruction, and remediation strategies in the science of reading. It expands the requirement for teacher candidates to successfully complete a comprehensive reading instruction assessment to any person seeking initial certification and removes the requirement for the Commission for Education Quality and Accountability (“CEQA”) to develop the instruction assessment. And adds specificity to which teacher preparation programs accredited to implement training in the science of reading.

- Section 1(C)(2): Adds a new requirement for teacher certification candidates to complete a comprehensive reading instruction assessment as provided in 70 O.S. § 1210.508F.
- Section 2(A): Changes the focus what is being identified by the screener from reading deficiencies including identifying student with characteristic of dyslexia to identifying student who have characteristics of dyslexia that lead to or cause reading difficulties.
- Section 2(D)(3)(d): Allows an individual with advanced training or specialization in literacy instruction to be a part of a Student Reading Proficiency team as an alternative to a certified reading specialist.
- Section 3(B): Adds a new requirement for adjuncts teaching early childhood education, elementary education, and special education be included in training in intervention, instruction, and remediation strategies in the science of reading.
- Section 3(D): Expands the requirement for teacher to successfully complete a comprehensive reading instruction assessment to any person seeking initial certification and removes the requirements for the CEQA to develop the instruction assessment and to include the data in a report to the legislature. It also removes a statement of legislative intent.
- Section 3(E): Adds requirement for adjuncts in elementary education to complete instruction in the science of reading as determined by the CEQA and the State Board of Education.
- Section 4(B)(1): Clarifies that training in the science of reading shall be implemented by the Regents for High Education for early childhood education, elementary education, and special education teacher preparation programs for a micro-credential in the science of reading and not all teacher preparation programs.

Amendment to: 70 O.S. §§ 6-187, 1210.508C, 1210.508F, 1210.508I

RE: S.B. 942

SUBJECT: Education

Senate Bill 942 will come into effect August 1, 2025. The bill establishes definitions and statewide requirements for Oklahoma public schools and institutions of higher education to prohibit discrimination and harassment on the basis of race, ethnicity, national origin, sex, disability, religion, or marital status-including specific provisions addressing antisemitism. The act also creates reporting, investigation, and enforcement mechanisms for antisemitic discrimination and harassment.

- Section 1(A): Defines key terms for the act:
- Section 1(A)(1): “Antisemitism” is defined according to the International Holocaust Remembrance Alliance Working Definition, including its contemporary examples as adopted on May 26, 2016.
- Section 1(A)(2): “Institution of higher education” refers to institutions within The Oklahoma State System of Higher Education.
- Section 1(A)(3): “Public school” has the same meaning as in Section 1-106 of Title 70.
- Section 1(B): Prohibits discrimination on the basis of race, ethnicity, national origin, sex, disability, religion, or marital status against students or employees in public schools or higher education institutions. No person shall be excluded from participation in, denied benefits of, or subjected to discrimination under any program, activity, or employment condition in a public school or higher education institution that receives state or federal funding.
- Section 1(C): Prohibits admission criteria for higher education programs or courses that restrict access based on race, ethnicity, national origin, sex, disability, religion, or marital status. It provides an exception allowing faith-based or ethnic solidarity student organizations to select leaders committed to their group’s mission and principles.
- Section 1(D): Requires all classes in public schools and higher education institutions to be available to all students regardless of race, ethnicity, national origin, sex, disability, religion, or marital status. It also allows for specialized programs for English learners, gifted students, students with disabilities, or those with specialized talents or skills.
- Section 1(E): Requires guidance, counseling, and financial assistance services to be available to all students equally, without discrimination.
- Section 1(F): Mandates that all educational programs, activities, and opportunities be made available without discrimination on the basis of race, ethnicity, national origin, sex, disability, religion, or marital status.
- Section 1(G): Clarifies that nothing in this act limits or restricts Indian education programs or services established under federal or state law.
- Section 2(A): Requires public schools and higher education institutions to integrate the definition of antisemitism into their student, faculty, and employee codes of conduct. It

also prohibited conduct specifically includes harassment and discrimination against Jews, in compliance with Title VI of the Civil Rights Act of 1964 and related federal regulations.

- Section 2(B): Institutions must treat harassment or discrimination motivated by antisemitic intent in the same manner as discrimination motivated by race.
- Section 2(C): Encourages institutions to: incorporate antisemitism awareness training for students, faculty, administrators, and campus police, integrate Jewish American heritage curriculum, including Jewish experiences in the U.S. before and after the Revolution, World War II, the Holocaust, and in modern times and place reasonable time, place, and manner restrictions on speech to ensure order and protect student rights.
- Section 2(D)(1): Requires the State Department of Education to designate a Title VI coordinator to monitor antisemitic discrimination and harassment in public schools. Schools must electronically report incidents and complaints to the coordinator, who must maintain a formal reporting process.
- Section 2(D)(2): Requires the coordinator to investigate complaints and, if a school is found noncompliant, provide written notice to address the complaint within 30 days.
- Section 2(D)(3): Requires the Department, if the school fails to act, to report findings to the U.S. Department of Education and Department of Justice by making a Title VI complaint.
- Section 2(E)(1): Requires the Regents to designate a Title VI coordinator for higher education institutions, with similar reporting and investigation requirements.
- Section 2(E)(2): Requires the coordinator to notify the institution of any noncompliance and require corrective action within 30 days.
- Section 2(E)(3): Requires the State Regents, if the institution fails to act, to report findings to the U.S. Department of Education and Department of Justice.
- Section 2(F): Requires annual electronic reports on antisemitism in public schools and higher education institutions to be submitted to the Legislature by June 30, 2026, and each year thereafter.
- Section 2(G): Encourages the Legislature to conduct hearings or investigations to assess institutional compliance and consider reducing or eliminating funding to noncompliant institutions.
- Section 3(A): Clarifies that nothing in the act shall be construed to diminish or infringe upon First Amendment rights under the U.S. or Oklahoma Constitutions.
- Section 3(B): Clarifies that nothing in the act shall be construed to conflict with federal or state discrimination laws.

New Law at: 70 O.S § 24-162, 24-163, 24-164



## **S.B. 995**

RE: S.B. 995

SUBJECT: Administrative Procedure Act

Senate Bill 995 became effective May 26, 2025. The bill amends the administrative rule making process by repealing 75 O.S. § 308.3 which relates to one process by which administrative rules are disapproved. The amendments throughout the bill remove reference to the process outlined in the repealed language.

- Section 1(5): Removes paragraphs of the definition of “Final rule” or “finally adopted rule” that refer to processes present in 75 O.S. § 308.3.
- Section 1(21): Removes subsection defining “Technical legal defect”.
- Section 2(B): Requires any rules not acted upon by the adoption of a joint resolution to be deemed disapproved.
- Section 2(D): Removes reference to 75 O.S. § 308.3.
- Section 2(E): Removes reference to 75 O.S. § 308.3.
- Section 3: Repeals 75 O.S. § 308.3

Amendment to: 75 O.S. §§ 250.3, 308

Repeals: 75 O.S. § 308.3

RE: S.B. 1024

SUBJECT: Administration Procedures Act

Senate Bill 1024 became effective July 1, 2025. The bill removes expedited rule repeal exceptions and requires governor or cabinet secretary approval of a proposed rule, amendment, or revocation before proceeding with the rulemaking process. It adds several requirements for specific information that must be included in the rule impact statement.

- Section 1(A): Removes the expedited rule repeal exception.
- Section 1(A)(6): Requires gubernatorial or specific cabinet secretary approval of a proposed rule, amendment, or revocation before proceeding with the rulemaking process whereas before rule approval was automatic and only stopped if it was disapproved.
- Section 1(D)(2)(l): Adds an analysis of alternatives to adopting the rule to the several requirements for the rule impact statement submitted to the Governor's Office.
- Section 1(D)(2)(m): Adds employee time and resource estimates to the several requirements for the rule impact statement submitted to the Governor's Office.
- Section 1(D)(2)(n): Adds federal regulation summary and comparison to the several requirements for the rule impact statement submitted to the Governor's Office.

Amendment to: 75 O.S. § 303

RE: S.B. 1126

SUBJECT: State Board of Education

Senate Bill 1126 became effective July 1, 2025. 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 \$3,120,730,927 of the funds appropriated in House Bill 2766 (H.B. 2766) to be reserved for the financial support of public schools.
- Section 1(2): Directs \$838,103,603 of the funds appropriated in H.B. 2766 to be apportioned as follows:
  - o Certified Employee Health Benefit Allowance - \$410,851,159
  - o Support Employee Health Benefit Allowance - \$247,723,418
  - o Teachers' Retirement Credit - \$35,000,000
  - o Purchase of Textbooks and Instructional Materials - \$45,190,000
  - o Public School Paid Maternity Leave Revolving Fund - \$6,500,000
  - o Student Teacher Compensation - \$2,650,000
  - o Alternative and High Challenge Education - \$14,000,000
  - o Education Leadership Oklahoma - \$4,500,000
  - o Advanced Placement Incentives - \$1,559,863
  - o Stong Readers Act - \$17,500,000
  - o Required Assessments - \$13,405,685
  - o Street School - \$200,000
  - o Ag in the Classroom - \$38,000
  - o Imagine Math - \$1,000,000
  - o Imagine Reading - \$1,000,000
  - o Oklahoma Imagination Library Program - \$2,000,000
  - o Oklahoma Arts Institute - \$320,000
  - o Early Intervention - \$16,725,341
  - o Great Expectations - \$500,000
  - o Early Childhood Initiative - \$14,000,000
  - o School Lunch Matching - \$3,140,137
  - o Nationally Recognized Career Readiness Assessments - \$250,000
  - o Civil Rights Curriculum - \$50,000
- Section 1(3): Directs \$18,145,366 of the funds appropriated in H.B. 2766 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 \$4,618,413,9761 and requires it to be budgeted as follows. It also requires outcome-based performance measures for each:
  - o Payroll, Salaries or Wages - \$22,627,959

- o Professional and Personal Services Contracts - \$33,645,498
  - o Other Operating Funds - \$3,927,205,809
  - o Expenditure of Federal Funds - \$634,934,710
- Section 3: Directs \$3,250,000 of the funds appropriated in Sections 13 and 14 of H.B. 2766 be transferred to the School Consolidation Assistance Fund.
- Section 4: Directs \$3,250,000 of the funds appropriated in Sections 15 and 16 of H.B. 2766 be transferred to the Teachers' Retirement System of Oklahoma ("TRS").
- Section 5: Directs \$35,000,000 of the funds appropriated in Section 1 for the Teachers' Retirement Credit be transferred to the TRS.
- Section 6: If funds are insufficient to fully fund the Teachers' Retirement Credit, allows the State Department of Education to reduce in equal proportions funds for Alternative and High Challenge Education, Education Leadership Oklahoma, Advanced Placement Incentives, Strong Readers Act, Required Assessments, Street School, Ag in the Classroom, Imagine Math, Imagine Reading, Oklahoma Imagination Library Program, Oklahoma Arts Institute, Great Expectations, Nationally Recognized Career Readiness Assessments, and Civil Rights Curriculum. The total amount of funds reduced must meet and shall not exceed the additional amount required to fully fund the employee contribution credits.
- Section 7: Directs the funds appropriated for Education Leadership Oklahoma to be allocated as follows:
  - o \$250,000 to the Oklahoma National Board Certification Revolving Fund; and
  - o \$4,250,000 to the Oklahoma School Psychologist, Speech-Language Pathologist, and Audiologist National Certification Revolving Fund.
- Section 8: Directs the funds for Advanced Placement Incentives 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 Strong Readers Act.
- Section 10: Directs the funds for Required Assessments to be expended for the purpose of administering a statewide student assessment system for grades three through twelve.
- Section 11: Directs the funds for Alternative and High Challenge Education to operating the statewide system of alternative education programs and for encouraging school districts to participate in innovative alternative education programs.
- Section 12: Directs the funds for Early Intervention to be transferred to the Early Intervention Revolving Fund to be expended by SoonerStart Early Intervention Services 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 the funds for Early Childhood Initiative for the purpose of funding the early childhood program.
- Section 14: Directs \$5,000,000 of the funds appropriated from to the General Revenue fund to the State Board of Education be deposited in the Grow Your Own Educator Revolving Fund.

- Section 15: Directs the funds for Civil Right Curriculum to be expended pursuant to Section 11.103.6p of Title 70.
- Section 16: 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 17: 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 18: 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 for the purpose of alleviating cash-flow problems.
- Section 19: 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 20(A): 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 20(B): Requires OMES to approve a request from the Superintendent for an exemption unless both the chair and vice chair of the Legislative Oversight Committee on State Budget Performance notify OMES that the exemption request subverts the intention and objectives of the Legislature in establishing the original limit. It also requires OMES to provide notice to the Governor, the chair of the Appropriations Committee of the Senate and the chair of the Appropriations and Budget Committee of the House of Representatives within 18 calendar days.
- Section 21: 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. 1129

SUBJECT: Office of Educational Quality and Accountability

Senate Bill 1129 became effective July 1, 2025. The bill directs \$500,000 from the funds appropriated to the Office of Educational Quality and Accountability (“OEQA”) to provide grants to school districts in this state to provide a cell-phone-free educational environment. It requires grants awarded to be used for equipment to store the cell phones and personal electronic devices of students during the school day. Participating districts must submit reports to OEQA and authorizes the Commission for Educational Quality and Accountability to promulgate rules to effectuate the grant program.

- Section 1(A): Directs \$500,000 of the funds appropriated to OEQA to provide grants to school districts in this state to provide a cell-phone-free educational environment. It requires awards to be available on a first-come, first-served basis to school districts that have a policy prohibiting students from using cell phones and personal electronic devices from bell to bell for 3 years beginning in 2025-2026 school year.
- Section 1(B): Requires grants awarded to be used to purchase of equipment for storage of cell phones and personal electronic devices of students during the school day. It allows OEQA to negotiate and contract with a vendor to offer a state rate price for such equipment.
- Section 1(C): Requires participating districts to electronically submit a report to OEQA detailing how grant funds were expended.
- Section 1(D): Authorizes the Commission for Educational Quality and Accountability to promulgate rules to effectuate the grant program.