

STATE OF OKLAHOMA

2nd Session of the 58th Legislature (2022)

SENATE BILL 1145

By: Taylor

AS INTRODUCED

An Act relating to schools; amending 70 O.S. 2021, Section 11-103.6, which relates to subject matter standards; modifying requirement for personal financial literacy course prior to graduation; amending 70 O.S. 2021, Section 11-103.6h, which relates to personal financial literacy instruction; modifying areas of instruction to be included; requiring certain students beginning in certain school year to complete certain course in financial literacy in certain grades to graduate from high school; requiring instruction to be provided in separate one-semester course; removing language allowing districts to offer certain instruction in certain grades integrated in certain other courses; removing language providing for identification of online curricula; updating statutory references; removing language providing for use of fund on online curricula and resources; updating language regarding students who transfer into the state after certain grade level; removing language allowing for use of certain online assessment in certain circumstances; removing language regarding students who transfer into the state in certain grade level; allowing teachers with certain endorsements to teach certain course; amending 70 O.S. 2021, Section 11-103.6h-1, which relates to the Passport to Financial Literacy Revolving Fund; updating statutory references; providing an effective date; and declaring an emergency.

BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

SECTION 1. AMENDATORY 70 O.S. 2021, Section 11-103.6, is amended to read as follows:

Section 11-103.6. A. 1. The State Board of Education shall adopt subject matter standards for instruction of students in the public schools of this state that are necessary to ensure there is attainment of desired levels of competencies in a variety of areas to include language, mathematics, science, social studies, communication and health and physical education.

2. School districts shall develop and implement curriculum, courses and instruction in order to ensure that students meet the skills and competencies as set forth in this section and in the subject matter standards adopted by the State Board of Education.

3. All students shall gain literacy at the elementary and secondary levels. Students shall develop skills in reading, writing, speaking, computing and critical thinking. For purposes of this section, critical thinking means a manner of analytical thinking which is logical and uses linear factual analysis to reach a conclusion. They shall learn about cultures and environments - their own and those of others with whom they share the earth. All students shall receive the instruction needed to lead healthy and physically active lifestyles. Students, therefore, shall study social studies, literature, languages, the arts, health, mathematics and science. Such curricula shall provide for the teaching of a

1 hands-on career exploration program in cooperation with technology  
2 center schools.

3 4. The subject matter standards shall be designed to teach the  
4 competencies for which students shall be tested as provided in  
5 Section 1210.508 of this title and shall be designed to prepare all  
6 students for active citizenship, employment and/or successful  
7 completion of postsecondary education without the need for remedial  
8 coursework at the postsecondary level.

9 5. The subject matter standards shall be designed with rigor as  
10 defined in paragraph 3 of subsection F of this section.

11 6. The subject matter standards for English Language Arts shall  
12 give Classic Literature and nonfiction literature equal  
13 consideration to other literature. In addition, emphasis shall be  
14 given to the study of complete works of literature.

15 7. At a minimum, the subject matter standards for mathematics  
16 shall require mastery of the standard algorithms in mathematics,  
17 which is the most logical, efficient way of solving a problem that  
18 consistently works, and for students to attain fluency in Euclidian  
19 geometry.

20 8. The subject matter standards for history, social studies and  
21 United States Government shall include the content of the United  
22 States naturalization test, with an emphasis on the specific content  
23 of the test and the ideas and concepts it references. The United  
24 States naturalization test shall be made available in physical and

1 electronic online formats as an optional assessment tool for  
2 teachers.

3 9. The subject matter standards for United States Government  
4 shall include an emphasis on civics. For the purposes of this  
5 section, "civics" means the study of the rights and duties of  
6 Oklahoma and United States citizens and of how those governments  
7 work.

8 10. The subject matter standards for health and physical  
9 education shall include but not be limited to the domains of  
10 physical, emotional, social and intellectual health. Health  
11 literacy shall include the ability to obtain, process and understand  
12 basic health information and services needed to make appropriate  
13 health decisions. Health shall also include the importance of  
14 proper nutrition and exercise, mental health and wellness, substance  
15 abuse, coping skills for understanding and managing trauma,  
16 establishing and maintaining positive relationships and responsible  
17 decision making. Physical literacy shall include the ability to  
18 move with competence and confidence in a wide variety of physical  
19 activities in multiple environments that benefit the healthy  
20 development of the whole person.

21 B. Subject to the provisions of subsection C of this section,  
22 in order to graduate from a public high school accredited by the  
23 State Board of Education with a standard diploma, students shall  
24

complete the following college preparatory/work ready curriculum units or sets of competencies at the secondary level:

1. Four units or sets of competencies of English to include Grammar, Composition, Literature, or any English course approved for college admission requirements;

2. Three units or sets of competencies of mathematics, limited to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis, Calculus, Advanced Placement Statistics, or any mathematics course with content and/or rigor above Algebra I and approved for college admission requirements;

3. Three units or sets of competencies of laboratory science approved for college admission requirements including one unit or set of competencies of life science meeting the standards for Biology I; one unit or set of competencies of physical science meeting the standards for Physical Science, Chemistry or Physics; and one unit or set of competencies from the domains of physical science, life science or earth and space science such that the content and rigor is above Biology I or Physical Science;

4. Three units or sets of competencies of history and citizenship skills including one unit of American History, 1/2 unit of Oklahoma History, 1/2 unit of United States Government and one unit from the subjects of History, Government, Geography, Economics, Civics, or non-Western culture and approved for college admission requirements;

1        5. Two units or sets of competencies of the same world or non-  
2 English language or two units of computer technology approved for  
3 college admission requirements, whether taught at a high school or a  
4 technology center school, including computer programming, hardware,  
5 and business computer applications, such as word processing,  
6 databases, spreadsheets, and graphics, excluding keyboarding or  
7 typing courses;

8        6. One additional unit or set of competencies selected from  
9 paragraphs 1 through 5 of this subsection or career and technology  
10 education courses, concurrently enrolled courses, Advanced Placement  
11 courses or International Baccalaureate courses approved for college  
12 admission requirements; and

13        7. One unit or set of competencies of fine arts, such as music,  
14 art, or drama, or one unit or set of competencies of speech.

15        C. In lieu of the requirements of subsection B of this section  
16 which requires a college preparatory/work ready curriculum, a  
17 student may enroll in the core curriculum as provided in subsection  
18 D of this section upon written approval of the parent or legal  
19 guardian of the student. For students under the age of eighteen  
20 (18) school districts shall require a parent or legal guardian of  
21 the student to meet with a designee of the school prior to  
22 enrollment in the core curriculum. The State Department of  
23 Education shall develop and distribute to school districts a form  
24 suitable for this purpose, which shall include information on the

benefits to students of completing the college preparatory/work ready curriculum as provided for in subsection B of this section.

D. For those students subject to the requirements of subsection C of this section, in order to graduate from a public high school accredited by the State Board of Education with a standard diploma, students shall complete the following core curriculum units or sets of competencies at the secondary level:

1. Language Arts - 4 units or sets of competencies to consist of 1 unit or set of competencies of grammar and composition, and 3 units or sets of competencies which may include, but are not limited to, the following courses:

- a. American Literature,
- b. English Literature,
- c. World Literature,
- d. Advanced English Courses, or
- e. other English courses with content and/or rigor equal to or above grammar and composition;

2. Mathematics - 3 units or sets of competencies to consist of 1 unit or set of competencies of Algebra I or Algebra I taught in a contextual methodology, and 2 units or sets of competencies which may include, but are not limited to, the following courses:

- a. Algebra II,
- b. Geometry or Geometry taught in a contextual methodology,

- c. Trigonometry,
- d. Math Analysis or Precalculus,
- e. Calculus,
- f. Statistics and/or Probability,
- g. Computer Science or acceptance and successful completion of one (1) year of a full-time, three-hour career and technology program leading to an industry credential/certificate or college credit. The State Board of Career and Technology Education shall promulgate rules to define the provisions of this section related to the accepted industry-valued credentials which are industry-endorsed or industry-aligned. The list of accepted industry-valued credentials shall be reviewed annually and updated at least every three (3) years by the Board,
- h.
  - (1) contextual mathematics courses which enhance technology preparation, or
  - (2) a science, technology, engineering and math (STEM) block course meeting the requirements for course competencies listed in paragraph 2 of subsection B of this section, whether taught at a:
    - (a) comprehensive high school, or



(b) technology center school when taken in the tenth, eleventh or twelfth grade, taught by a certified teacher, and approved by the State Board of Education and the independent district board of education,

- i. mathematics courses taught at a technology center school by a teacher certified in the secondary subject area when taken in the tenth, eleventh or twelfth grade upon approval of the State Board of Education and the independent district board of education, or
- j. any other mathematics course with content and/or rigor equal to or above Algebra I;

3. Science - 3 units or sets of competencies to consist of 1 unit or set of competencies of Biology I or Biology I taught in a contextual methodology, and 2 units or sets of competencies in the areas of life, physical, or earth science or technology which may include, but are not limited to, the following courses:

- a. Chemistry I,
- b. Physics,
- c. Biology II,
- d. Chemistry II,
- e. Physical Science,
- f. Earth Science,
- g. Botany,

- h. Zoology,
- i. Physiology,
- j. Astronomy,
- k. Applied Biology/Chemistry,
- l. Applied Physics,
- m. Principles of Technology,
- n. qualified agricultural education courses,
- o. (1) contextual science courses which enhance  
technology preparation, or  
(2) a science, technology, engineering and math  
(STEM) block course meeting the requirements for  
course competencies listed in paragraph 3 of  
subsection B of this section, whether taught at  
a:
  - (a) comprehensive high school, or
  - (b) technology center school when taken in the  
tenth, eleventh or twelfth grade, taught by  
a certified teacher, and approved by the  
State Board of Education and the independent  
district board of education,
- p. science courses taught at a technology center school  
by a teacher certified in the secondary subject area  
when taken in the tenth, eleventh or twelfth grade

upon approval of the State Board of Education and the independent district board of education, or  
q. other science courses with content and/or rigor equal to or above Biology I;

4. Social Studies - 3 units or sets of competencies to consist of 1 unit or set of competencies of United States History, 1/2 to 1 unit or set of competencies of United States Government, 1/2 unit or set of competencies of Oklahoma History, and 1/2 to 1 unit or set of competencies which may include, but are not limited to, the following courses:

- a. World History,
- b. Geography,
- c. Economics,
- d. Anthropology, or
- e. other social studies courses with content and/or rigor equal to or above United States History, United States Government, and Oklahoma History;

5. Arts - 1 unit or set of competencies which may include, but is not limited to, courses in Visual Arts and General Music; and

6. Computer Education or World Language - 1 unit or set of competencies of computer technology, whether taught at a high school or a technology center school, including computer programming, hardware and business computer applications, such as word processing, databases, spreadsheets and graphics, excluding

1 keyboarding or typing courses, or 1 unit or set of competencies of  
2 world or non-English language.

3 E. 1. In addition to the curriculum requirements of either  
4 subsection B or D of this section, in order to graduate from a  
5 public high school accredited by the State Board of Education  
6 students shall complete the requirements for a separate, one-half  
7 credit, one-semester personal financial literacy ~~passport~~ course as  
8 set forth in the Passport to Financial Literacy Act and any  
9 additional course requirements or recommended elective courses as  
10 may be established by the State Board of Education and the district  
11 school board. School districts shall strongly encourage students to  
12 complete two units or sets of competencies of world languages and  
13 two units or sets of competencies of physical and health education.

14 2. No student shall receive credit for high school graduation  
15 more than once for completion of the same unit or set of  
16 competencies to satisfy the curriculum requirements of this section.

17 3. A school district shall not be required to offer every  
18 course listed in subsections B and D of this section but shall offer  
19 sufficient courses to allow a student to meet the graduation  
20 requirements during the secondary grade years of the student.

21 F. For purposes of this section:

22 1. "Contextual methodology" means academic content and skills  
23 taught by utilizing real-world problems and projects in a way that  
24 helps students understand the application of that knowledge;

1        2. "Qualified agricultural education courses" means courses  
2 that have been determined by the State Board of Education to offer  
3 the sets of competencies for one or more science content areas and  
4 which correspond to academic science courses. Qualified  
5 agricultural education courses shall include, but are not limited  
6 to, Horticulture, Plant and Soil Science, Natural Resources and  
7 Environmental Science, and Animal Science. The courses shall be  
8 taught by teachers certified in agricultural education and comply  
9 with all rules of the Oklahoma Department of Career and Technology  
10 Education;

11        3. "Rigor" means a level of difficulty that is thorough,  
12 exhaustive and accurate and is appropriate for the grade level;

13        4. "Sets of competencies" means instruction in those skills and  
14 competencies that are specified in the subject matter standards  
15 adopted by the State Board of Education and other skills and  
16 competencies adopted by the Board, without regard to specified  
17 instructional time; and

18        5. "Unit" means a Carnegie Unit as defined by the North Central  
19 Association's Commission on Schools.

20        G. 1. The State Board of Education shall adopt a plan to  
21 ensure that rigor is maintained in the content, teaching  
22 methodology, level of expectations for student achievement, and  
23 application of learning in all the courses taught to meet the  
24 graduation requirements as specified in this section.

1        2. The State Board of Education shall allow as much flexibility  
2 at the district level as is possible without diminishing the rigor  
3 or undermining the intent of providing these courses. To accomplish  
4 this purpose, the State Department of Education shall work with  
5 school districts in reviewing and approving courses taught by  
6 districts that are not specifically listed in subsections B and D of  
7 this section. Options may include, but shall not be limited to,  
8 courses taken by concurrent enrollment, advanced placement, or  
9 correspondence, or courses bearing different titles.

10       3. The State Board of Education shall approve an advanced  
11 placement computer science course to meet the requirements of course  
12 competencies listed in paragraph 2 of subsection B of this section  
13 if the course is taken in a student's senior year and the student is  
14 concurrently enrolled in or has successfully completed Algebra II.

15       4. Technology center school districts may offer programs  
16 designed in cooperation with institutions of higher education which  
17 have an emphasis on a focused field of career study upon approval of  
18 the State Board of Education and the independent district board of  
19 education. Students in the tenth grade may be allowed to attend  
20 these programs for up to one-half (1/2) of a school day and credit  
21 for the units or sets of competencies required in paragraphs 2, 3  
22 and 6 of subsection B or D of this section shall be given if the  
23 courses are taught by a teacher certified in the secondary subject  
24 area; provided, credit for units or sets of competencies pursuant to

1 subsection B of this section shall be approved for college admission  
2 requirements.

3 5. If a student enrolls in a concurrent course, the school  
4 district shall not be responsible for any costs incurred for that  
5 course, unless the school district does not offer enough course  
6 selection during the student's secondary grade years to allow the  
7 student to receive the courses needed to meet the graduation  
8 requirements of this section. If the school district does not offer  
9 the necessary course selection during the student's secondary grade  
10 years, it shall be responsible for the cost of resident tuition at  
11 an institution in The Oklahoma State System of Higher Education,  
12 fees, and books for the concurrent enrollment course, and providing  
13 for transportation to and from the institution to the school site.

14 It is the intent of the Legislature that for students enrolled  
15 in a concurrent enrollment course which is paid for by the school  
16 district pursuant to this paragraph, the institution charge only the  
17 supplementary and special service fees that are directly related to  
18 the concurrent enrollment course and enrollment procedures for that  
19 student. It is further the intent of the Legislature that fees for  
20 student activities and student service facilities including the  
21 student health care and cultural and recreational service fees not  
22 be charged to such students.

23 6. Credit for the units or sets of competencies required in  
24 subsection B or D of this section shall be given when such units or

1 sets of competencies are taken prior to ninth grade if the teachers  
2 are certified or authorized to teach the subjects for high school  
3 credit and the required rigor is maintained.

4 7. The three units or sets of competencies in mathematics  
5 required in subsection B or D of this section shall be completed in  
6 the ninth through twelfth grades. If a student completes any  
7 required courses or sets of competencies in mathematics prior to  
8 ninth grade, the student may take any other mathematics courses or  
9 sets of competencies to fulfill the requirement to complete three  
10 units or sets of competencies in grades nine through twelve after  
11 the student has satisfied the requirements of subsection B or D of  
12 this section.

13 8. All units or sets of competencies required for graduation  
14 may be taken in any sequence recommended by the school district.

15 H. As a condition of receiving accreditation from the State  
16 Board of Education, all students in grades nine through twelve shall  
17 enroll in a minimum of six periods, or the equivalent in block  
18 scheduling or other scheduling structure that allows for instruction  
19 in sets of competencies, of rigorous academic and/or rigorous  
20 vocational courses each day, which may include arts, vocal and  
21 instrumental music, speech classes, and physical education classes.

22 I. 1. Academic and vocational-technical courses designed to  
23 offer sets of competencies integrated or embedded within the course  
24 that provide for the teaching and learning of the appropriate skills



1 and knowledge in the subject matter standards, as adopted by the  
2 State Board of Education, may upon approval of the Board, in  
3 consultation with the Oklahoma Department of Career and Technology  
4 Education if the courses are offered at a technology center school  
5 district, be counted for academic credit and toward meeting the  
6 graduation requirements of this section.

7 2. Internet-based courses offered by a technology center school  
8 that are taught by a certified teacher and provide for the teaching  
9 and learning of the appropriate skills and knowledge in the subject  
10 matter standards may, upon approval of the State Board of Education  
11 and the independent district board of education, be counted for  
12 academic credit and toward meeting the graduation requirements of  
13 this section.

14 3. Internet-based courses or vocational-technical courses  
15 utilizing integrated or embedded skills for which no subject matter  
16 standards have been adopted by the State Board of Education may be  
17 approved by the Board, in consultation with the Oklahoma Department  
18 of Career and Technology Education if the courses are offered at a  
19 technology center school district, if such courses incorporate  
20 standards of nationally recognized professional organizations and  
21 are taught by certified teachers.

22 4. Courses offered by a supplemental education organization  
23 that is accredited by a national accrediting body and that are  
24 taught by a certified teacher and provide for the teaching and  
25

1 learning of the appropriate skills and knowledge in the subject  
2 matter standards may, upon approval of the State Board of Education  
3 and the school district board of education, be counted for academic  
4 credit and toward meeting the graduation requirements of this  
5 section.

6 J. The State Board of Education shall provide an option for  
7 high school graduation based upon attainment of the desired levels  
8 of competencies as required in tests pursuant to the provisions of  
9 Section 1210.508 of this title. Such option shall be in lieu of the  
10 amount of course credits earned.

11 K. The State Board of Education shall prescribe, adopt and  
12 approve a promotion system based on the attainment by students of  
13 specified levels of competencies in each area of the core  
14 curriculum.

15 L. Children who have individualized education programs pursuant  
16 to the Individuals with Disabilities Education Act (IDEA), and who  
17 satisfy the graduation requirements through the individualized  
18 education program for that student shall be awarded a standard  
19 diploma.

20 M. Students who enter the ninth grade in or prior to the 2007-  
21 08 school year who are enrolled in an alternative education program  
22 and meet the requirements of their plans leading to high school  
23 graduation developed pursuant to Section 1210.568 of this title  
24 shall be awarded a standard diploma.

1 N. Any student who completes the curriculum requirements of the  
2 International Baccalaureate Diploma Program shall be awarded a  
3 standard diploma.

4 O. Any student who successfully completes an advanced  
5 mathematics or science course offered pursuant to Section 1210.404  
6 of this title shall be granted academic credit toward meeting the  
7 graduation requirements pursuant to paragraph 2 or 3, as  
8 appropriate, of subsection B or D of this section.

9 P. For purposes of this section, the courses approved for  
10 college admission requirements shall be courses which are approved  
11 by the Oklahoma State Regents for Higher Education for admission to  
12 an institution within The Oklahoma State System of Higher Education.

13 Q. Students who have been denied a standard diploma by the  
14 school district in which the student is or was enrolled for failing  
15 to meet the requirements of this section may re-enroll in the school  
16 district that denied the student a standard diploma following the  
17 denial of a standard diploma. The student shall be provided  
18 remediation or intervention and the opportunity to complete the  
19 curriculum units or sets of competencies required by this section to  
20 obtain a standard diploma. Students who re-enroll in the school  
21 district to meet the graduation requirements of this section shall  
22 be exempt from the hourly instructional requirements of Section 1-  
23 111 of this title and the six-period enrollment requirements of this  
24 section.

1 R. The State Department of Education shall collect and report  
2 data by school site and district on the number of students who  
3 enroll in the core curriculum as provided in subsection D of this  
4 section.

5 SECTION 2. AMENDATORY 70 O.S. 2021, Section 11-103.6h,  
6 is amended to read as follows:

7 Section 11-103.6h. A. Personal financial literacy education  
8 shall be taught in the public schools of this state. Personal  
9 financial literacy education shall include, but is not limited to,  
10 the following areas of instruction:

11 1. Understanding interest, credit card debt, and online  
12 commerce;

13 2. Rights and responsibilities of renting or buying a home;

14 3. Savings and investing;

15 4. Planning for retirement including individual retirement  
16 accounts (IRAs), plans established under Section 401(k) of the  
17 Internal Revenue Code of 1986, as amended, and other avenues for  
18 saving and investing for retirement;

19 5. Bankruptcy;

20 6. Banking and financial services;

21 7. Managing ~~a~~ an online bank account;

22 8. Understanding credit scores, credit reports, and what  
23 affects an individual's credit score;  
24

1        9. Understanding ~~the Free Application for Federal Student Aid~~  
2 ~~(FAFSA)~~, loans and borrowing money, including predatory lending and  
3 payday loans;

4        ~~9.~~ 10. Understanding insurance;

5        ~~10.~~ 11. Identity fraud and theft;

6        ~~11.~~ 12. Charitable giving;

7        ~~12.~~ 13. Understanding the financial impact and consequences of  
8 gambling;

9        ~~13.~~ 14. Earning an income; and

10       ~~14.~~ 15. Understanding state and federal income taxes.

11       B. ~~In~~ Beginning with students entering the ninth grade in the  
12 2022-2023 school year, in order to graduate from a public high  
13 school accredited by the State Board of Education with a standard  
14 diploma, students shall fulfill the requirements for a  
15 satisfactorily complete a one-semester course in personal financial  
16 literacy passport during the eleventh or twelfth grades. ~~The~~  
17 ~~requirements for a personal financial literacy passport shall be~~  
18 ~~satisfactory completion in all areas of instruction in personal~~  
19 ~~financial literacy as listed in subsection A of this section during~~  
20 ~~grades seven through twelve or demonstration of satisfactory~~  
21 ~~knowledge as provided for in subsection E of this section.~~

22       C. ~~School districts shall provide instruction in personal~~  
23 ~~financial literacy to students during grades seven through twelve.~~  
24 ~~School districts shall have the option of determining when each area~~

1 ~~of instruction listed in subsection A of this section shall be~~  
2 ~~presented to students.~~

3 ~~D.~~ Personal financial literacy instruction shall be ~~integrated~~  
4 ~~into one or more existing courses of study or~~ provided in a  
5 separate, one-half credit personal financial literacy course.

6 ~~School districts shall have the option of determining into which~~  
7 ~~course or courses each area of instruction listed in subsection A of~~  
8 ~~this section shall be integrated.~~

9 ~~E.~~ D. Students with the most significant cognitive disabilities  
10 (MSCD) who have an Individualized Education Program (IEP) that  
11 directs that the student is to be assessed with alternate  
12 achievements standards through the Oklahoma Alternative Assessment  
13 Program may demonstrate satisfactory knowledge in each area of  
14 instruction listed in subsection A of this section upon a  
15 determination, supported by documentation, by the school district  
16 that the student has met the following criteria:

17 1. Receives substantive and substantial instruction in life-  
18 skills curriculum; and

19 2. Demonstrates the acquired knowledge of the student with MSCD  
20 by alternate measures as required by the IEP.

21 ~~F.~~ E. The State Board of Education shall identify and adopt  
22 curriculum standards for personal financial literacy instruction  
23 that reflect the areas of instruction listed in subsection A of this  
24 section. The standards shall be incorporated into the state

1 academic content standards adopted by the Board pursuant to Section  
2 11-103.6 of this title.

3 ~~G.~~ F. The State Department of Education shall:

4 1. Develop guidelines and material designed to enable schools  
5 to ~~infuse personal financial literacy within any course of study~~  
6 ~~currently offered by the school district or~~ offer personal financial  
7 literacy as a separate course. The guidelines shall outline the  
8 areas of instruction to be taught based on the curriculum standards  
9 adopted by the Board;

10 2. Develop professional development programs that are designed  
11 to help teachers provide instruction in personal financial literacy  
12 ~~and incorporate the curriculum into an existing course or courses or~~  
13 ~~develop curriculum for~~ through a separate personal financial  
14 literacy course;

15 3. Provide ~~and identify~~ resources, ~~including online curricula,~~  
16 ~~for integrating the teaching of personal financial literacy into an~~  
17 ~~existing course or courses of study or for~~ to assist schools in  
18 developing a separate personal financial literacy course. ~~Any~~  
19 ~~online curricula provided or identified by the Department shall~~  
20 ~~include an assessment component for each area of instruction listed~~  
21 ~~in subsection A of this section;~~

22 4. ~~Provide and identify resources, including online curricula,~~  
23 ~~and materials designed to enable students identified as English~~  
24

~~language learners to understand and use the personal financial literacy information presented; and~~

5. Utilize funds deposited into the Personal Financial Literacy Education Revolving Fund created in Section ~~3 of this act~~ 11-103.6h-1 of this title for the purpose of and to fund the Passport to Financial Literacy Act. Such funds may be used for developing and providing guidelines, materials, and resources for personal financial literacy for students and teachers ~~including, but not limited to, online curricula, training and professional development for teachers in the area of personal financial literacy as required in this subsection.~~ The Department may use such funds to ~~contract or work in conjunction with a third party, Oklahoma-based not-for-profit organization~~ one or more not-for-profit organizations that ~~has~~ have proven expertise in the development of standards and curricula as well as delivery of teacher professional development in personal financial literacy. ~~The Department may further use a third party organization to deliver professional development for teachers in the area of personal financial literacy.~~

H. ~~The Department may work with one or more not-for-profit organizations that have proven expertise in the development of standards and curriculum and delivery of teacher professional development in personal financial literacy for the purpose of developing and providing guidelines, materials, resources, including online curricula, and professional development.~~



1       ~~I. 1. G.~~ For students who transfer into an Oklahoma school  
2 district from out of state after the ~~seventh~~ eleventh grade, school  
3 districts shall assess the knowledge of the student in each of the  
4 areas of instruction listed in subsection A of this section. If the  
5 school district determines that the transferred student has  
6 successfully completed instruction in ~~any or all of~~ the areas of  
7 personal financial literacy instruction at a previous school in  
8 which the student was enrolled or if the student demonstrates  
9 satisfactory knowledge of ~~any or all of~~ the areas of personal  
10 financial literacy instruction through an assessment, the school  
11 district may exempt the student from completing instruction in ~~that~~  
12 ~~area of personal financial literacy literary instruction.~~ School  
13 ~~districts may use the assessment contained in the online curricula~~  
14 ~~provided or identified by the State Department of Education pursuant~~  
15 ~~to subsection G of this section to determine the personal financial~~  
16 ~~literacy knowledge level of the student. School districts may also~~  
17 ~~use the online curricula to present an area of instruction to~~  
18 ~~transferred students who have not completed or who did not~~  
19 ~~demonstrate satisfactory knowledge in one or more of the areas of~~  
20 ~~personal financial literacy instruction.~~

21       ~~2. For students who transfer into an Oklahoma school district~~  
22 ~~from out of state after the junior year of high school, school~~  
23 ~~districts may make an exception to the requirements for a personal~~  
24  
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~~financial literacy passport pursuant to the provisions of Section 11-103.6 of this title.~~

~~J. H.~~ The State Textbook Committee created in Section 16-101 of this title may, when selecting textbooks for mathematics, economics, or similar courses, select those textbooks which contain substantive provisions on personal finance.

~~K. I. In order to deliver high-quality consistent personal financial literacy instruction, school~~ School districts ~~shall to the extent possible~~ may assign the responsibility for teaching personal financial literacy to ~~the same teacher or teachers on a continuing basis~~ with endorsements in agricultural education, business and information technology, economics, family and consumer science, history and social studies, marketing, or mathematics.

~~L. J.~~ Beginning with the 2020-2021 school year, all teachers who are assigned the responsibility for teaching personal financial literacy shall complete ongoing professional development training in the areas of personal financial literacy instruction in accordance with guidelines established by the State Department of Education.

SECTION 3. AMENDATORY 70 O.S. 2021, Section 11-103.6h-1, is amended to read as follows:

Section 11-103.6h-1. There is hereby created in the State Treasury a revolving fund for the State Department of Education to be designated the "Personal Financial Literacy Education Revolving Fund". The fund shall be a continuing fund, not subject to fiscal

1 year limitations, and shall consist of all monies directed to be  
2 deposited in the fund pursuant to ~~Section 30 of this act~~ Section 3-  
3 211 of Title 14A of the Oklahoma Statutes and any other monies  
4 received by the Department for such purpose from any other public or  
5 private source. All monies accruing to the credit of the fund are  
6 hereby appropriated and may be budgeted and expended by the  
7 Department for the purposes set forth in Section 11-103.6h of ~~Title~~  
8 ~~70 of the Oklahoma Statutes~~ this title. Expenditures from the fund  
9 shall be made upon warrants issued by the State Treasurer against  
10 claims filed as prescribed by law with the Director of the Office of  
11 Management and Enterprise Services for approval and payment.

12 SECTION 4. This act shall become effective July 1, 2022.

13 SECTION 5. It being immediately necessary for the preservation  
14 of the public peace, health or safety, an emergency is hereby  
15 declared to exist, by reason whereof this act shall take effect and  
16 be in full force from and after its passage and approval.

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