

STATE OF OKLAHOMA

2nd Session of the 60th Legislature (2026)

COMMITTEE SUBSTITUTE
FOR

SENATE BILL 1790

By: Deever of the Senate

and

Hasenbeck of the House

COMMITTEE SUBSTITUTE

An Act relating to schools; creating the Protected Learning Environment Act; providing short title; stating legislative findings; defining terms; directing the State Department of Education to develop and publish certain discipline matrix guidance; requiring the matrix guidance to comply with certain acts; providing for contents of matrix guidance; requiring school district boards of education to adopt certain matrix based on certain guidance prior to certain school year; requiring submission of matrix to the Department; requiring annual review of matrix; requiring school district boards of education to take certain actions; directing placement of certain student in certain alternative setting; directing school district boards of education to create certain removal procedures; providing for a student who has committed certain number of infractions in a semester; requiring documentation of certain incidents; providing for contents of documentation; providing circumstances under which a teacher may remove a student from class; directing the Department to provide certain support; requiring certain parents and legal guardians to attend certain conferences; providing responsibilities of students; providing for codification; providing an effective date; and declaring an emergency.

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

3 SECTION 1. NEW LAW A new section of law to be codified
4 in the Oklahoma Statutes as Section 6-113.2 of Title 70, unless
5 there is created a duplication in numbering, reads as follows:

6 A. This act shall be known and may be cited as the "Protected
7 Learning Environment Act".

8 B. The Legislature finds that:

9 1. Every student in this state has the right to learn in a
10 safe, orderly, distraction-free environment;

11 2. Teachers and school staff have the right to work in secure,
12 predictable, and well-managed classrooms;

13 3. Disruptive, aggressive, or unsafe behaviors significantly
14 impair academic progress, teacher retention, and school climate;

15 4. Statewide standardized discipline matrix guidance developed
16 by the State Department of Education shall:

- 17 a. ensure fairness and consistency across all districts,
18 b. reduce subjective or unequal discipline practices,
19 c. support students with clear expectations and
20 appropriate interventions,
21 d. protect instructional time, and
22 e. strengthen school safety; and
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1 5. It is necessary to establish standardized behavioral
2 expectations, clear consequences, and required safety protocols for
3 all public schools in this state.

4 C. For the purposes of this section:

5 1. "Discipline matrix" means an evidence-based, tiered system
6 that outlines behaviors, consequences, and interventions for
7 students in grades prekindergarten through twelve;

8 2. "Protected learning environment" (PLE) means a structured
9 classroom setting where students can learn without disruption,
10 threat, or interference;

11 3. "Major infraction" includes, but is not limited to,
12 violence, threats, weapons, sexual misconduct, repeated aggression,
13 vandalism, harassment, and any action that jeopardizes the safety of
14 students or staff;

15 4. "Minor infraction" includes behaviors such as off-task
16 conduct, disrespect, dress code violations, classroom disruptions,
17 and noncompliance with instructions;

18 5. "Immediate removal" means the temporary removal of a student
19 from the learning environment to ensure safety and instructional
20 continuity; and

21 6. "Restorative supports" means interventions such as
22 counseling, skill-building, mediation, and behavior contracts.

23 D. The State Department of Education shall develop and publish
24 on its website standardized discipline matrix guidance. The matrix

guidance shall comply with provisions of the Individuals with Disabilities Education Act (IDEA) and the Family Educational Rights and Privacy Act of 1974 (FERPA). The matrix guidance shall provide for trauma-informed, developmentally appropriate interventions, an accountability framework, and a zero-tolerance standard for violence or threats. The matrix guidance shall consist of the following tiers:

1. Tier 1: Classroom-managed behaviors that can be managed by a teacher including, but not limited to:

- a. specific examples of minor infractions such as off-task behavior, minor disrespect, tardiness, or failure to follow directions,
- b. clear teacher-implemented strategies and interventions,
- c. documentation requirements,
- d. progressive consequences for repeated infractions, and
- e. a maximum threshold before referral to a school administrator;

2. Tier 2: Administrator-managed behaviors including, but not limited to:

- a. specific examples of moderate or repeated behaviors such as repeated minor infractions, verbal conflicts, or minor vandalism,
- b. in-school interventions with progressive consequences,

1 c. mandatory notification of a student's parent or legal
2 guardian, and

3 d. behavioral skill-building plans; and

4 3. Tier 3: Serious or dangerous behaviors to be managed by a
5 school administrator including, but not limited to:

6 a. specific examples of serious or dangerous major
7 infractions such as fighting, threats, bullying, or
8 possession of prohibited items including possession of
9 items for which a student would be subject to out-of-
10 school suspension as provided for in subsection C of
11 Section 24-101.3 of Title 70 of the Oklahoma Statutes,

12 b. mandatory immediate removal from an instructional
13 setting with progressive consequences including
14 potential out-of-school suspension, in-school
15 suspension, alternative placement, or any other
16 disciplinary measure authorized by law,

17 c. required investigation and safety assessment, and

18 d. multi-agency collaboration when necessary.

19 E. Prior to the beginning of the 2027-2028 school year, each
20 school district board of education in this state shall:

21 1. Adopt a discipline matrix based on the guidance developed
22 and published by the State Department of Education pursuant to
23 subsection D of this section. The matrix shall be submitted to the
24 State Department of Education. Each school district board of

1 education shall annually review its discipline matrix and submit any
2 revisions to the Department;

3 2. Train all school district staff on implementation of the
4 adopted discipline matrix. Training shall be completed during a
5 school district employee's first year of employment and at a
6 subsequent frequency determined by the superintendent of the school
7 district;

8 3. Provide parents and legal guardians of students enrolled in
9 the school district access to the matrix by publishing the matrix in
10 the school district's student handbook or on the school district's
11 website;

12 4. Apply consequences provided for in the discipline matrix
13 consistently and without discrimination; and

14 5. Ensure teachers have the authority to remove a student when
15 safety or learning is compromised.

16 F. A student who is removed from class due to Tier 2 or Tier 3
17 behaviors shall be placed in a protected learning environment (PLE)
18 alternative setting to ensure continued instruction. Each school
19 district board of education shall create classroom removal
20 procedures that:

21 1. Guarantee minimal disruption to instructional time;

22 2. Ensure timely administrative response to requests for
23 immediate removal; and

24 3. Support teachers in maintaining classroom authority.

1 G. A student who commits three or more Tier 3 infractions
2 within a semester may be subject to:

- 3 1. A mandatory behavior conference;
- 4 2. A functional behavior assessment, if applicable; and
- 5 3. Possible placement in a structured alternative education
6 program.

7 H. All incidents requiring Tier 2 or Tier 3 intervention shall
8 be documented by the school district. The documentation shall not
9 include personally identifiable student information but shall
10 include, but not be limited to:

- 11 1. The number and types of infractions and related response
12 actions reported in the previous school year;
- 13 2. Information on trends in school safety and climate within
14 the school district; and
- 15 3. Information on compliance with the discipline matrix by
16 school district staff.

17 I. 1. Pursuant to the discipline matrix adopted by a school
18 district board of education pursuant to subsection E of this
19 section, a teacher may remove a student from class who:

- 20 a. poses a safety threat,
- 21 b. repeatedly disrupts learning despite Tier 1
22 interventions, or
- 23 c. demonstrates aggressive or defiant behavior toward
24 school staff or students.

1 2. A teacher who removes a student from class pursuant to
2 paragraph 1 of this subsection shall not face disciplinary action
3 from the district for enforcing the discipline matrix.

4 J. The State Department of Education shall provide support to
5 school districts in implementing the provisions of this act
6 including staff training on behavior interventions, restorative
7 supports, and school safety enhancements. The Department shall
8 provide the support using existing resources such as federal grants,
9 assistance from the Oklahoma School Security Institute, and any
10 other currently available state and federal programs for school
11 safety and student support. Districts shall be encouraged to apply
12 for and use existing grants and programs to meet the requirements of
13 this act.

14 K. The parent or legal guardian of a student who exhibits
15 repeated or serious behaviors shall be required to attend
16 conferences with school district staff.

17 L. Students enrolled in a public school in this state shall be
18 responsible for:

- 19 1. Following school rules;
- 20 2. Respecting the authority of school staff; and
- 21 3. Engaging in assigned interventions or supports. Failure to
22 participate in required interventions or supports may result in
23 escalated responses outlined in the discipline matrix adopted by
24

1 each school district board of education pursuant to subsection E of
2 this section.

3 SECTION 2. This act shall become effective July 1, 2026.

4 SECTION 3. It being immediately necessary for the preservation
5 of the public peace, health, or safety, an emergency is hereby
6 declared to exist, by reason whereof this act shall take effect and
7 be in full force from and after its passage and approval.

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