

COMMITTEE AMENDMENT
HOUSE OF REPRESENTATIVES
State of Oklahoma

SPEAKER:

CHAIR:

I move to amend HB1686 _____
Of the printed Bill
Page _____ Section _____ Lines _____
Of the Engrossed Bill

By striking the Title, the Enacting Clause, the entire bill, and by inserting in lieu thereof the following language:

AMEND TITLE TO CONFORM TO AMENDMENTS

Adopted: _____

Amendment submitted by: John Talley

Reading Clerk

1 STATE OF OKLAHOMA

2 1st Session of the 58th Legislature (2021)

3 PROPOSED COMMITTEE
4 SUBSTITUTE
5 FOR
6 HOUSE BILL NO. 1686

By: Talley

7 PROPOSED COMMITTEE SUBSTITUTE

8 An Act relating to schools; creating the Jason Flatt
9 Act; authorizing the State Board of Education to
10 adopt suicide awareness and prevention curriculum;
11 defining term; amending 70 O.S. 2011, Section 6-194,
12 as last amended by Section 1, Chapter 16, O.S.L. 2019
13 (70 O.S. Supp. 2020, Section 6-194), which relates to
14 professional development programs; allowing suicide
15 awareness and prevention training be offered;
16 providing for codification; and providing an
17 effective date.

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

19 SECTION 1. NEW LAW A new section of law to be codified
20 in the Oklahoma Statutes as Section 11-103.3a of Title 70, unless
21 there is created a duplication in numbering, reads as follows:

22 A. This act shall be known and may be cited as the "Jason Flatt
23 Act", in memory of Dustyn Blake Sandefer. The State Board of
24 Education may adopt a curriculum with courses of instruction for all
students enrolled in the public schools that includes suicide
awareness and prevention.

1 B. As used in this section, "curriculum" means the subject
2 matter standards adopted by the State Board of Education pursuant to
3 Section 11-103.6 of Title 70 of the Oklahoma Statutes. School
4 districts shall exclusively determine instruction, specific course
5 curricula, reading lists and instructional materials pursuant to
6 subsection F of Section 11-103.6a of Title 70 of the Oklahoma
7 Statutes.

8 SECTION 2. AMENDATORY 70 O.S. 2011, Section 6-194, as
9 last amended by Section 1, Chapter 16, O.S.L. 2019 (70 O.S. Supp.
10 2020, Section 6-194), is amended to read as follows:

11 Section 6-194. A. The district boards of education of this
12 state shall establish professional development programs for the
13 certified teachers and administrators of the district. Programs
14 shall be adopted by each board based upon recommendations of a
15 professional development committee appointed by the board of
16 education for the district. For the fiscal years ending June 30,
17 2011, and June 30, 2012, a school district board of education may
18 elect not to adopt and offer a professional development program for
19 certified teachers and administrators of the district. If a school
20 district elects not to adopt and offer a professional development
21 program, the district may expend any monies allocated for
22 professional development for any purpose related to the support and
23 maintenance of the school district as determined by the board of
24 education of the school district.

1 B. Each professional development committee shall include
2 classroom teachers, administrators, school counselors or licensed
3 mental health providers, and parents, guardians or custodians of
4 children in the school district and shall consult with a higher
5 education faculty. A majority of the members of the professional
6 development committee shall be composed of classroom teachers. The
7 teacher members shall be selected by a designated administrator of
8 the school district from a list of names submitted by the teachers
9 in the school district. The members selected shall be subject to
10 the approval of a majority vote of the teachers in the district.

11 C. In developing program recommendations, each professional
12 development committee shall annually utilize a data-driven approach
13 to analyze student data and determine district and school
14 professional development needs. The professional development
15 programs adopted shall be directed toward development of
16 competencies and instructional strategies in the core curriculum
17 areas for the following goals:

- 18 1. Increasing the academic performance data scores for the
19 district and each school site;
- 20 2. Closing achievement gaps among student subgroups;
- 21 3. Increasing student achievement as demonstrated on state-
22 mandated tests and the ACT;
- 23 4. Increasing high school graduation rates; and
- 24 5. Decreasing college remediation rates.

1 Each program may also include components on classroom management
2 and student discipline strategies, outreach to parents, guardians or
3 custodians of students, special education, and racial and ethnic
4 education, which all personnel defined as teachers in Section 1-116
5 of this title shall be required to complete on a periodic basis.
6 The State Board of Education shall provide guidelines to assist
7 school districts in developing and implementing racial and ethnic
8 education components into professional development programs.

9 D. At a minimum of once an academic year a program shall be
10 offered which includes the following:

- 11 1. Training on recognition of child abuse and neglect;
- 12 2. Recognition of child sexual abuse;
- 13 3. Proper reporting of suspected abuse; and
- 14 4. Available resources.

15 E. One time per year, beginning in the 2009-2010 school year,
16 training in the area of autism shall be offered and all resident
17 teachers of students in early childhood programs through grade three
18 shall be required to complete the autism training during the
19 resident year and at least one time every three (3) years
20 thereafter. All other teachers and education support professionals
21 of students in early childhood programs through grade three shall be
22 required to complete the autism training at least one time every
23 three (3) years. The autism training shall include a minimum
24 awareness of the characteristics of autistic children, resources

1 available and an introduction to positive behavior supports to
2 challenging behavior. Each adopted program shall allow school
3 counselors to receive at least one-third (1/3) of the hours or
4 credit required each year through programs or courses specifically
5 designed for school counselors.

6 Districts are authorized to utilize any means for professional
7 development that ~~is~~ are not prohibited by law including, but not
8 limited to, professional development provided by the district, any
9 state agency, institution of higher education, or any private
10 entity.

11 F. One time per year, beginning in the 2020-2021 school year, a
12 dyslexia awareness program shall be offered. At a minimum, the
13 program shall include:

14 1. Training in awareness of dyslexia characteristics in
15 students;

16 2. Training in effective classroom instruction to meet the
17 needs of students with dyslexia; and

18 3. Available dyslexia resources for teachers, students and
19 parents.

20 G. One time per year, beginning in the 2021-2022 school year,
21 suicide awareness and prevention training may be offered. The
22 training may be accomplished through self-review of suitable suicide
23 prevention materials approved by the district.

24

1 H. Except as otherwise provided for in this subsection, each
2 certified teacher in this state shall be required by the district
3 board of education to meet the professional development requirements
4 established by the board, or established through the negotiation
5 process. Except as otherwise provided for in this subsection, the
6 professional development requirements established by each board of
7 education shall require every teacher to annually complete a minimum
8 number of the total number of points required to maintain
9 employment. Failure of any teacher to meet district board of
10 education professional development requirements may be grounds for
11 nonrenewal of such teacher's contract by the board. Such failure
12 may also be grounds for nonconsideration of salary increments
13 affecting the teacher. For the fiscal years ending June 30, 2011,
14 and June 30, 2012, a certified teacher shall not be required to
15 complete any points of the total number of professional development
16 points required. Provided, a teacher may elect to complete some or
17 all of the minimum number of points required for the two (2) fiscal
18 years and any points completed shall be counted toward the total
19 number of points required to maintain employment. If a teacher does
20 not complete some or all of the minimum number of points required
21 for one (1) or both fiscal years, the total number of points
22 required to maintain employment shall be adjusted and reduced by the
23 number of points not completed.

24

1 ~~H.~~ I. Each district shall annually submit a report to the State
2 Department of Education on the district level professional
3 development needs, activities completed, expenditures, and results
4 achieved for each school year by each goal as provided in subsection
5 C of this section. If a school district elects not to adopt and
6 offer a professional development program as provided for in
7 subsection A of this section, the district shall not be required to
8 submit an annual report as required pursuant to this subsection but
9 shall report to the State Department of Education its election not
10 to offer a program and all professional development activities
11 completed by teachers and administrators of the school district.

12 ~~H.~~ J. Subject to the availability of funds, the Department
13 shall develop an online system for reporting as required in
14 subsection ~~H~~ I of this section. The Department shall also make such
15 information available on its website.

16 SECTION 3. This act shall become effective November 1, 2021.

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