

1 STATE OF OKLAHOMA

2 2nd Session of the 51st Legislature (2008)

3 CONFERENCE COMMITTEE SUBSTITUTE

4 FOR ENGROSSED

5 SENATE BILL 2071

By: Jolley and Gumm of the
Senate of the Senate

6 and

7 Miller, McCarter, Shumate,
8 Banz, Cooksey, Denney,
9 Kern, Martin(Scott),
10 Pittman and Reynolds of the
11 House

12 CONFERENCE COMMITTEE SUBSTITUTE

13 An Act relating to schools; requesting the Regional
14 University System of Oklahoma establish a
15 comprehensive autism training program at the
16 University of Central Oklahoma; stating purpose of
17 program; amending 70 O.S. 2001, Section 6-194, as
18 last amended by Section 1, Chapter 52, O.S.L. 2007
19 (70 O.S. Supp. 2007, Section 6-194), which relates to
20 district professional development programs; requiring
21 certain professional development on autism; providing
22 for codification; and providing an effective date.

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

24 SECTION 1. NEW LAW A new section of law to be codified
in the Oklahoma Statutes as Section 3520 of Title 70, unless there
is created a duplication in numbering, reads as follows:

The Oklahoma State Legislature requests the Regional University
System of Oklahoma to establish a comprehensive autism training

1 program with operations at the University of Central Oklahoma. The
2 comprehensive autism training program should provide statewide
3 leadership in the training of post-graduate and post-baccalaureate
4 behavior therapists to deliver research-based intervention services
5 to children with autistic spectrum disorders. Such program will
6 meet national standards and qualify candidates upon completion of
7 the training program to take the national certification exam.

8 SECTION 2. AMENDATORY 70 O.S. 2001, Section 6-194, as
9 last amended by Section 1, Chapter 52, O.S.L. 2007 (70 O.S. Supp.
10 2007, 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 and licensed teachers and administrators of the district.
14 Programs shall be adopted by each board based upon recommendations
15 of a professional development committee appointed by the board of
16 education for the district.

17 B. Each professional development committee shall include
18 classroom teachers, administrators and parents, guardians or
19 custodians of children in the school district and shall consult with
20 a higher education faculty. A majority of the members of the
21 professional development committee shall be composed of classroom
22 teachers. The teacher members shall be selected by a designated
23 administrator of the school district from a list of names submitted
24 by the teachers in the school district. The members selected shall

1 be subject to the approval of a majority vote of the teachers in the
2 district. At a minimum, once every four (4) years the committee
3 shall include at least one school counselor in its membership.

4 C. In developing program recommendations, each professional
5 development committee shall annually utilize a data-driven approach
6 to analyze student data and determine district and school
7 professional development needs. The professional development
8 programs adopted shall be directed toward development of
9 competencies and instructional strategies in the core curriculum
10 areas for the following goals:

- 11 1. Increasing the academic performance index scores for the
12 district and each school site;
- 13 2. Closing achievement gaps among student subgroups;
- 14 3. Increasing student achievement as demonstrated on state-
15 mandated tests and the ACT;
- 16 4. Increasing high school graduation rates; and
- 17 5. Decreasing college remediation rates.

18 Each program may also include components on classroom management
19 and student discipline strategies, outreach to parents, guardians or
20 custodians of students, special education, and racial and ethnic
21 education, which all personnel defined as teachers in Section 1-116
22 of this title shall be required to complete on a periodic basis.
23 The State Board of Education shall provide guidelines to assist
24 school districts in developing and implementing racial and ethnic

1 education components into professional development programs. At
2 least once a year a program shall be offered which includes a
3 component of teacher training on recognition and reporting of child
4 abuse and neglect which all teachers shall be required to complete.
5 Additionally at least one time per year, beginning in the 2009-2010
6 school year, training in the area of autism shall be offered and all
7 resident teachers of students in early childhood programs through
8 grade three shall be required to complete the autism training during
9 the resident year and at least one time every three (3) years
10 thereafter. All other teachers and education support professionals
11 of students in early childhood programs through grade three shall be
12 required to complete the autism training at least one time every
13 three (3) years. The autism training shall include a minimum
14 awareness of the characteristics of autistic children, resources
15 available and an introduction to positive behavior supports to
16 challenging behavior. Each adopted program shall allow school
17 counselors to receive at least one-third (1/3) of the hours or
18 credit required each year through programs or courses specifically
19 designed for school counselors.

20 Districts are authorized to utilize any means for professional
21 development that is not prohibited by law including, but not limited
22 to, professional development provided by the district, any state
23 agency, institution of higher education, or any private entity.

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1 D. Each licensed or certified teacher in this state shall be
2 required by the district board of education to meet the professional
3 development requirements established by the board, or established
4 through the negotiation process. Provided, the professional
5 development requirements established by each board of education
6 shall require every teacher to annually complete a minimum number of
7 the total number of points required to maintain employment. Failure
8 of any teacher to meet district board of education professional
9 development requirements may be grounds for nonrenewal of such
10 teacher's contract by the board. Such failure may also be grounds
11 for nonconsideration of salary increments affecting the teacher.

12 E. Each district shall annually submit a report to the State
13 Department of Education on the district level professional
14 development needs, activities completed, expenditures, and results
15 achieved for each school year by each goal as provided in subsection
16 C of this section.

17 F. Subject to the availability of funds, the Department shall
18 develop an online system for reporting as required in subsection E
19 of this section. The Department shall also make such information
20 available on its website.

21 SECTION 3. This act shall become effective November 1, 2008.

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