

ENROLLED SENATE
BILL NO. 2071

By: Jolley and Gumm of the
Senate

and

Miller, McCarter, Shumate,
Banz, Cooksey, Denney,
Kern, Martin (Scott),
Pittman, Reynolds, Dank and
Faught of the House

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

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

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 program with operations at the University of Central Oklahoma. The comprehensive autism training program should provide statewide leadership in the training of post-graduate and post-baccalaureate

behavior therapists to deliver research-based intervention services to children with autistic spectrum disorders. Such program will meet national standards and qualify candidates upon completion of the training program to take the national certification exam.

SECTION 2. AMENDATORY 70 O.S. 2001, Section 6-194, as last amended by Section 1, Chapter 52, O.S.L. 2007 (70 O.S. Supp. 2007, Section 6-194), is amended to read as follows:

Section 6-194. A. The district boards of education of this state shall establish professional development programs for the certified and licensed teachers and administrators of the district. Programs shall be adopted by each board based upon recommendations of a professional development committee appointed by the board of education for the district.

B. Each professional development committee shall include classroom teachers, administrators and parents, guardians or custodians of children in the school district and shall consult with a higher education faculty. A majority of the members of the professional development committee shall be composed of classroom teachers. The teacher members shall be selected by a designated administrator of the school district from a list of names submitted by the teachers in the school district. The members selected shall be subject to the approval of a majority vote of the teachers in the district. At a minimum, once every four (4) years the committee shall include at least one school counselor in its membership.

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

1. Increasing the academic performance index scores for the district and each school site;
2. Closing achievement gaps among student subgroups;

3. Increasing student achievement as demonstrated on state-mandated tests and the ACT;
4. Increasing high school graduation rates; and
5. Decreasing college remediation rates.

Each program may also include components on classroom management and student discipline strategies, outreach to parents, guardians or custodians of students, special education, and racial and ethnic education, which all personnel defined as teachers in Section 1-116 of this title shall be required to complete on a periodic basis. The State Board of Education shall provide guidelines to assist school districts in developing and implementing racial and ethnic education components into professional development programs. At least once a year a program shall be offered which includes a component of teacher training on recognition and reporting of child abuse and neglect which all teachers shall be required to complete. Additionally at least one time per year, beginning in the 2009-2010 school year, training in the area of autism shall be offered and all resident teachers of students in early childhood programs through grade three shall be required to complete the autism training during the resident year and at least one time every three (3) years thereafter. All other teachers and education support professionals of students in early childhood programs through grade three shall be required to complete the autism training at least one time every three (3) years. The autism training shall include a minimum awareness of the characteristics of autistic children, resources available and an introduction to positive behavior supports to challenging behavior. Each adopted program shall allow school counselors to receive at least one-third (1/3) of the hours or credit required each year through programs or courses specifically designed for school counselors.

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

D. Each licensed or certified teacher in this state shall be required by the district board of education to meet the professional development requirements established by the board, or established

through the negotiation process. Provided, the professional development requirements established by each board of education shall require every teacher to annually complete a minimum number of the total number of points required to maintain employment. Failure of any teacher to meet district board of education professional development requirements may be grounds for nonrenewal of such teacher's contract by the board. Such failure may also be grounds for nonconsideration of salary increments affecting the teacher.

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

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

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

Passed the Senate the 23rd day of May, 2008.

Presiding Officer of the Senate

Passed the House of Representatives the 23rd day of May, 2008.

Presiding Officer of the House
of Representatives