

THE HOUSE OF REPRESENTATIVES
Tuesday, April 8, 2008

Committee Substitute for
ENGROSSED
Senate Bill No. 1686

COMMITTEE SUBSTITUTE FOR ENGROSSED SENATE BILL NO. 1686 - By:
EASLEY AND GUMM of the Senate and MCDANIEL (JEANNIE), HYMAN, SHUMATE
AND BRANNON of the House.

An Act relating to schools; 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 an effective date; and declaring an emergency.

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

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

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

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

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

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

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

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

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

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

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

17 SECTION 2. This act shall become effective July 1, 2008.

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

21 COMMITTEE REPORT BY: COMMITTEE ON EDUCATION, dated 04-07-08 - DO
22 PASS, As Amended and Coauthored.