

STATE OF OKLAHOMA

1st Session of the 57th Legislature (2019)

HOUSE BILL 1141

By: Townley

AS INTRODUCED

An Act relating to schools; amending 70 O.S. 2011, Section 6-194, as last amended by Section 1, Chapter 246, O.S.L. 2015 (70 O.S. Supp. 2018, Section 6-194), which relates to professional development programs; requiring three-hour annual training program to identify signs of dyslexia in students; and providing an effective date.

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

SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-194, as last amended by Section 1, Chapter 246, O.S.L. 2015 (70 O.S. Supp. 2018, 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 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. For the fiscal years ending June 30, 2011, and June 30, 2012, a school district board of education may elect not to adopt and offer a professional development program for

1 certified teachers and administrators of the district. If a school  
2 district elects not to adopt and offer a professional development  
3 program, the district may expend any monies allocated for  
4 professional development for any purpose related to the support and  
5 maintenance of the school district as determined by the board of  
6 education of the school district.

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

17 C. In developing program recommendations, each professional  
18 development committee shall annually utilize a data-driven approach  
19 to analyze student data and determine district and school  
20 professional development needs. The professional development  
21 programs adopted shall be directed toward development of  
22 competencies and instructional strategies in the core curriculum  
23 areas for the following goals:  
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- 1        1. Increasing the academic performance data scores for the
- 2 district and each school site;
- 3        2. Closing achievement gaps among student subgroups;
- 4        3. Increasing student achievement as demonstrated on state-
- 5 mandated tests and the ACT;
- 6        4. Increasing high school graduation rates; and
- 7        5. Decreasing college remediation rates.

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

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

- 18        1. Training on recognition of child abuse and neglect;
- 19        2. Recognition of child sexual abuse;
- 20        3. Proper reporting of suspected abuse; and
- 21        4. Available resources.

22        E. One time per year, beginning in the 2020-2021 school year, a  
23 program shall be offered which includes a minimum of three (3) hours  
24 of training in identifying signs of dyslexia in students.

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

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

20        ~~F.~~ G. Except as otherwise provided for in this subsection, each  
21 certified teacher in this state shall be required by the district  
22 board of education to meet the professional development requirements  
23 established by the board, or established through the negotiation  
24 process. Except as otherwise provided for in this subsection, the

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

19 ~~G.~~ H. Each district shall annually submit a report to the State  
20 Department of Education on the district level professional  
21 development needs, activities completed, expenditures, and results  
22 achieved for each school year by each goal as provided in subsection  
23 C of this section. If a school district elects not to adopt and  
24 offer a professional development program as provided for in

1 subsection A of this section, the district shall not be required to  
2 submit an annual report as required pursuant to this subsection but  
3 shall report to the State Department of Education its election not  
4 to offer a program and all professional development activities  
5 completed by teachers and administrators of the school district.

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

10 SECTION 2. This act shall become effective November 1, 2019.

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