

1 STATE OF OKLAHOMA

2 2nd Session of the 57th Legislature (2020)

3 HOUSE BILL 3089

By: Pittman

6 AS INTRODUCED

7 An Act relating to schools; amending 70 O.S. 2011,
8 Section 6-194, as last amended by Section 1, Chapter
9 16, O.S.L. 2019 (70 O.S. Supp. 2019, Section 6-194),
10 which relates to professional development; requiring
11 trauma, diversity and social justice training for
12 administrators, teachers, education support
13 professionals and volunteers who have contact with
14 students; requiring district boards of education to
15 partner with qualified nonprofits and community
16 partners; and providing an effective date.

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

15 SECTION 1. AMENDATORY 70 O.S. 2011, Section 6-194, as
16 last amended by Section 1, Chapter 16, O.S.L. 2019 (70 O.S. Supp.
17 2019, Section 6-194), is amended to read as follows:

18 Section 6-194. A. The district boards of education of this
19 state shall establish professional development programs for the
20 certified teachers and administrators of the district. Programs
21 shall be adopted by each board based upon recommendations of a
22 professional development committee appointed by the board of
23 education for the district. For the fiscal years ending June 30,
24 2011, and June 30, 2012, a school district board of education may

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

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

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

- 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 2009-2010 school year,
23 training in the area of autism shall be offered and all resident
24 teachers of students in early childhood programs through grade three

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

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

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

20 1. Training in awareness of dyslexia characteristics in
21 students;

22 2. Training in effective classroom instruction to meet the
23 needs of students with dyslexia; and
24

1 3. Available dyslexia resources for teachers, students and
2 parents.

3 G. Once per year, beginning in the 2021-2022 school year,
4 training in the areas of trauma, diversity and social justice shall
5 be offered and all administrators, teachers and education support
6 professionals who have contact with students shall be required to
7 complete the training at least once every two (2) years. The
8 trauma, diversity and social justice training shall include
9 awareness of the cultural and economic challenges facing children
10 from diverse backgrounds, public and private resources available,
11 and an introduction to data-driven supports for children and youth
12 with adverse childhood experiences. Each adopted training shall
13 allow school counselors to receive at least one-third (1/3) of the
14 hours or credit required each year through programs or courses
15 specifically designed for school counselors. District boards of
16 education shall partner with qualified nonprofits and community
17 partners to develop and offer the trauma, diversity and social
18 justice training required by this subsection. Any training
19 developed and offered pursuant to this subsection shall be evidence-
20 based and supported by research and data.

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

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

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

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

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

11 SECTION 2. This act shall become effective November 1, 2020.

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