



History of The Jason Flatt Act

A Legislative Action for the Training of Educators In Youth Suicide Awareness and Prevention

In 2004, at a reception for a newly opened Jason Foundation (JFI) affiliate office in New Jersey, a legislator asked what he could do to help prevent this “Silent Epidemic” of youth suicide from the youth in New Jersey. From that question, we began to explore how legislation could be a tool and/or a resource in awareness and prevention. Out of this conversation came the idea for legislation, within a state’s professional development or in-service training (continuing education), to require teachers to have suicide awareness and prevention training in order to renew their teaching license and how we could do this without a fiscal note.

In a national survey conducted by The Jason Foundation, the number one person that a student would turn to for helping a friend who may be suicidal was a “teacher”. It is imperative **when** our youth (our sons, daughters, grandsons, granddaughters, nieces, nephews) turn to the educators for assistance, the teachers have the necessary training, tools and resources to respond.

That idea, born that night in 2004, resulted in passing legislation in New Jersey that required training in youth suicide awareness and prevention. This model was then replicated to fit the state laws / guidelines in Colorado and introduced into the legislative process. Aided by JFI’s Attorney General Ambassador, General John Suthers, legislation was also passed by the Colorado Legislators dealing with training teachers in youth suicide awareness and prevention.

Since this model legislation had passed in both New Jersey and Colorado, JFI wanted to pursue this same-type action in Tennessee. The Jason Foundation launched “**The Jason Flatt Act**”, which would later become the template for youth suicide awareness and prevention legislative action within already required teacher in-service training. In the Tennessee legislative session of 2007, SB 57 – The Jason Flatt Act was introduced in the Senate by Senator Diane Black and Representative Les Winningham introduced the companion bill in the House. We are happy to report that The Jason Flatt Act passed without a single “nay” vote

through both the Senate and the House and their respective committees. It also passed without a fiscal note attached. When signed into law on April 26, 2007 by Tennessee Governor, Phil Bredesen, The Jason Flatt Act became one of the most comprehensive laws dealing with youth suicide awareness and prevention training in the nation.

In Tennessee, the Jason Flatt Act requires that every educator in the State receive two hours of training annually in suicide awareness and prevention in order to be certified to teach in Tennessee. The Tennessee legislation now serves as the model to introduce The Jason Flatt Act in other states.

Since 2007, twelve (12) other states have adopted The Jason Flatt Act in their respective states, making a total of thirteen (13) states (26% of the States) with this very important legislation enacted:

Tennessee 2007
Louisiana 2008
California 2008
Mississippi 2009
Illinois 2010
Arkansas 2011

West Virginia 2012
Utah 2012
South Carolina 2012
Alaska 2012
Ohio 2012
North Dakota 2013
Wyoming 2014

State Summaries of The Jason Flatt Act

Tennessee: The Jason Flatt Act was introduced and passed during the 2007 legislative session without a fiscal note attached. The Jason Flatt Act, SB0057/HB0101, became effective on July 1, 2007. Tennessee was the first state to pass The Jason Flatt Act – one of the most comprehensive laws dealing with youth suicide awareness and prevention training in the Nation. This legislation requires two (2) hours of suicide awareness and prevention training annually for all teachers and principals in order to maintain their teaching license. This education may be accomplished through self-review of suitable materials. Signed by Governor Phil Bredesen on April 24, 2007, this legislation has the potential to impact 66,558 teachers and 987,422 students in Tennessee every year.*

Louisiana: Louisiana became the second state to pass The Jason Flatt Act (also passed without a fiscal note attached). Introduced by Representative Thomas Carmody, Jr. in March 2008, The Jason Flatt Act (HB719) was passed and became law when Governor Bobby Jindal signed the bill on June 16, 2008. The Louisiana

Jason Flatt Act requires two (2) hours of in-service training in suicide prevention for all public school teachers, school counselors, and principals, and as determined by the Board, other school administrators for whom training is deemed beneficial. This mandatory training is required annually and began with the 2008-2009 school year. The training may be accomplished through self-review of suitable materials. This legislation has the potential to impact 48,655 teachers and 696,558 Louisiana students.*

California: In the summer of 2007, Senator Bob Dutton approached The Jason Foundation about the possibility of sponsoring this legislation for California. Working with Senator Dutton, The Jason Flatt Act (SB1378) was introduced and passed through both the Senate and the House without a single “nay” vote. Governor Arnold Schwarzenegger signed the Act on July 18, 2008. In California, The Jason Flatt Act provides that two (2) hours of suicide prevention training may be offered to all teachers and grade levels, provided development block grants are received. California is a little different in that all mandated legislation must have a fiscal note attached, so this bill authorizes school districts that receive professional development block grants to use a portion of the block money to provide suicide prevention training for their teachers. This legislation has the potential to impact 260,806 teachers and 6,289,578 students.*

Mississippi: In 2009, The Jason Foundation and Mississippi Attorney General Jim Hood worked together to get The Jason Flatt Act introduced. SB 2270, The Jason Flatt Act, was passed without a fiscal note. Governor Haley Barbour signed the legislation into law on April 13, 2009 with an effective date of July 1, 2009. The Jason Flatt Act in Mississippi requires two (2) hours of youth suicide prevention training annually for all licensed teachers and principals, beginning with the 2009-2010 school year. This education may be accomplished through self-review of suitable materials and has the potential to impact 32,255 teachers and 490,526 students.*

Illinois: HB4672, The Jason Flatt Act, was introduced in the House by Representative Greg Harris and Senator Heather Steans served as the Senate sponsor and was passed without a fiscal note. Governor Pat Quinn signed the legislation on June 26, 2010 and with his signature, Illinois became the fifth state to enact The Jason Flatt Act. The Jason Flatt Act in Illinois requires that all teachers, guidance counselors, school social workers and other school personnel who work with students in grades 7-12 be trained to identify warning signs of suicidal behaviors in adolescents and teens. It further provides that the suicide awareness and prevention training must be completed during a teacher’s license renewal cycle (every 5 years for a standard teaching certificate). The training shall be provided within the existing framework of programs offered by the Board and

can also be offered as part of the required professional development activities. This legislation has the potential to impact 60,104 teachers** and 945,435 students.*

Arkansas: On March 30, 2011, Arkansas Governor Mike Beebe signed HB 1778, The Jason Flatt Act, into law. The Jason Flatt Act was passed without a fiscal note. This important legislation requires mandatory suicide awareness and prevention training for all licensed personnel beginning with the 2012-13 school year. The training will count toward the satisfaction of requirements for professional development and for licensure requirements for licensed personnel. Two (2) hours of in-service suicide awareness and prevention training are required once in every five (5) years. This training may be accomplished through self-review of appropriate materials approved by the Department of Education. This requirement has the potential to impact 34,273 teachers and 482,114 students*.

West Virginia: During the 2012 legislative session, SB 221, The Jason Flatt Act, was passed without a fiscal note and sent to the Governor for signature. On March 12, 2012, Governor Earl Ray Tomblin signed this legislation into law with an effective date of July 1, 2012. The Jason Flatt Act in West Virginia requires mandatory youth suicide awareness and prevention training for all professional educators, including principals and administrators and those service personnel having direct contact with students, teachers and principals. Two (2) hours of youth suicide awareness and prevention education is required each school year in order to maintain or renew their teaching license. This education may be accomplished through self-review of suicide prevention materials and resources approved by the State Board. This legislation has the potential to impact 20,338 teachers and 282,879 students.*

Utah: The Jason Flatt Act of Utah – HB 0501 – was signed by Governor Gary R. Herbert on March 26, 2012 with an effective date of July 1, 2012. The Jason Flatt Act was introduced in the House by Representative Erik Hutchings and in the Senate by Senator Karen Mayne and was passed without a fiscal note. This Act requires each licensed employee to complete two (2) hours of professional development on youth suicide prevention within their license cycle in accordance with Section 53A-6-104. The Utah Board of Education will develop or adopt sample materials to be used for the training. This legislation has the potential to impact 25,677 teachers and 585,552 students.*

Alaska: Senate bill 137, The Jason Flatt Act, was passed by the Alaska House and concurred in the Senate on April 15, 2012; thus, becoming the 9th State to pass this important legislation. It was also passed without a fiscal note. On May 23, 2012, Governor Sean Parnell signed The Jason Flatt Act into law with an effective date of

August 21, 2012. This legislation requires two (2) hours of youth suicide awareness and prevention training annually for each teacher, administrator, counselor and specialist who provides services to public school students in grades 7-12. This education may be accomplished through self-review of suitable suicide prevention material. This legislation has the potential to impact 3,672 teachers** and 59,372 students in grades 7-12.*

South Carolina: South Carolina became the 10th state to pass the Jason Flatt Act when HB 4690 passed the Senate on April 19, 2012, having previously passed the House on February 23, 2012. Again, the legislation was passed without a fiscal note. Governor Nikki Haley signed The Jason Flatt Act on May 14, 2012. HB 4690 mandates two (2) hours of suicide awareness and prevention training as a requirement for the renewal of credentials of all licensed individuals employed in a middle school or high school. These two (2) hours of required training will count toward the 120 renewal credits needed every five (5) years as specified by the Department of Education regulations for renewal of credentials. Potentially, this legislation will impact 26,673** teachers and 428,116 students in grades 5-12.*

Ohio: When HB543, The Jason Flatt Act, was passed on December 12, 2012, Ohio became the 11th state overall to pass the Jason Flatt Act, and the fifth (5th) state to pass this important legislation in 2012. HB 543 also passed without a fiscal note. Governor John Kasich signed the bill into law on December 20, 2012 with an effective date of March 22, 2013. Pursuant to this legislation, suicide prevention education is required for each person employed by a school district or service center to work as a nurse, teacher, counselor, school psychologist, or administrator and any other personnel the board determines appropriate. Suicide awareness and prevention training will be incorporated by each board into the in-service training already established. Ohio Section 3319.073(A) states “shall complete at least four (4) hours of the in-service training every five (5) years. This education may be accomplished through self-review of suitable suicide prevention material. This legislation has the potential to impact 109,282 teachers and 1,754,191 students. *

North Dakota: The Jason Flatt Act, SB2306, was introduced early in the 2013 North Dakota legislative session and passed without a fiscal note on April 3, 2013. Governor Jack Dalrymple signed this important legislation on April 11, 2013 with an effective date of August 1, 2013; thus, North Dakota became the 12th state to pass The Jason Flatt Act. Pursuant to this bill, youth suicide awareness and prevention training is mandatory for teachers and administrators in middle schools and high schools. At least two (2) hours of professional development relating to youth suicide risk indicators, appropriate staff responses and referral sources must be provided once every two (2) years. The legislation further states that the Superintendent of Public Instruction in collaboration with the North Dakota Department of Health will obtain and disseminate

information and training materials, at no cost, and that these materials include the programs available through The Jason Foundation. This bill has the potential to impact 3,930 teachers and 44,958 students.*

Wyoming: During the 2014 legislative session, SF 0078, The Jason Flatt Act, was passed without a fiscal note and sent to the Governor for signature. On March 7, 2014, Governor Matthew H. Mead signed this legislation into law with an effective date of July 1, 2014. The Jason Flatt Act in Wyoming requires mandatory youth suicide awareness and prevention training for all professional educators, including principals and administrators. Eight (8) hours of youth suicide awareness and prevention education every four (4) school years is required in order to maintain or renew their teaching license. This education may be accomplished through self-review of suicide prevention materials and resources approved by the State Board. This legislation has the potential to impact 7,127 teachers, and 89,009 students.*

*Number of teachers and students is based on public school enrollment records from the National Center for Educational Statistics and based on information available for the 2010-2011 school year.

<https://nces.ed.gov/>

** Number of teachers for specific grade levels is based on the teacher –pupil ratio for students in grades as specified in the legislation. <https://nces.ed.gov/>

Total Teachers and Students Impacted by The Jason Flatt Act in Thirteen States

State	Total Teachers*	Notes	Total Students*	Notes
Tennessee	66,558		987,422	
Louisiana	48,655		696,558	
California	260,806	(All teachers)	6,289,578	(All students)
Mississippi	32,255		490,526	
Illinois	60,104	(Based on the average teacher-pupil ratio for grades 7-12.)	945,435	(Grades 7-12)
Arkansas	34,273		482,114	
West Virginia	20,338		282,879	
Utah	25,677		585,552	
Alaska	3,672	(Based on the average teacher-pupil ratio for grades 7-12.)	59,372	(Grades 7-12)
South Carolina	26,674	(Based on the average teacher-pupil ratio for grades 5-12.)	428,116	(Grades 5-12)
Ohio	109,282		1,754,191	
North Dakota	5,138	(Based on the average teacher-pupil ratio for grades 5-12.)	58,775	(Grades 5-12)

Wyoming	7,127	89,009
Grand Totals	700,559	13,149,527

*Information based on statistics from the National Center for Education Statistics for the 2010-2011 school year.
<http://nces.ed.gov/>

The Jason Flatt Act

Legislative Action by State



The Jason Flatt Act – Tennessee SB 57 Public Chapter 45

**Signed by Governor Phil Bredesen on April 24, 2007
Effective July 1, 2007**

PUBLIC CHAPTER NO. 45

SENATE BILL NO. 57

By Black, Bunch, Mr. Speaker Ramsey, Watson, Ketron, Woodson, Burchett, McNally, Tracy, Beavers, Stanley, Johnson, Southerland, Raymond Finney, Kurita, Crowe, Norris, Herron, Burks, Crutchfield, Haynes, Tate, Kilby, Lowe Finney, Jackson, Henry, Harper, Williams

Substituted for: House Bill No. 101

By Winningham, Gresham, Windle, Harwell, Coley, Harry Brooks, Montgomery, Towns, Larry Turner, Lollar, Ulysses Jones, McCormick, Brown, Cooper, Phillip Johnson, Hood, Maddox, McDonald, Ferguson, Favors, Maggart, Hardaway, Bone, Mr. Speaker Naifeh, Pinion, Lynn, Fitzhugh, Jim Cobb

AN ACT to amend Tennessee Code Annotated, Title 49, Chapter 5 and Title 49, Chapter 6, relative to in-service training concerning suicide prevention and to enact the Jason Flatt Act of 2007.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF TENNESSEE:

SECTION 1. This act shall be known and may be cited as the "Jason Flatt Act of 2007".

SECTION 2. Tennessee Code Annotated, Section 49-6-3004(c)(1), is amended by adding the following sentences after the second sentence of the subdivision:

The Commissioner shall require that in-service training include at least two (2) hours of suicide prevention education for all teachers and principals each school year. This education may be accomplished through self-review of suitable suicide prevention materials.

SECTION 3. This act shall take effect July 1, 2007, the public welfare requiring it.

PASSED: April 16, 2007



**The Jason Flatt Act –
Louisiana
HB 719
Act 219**

**Signed by Governor Bobby Jindal on June 16, 2008
Effective June 16, 2008**

Regular Session, 2008

HOUSE BILL NO. 719

BY REPRESENTATIVE CARMODY

SCHOOLS/EMPLOYEES: Provides relative to in-service training for public school teachers, school counselors, principals, and certain other school administrators in suicide prevention

1. AN ACT

2 To enact R.S. 17:437.1, relative to training for certain public school employees; to
3 provide
4 for in-service training for teachers, school counselors, principals, and certain
5 other
6 school administrators in suicide prevention; to provide for the responsibilities
7 of the
8 State Board of Elementary and Secondary Education; and to provide for related
9 matters.
10 Be it enacted by the Legislature of Louisiana:

11 Section 1. R.S. 17:437.1 is hereby enacted to read as follows:
12 §437.1. Suicide prevention; in-service training; materials and supplies
13 A. The State Board of Elementary and Secondary Education shall develop
14 and adopt guidelines for in-service training in suicide prevention as provided
15 for in
16 Subsection B of this Section. The board shall identify suitable materials for
17 use in
18 such training.
19 B. The board shall adopt rules to require that all public school teachers,
20 school counselors, and principals and, as determined by the board, other
21 school
22 administrators for whom such training is deemed beneficial participate
23 annually in
24 at least two hours of in-service training in suicide prevention and that such
25 training

18 begin not later than the 2008-2009 school year. Such rules shall include
19 provisions
 permitting such training to be provided by self-review of suitable materials.

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CODING: Words in ~~struck through~~ type are deletions from existing law; words underscored are additions.

HLS 08RS-1182

ENGROSSED

HB NO. 719

1 Section 2. This Act shall become effective upon signature by the governor or,
 if not
2 signed by the governor, upon expiration of the time for bills to become law
 without signature
3 by the governor, as provided by Article III, Section 18 of the Constitution of
 Louisiana. If
4 vetoed by the governor and subsequently approved by the legislature, this Act
 shall become
5 effective on the day following such approval.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

Carmody

HB No. 719

Abstract: Requires BESE to adopt rules to require that all public school teachers, school counselors, principals, and certain other school administrators participate annually in at least two hours of in-service training in suicide prevention.

Requires the State Board of Elementary and Secondary Education (BESE) to develop and adopt guidelines for in-service training in suicide prevention as provided for by proposed

law and to identify suitable materials for use in such training. Further requires BESE to adopt rules to require all public school teachers, school counselors, and principals and, as determined by BESE, other school administrators for whom such training is deemed beneficial to participate annually in at least two hours of in-service training in suicide prevention, such training to begin not later than the 2008-2009 school year. Requires that such rules include provisions permitting the training to be provided by self-review of suitable materials.

Effective upon signature of governor or lapse of time for gubernatorial action.

(Adds R.S. 17:437.1)

Summary of Amendments Adopted by House

Committee Amendments Proposed by House Committee on Education to the original bill.

1. Changes proposed law to require BESE to develop and adopt guidelines for inservice training in suicide prevention as provided for by proposed law rather than to develop and adopt guidelines for in-service training for teachers in suicide prevention.
2. Changes proposed law to provide that BESE shall adopt rules to require all public school teachers, school counselors, and principals and, as determined by BESE, other school administrators for whom such training is deemed beneficial to participate in the specified in-service training rather than providing that BESE shall adopt rules to require that all public school teachers and principals participate in the training.
3. Adds effective date provision.

CODING: Words in ~~struck through~~ type are deletions from existing law; words underscored are additions.



**The Jason Flatt Act –
California
SB 1378
Chapter 143**

**Signed by Governor Arnold Schwarzenegger
on July 18, 2008**

Senate Bill No. 1378

CHAPTER 143

An act to add Section 41533 to the Education Code, relating to teachers.

[Approved by Governor July 18, 2008. Filed with
Secretary of State July 18, 2008.]

LEGISLATIVE COUNSEL'S DIGEST

SB 1378, Dutton. Teachers: professional development.

Existing law establishes the professional development block grant and requires the Superintendent of Public Instruction to apportion block grant funds to a school district in the same relative statewide proportion that the school district received in the 2003–04 fiscal year for specified staff development programs. A school district may expend these funds for any purpose authorized by those programs. Among the purposes for which these funds may be expended are staff development instructional methods, including teaching strategies, classroom management and other training designed to improve pupil performance, conflict resolution, intolerance and hatred prevention, and academic content in the core curriculum areas.

This bill would authorize a school district that receives a professional development block grant to offer to each of its teachers 2 hours of staff development in the prevention of youth suicide.

The people of the State of California do enact as follows:

SECTION 1. This act shall be known and may be cited as the Jason Flatt Act of 2008.

SEC. 2. Section 41533 is added to the Education Code, to read:

41533. A school district that receives a grant pursuant to this article may expend a portion of those funds to provide to each of its teachers two hours of training in the prevention of youth suicide. The training provided pursuant to this section shall not exceed two hours, and may occur during a regularly scheduled inservice training day.



The Jason Flatt Act – Mississippi SB 2770 Chapter No. 529

Signed by Governor Haley Barbour on April 13, 2009

Effective July 1, 2009

MISSISSIPPI LEGISLATURE

REGULAR SESSION 2009

By: Senator(s) Blount, Jackson (11th)

To: Education

SENATE BILL NO. 2770

1 AN ACT TO DIRECT THE STATE DEPARTMENT OF EDUCATION TO REQUIRE
2 THAT ANNUAL IN-SERVICE TRAINING FOR TEACHERS AND PRINCIPALS SHALL
3 INCLUDE AT LEAST TWO HOURS OF SUICIDE PREVENTION EDUCATION; AND
4 FOR RELATED PURPOSES.

5 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MISSISSIPPI:

6 **SECTION 1.** Beginning with the 2009-2010 school year, the
7 State Department of Education shall require that in-service
8 training shall include at least two (2) hours of suicide
9 prevention education for all licensed teachers and principals.
10 This education may be accomplished through self-review of suitable
11 suicide prevention materials.

12 **SECTION 2.** This act shall take effect and be in force from
13 and after July 1, 2009.



The Jason Flatt Act – Illinois

HB 4672

Public Act 096-0951

Signed by Governor Pat Quinn on June 26, 2010
Effective June 26, 2010

AN ACT concerning education.

Be it enacted by the People of the State of Illinois,
represented in the General Assembly:

Section 5. The School Code is amended by changing Sections
10-22.39, 21-14, and 34-18.7 as follows:

(105 ILCS 5/10-22.39)

Sec. 10-22.39. In-service training programs.

(a) To conduct in-service training programs for teachers.

(b) In addition to other topics at in-service training programs, school guidance counselors, teachers, school social workers, and other school personnel who work with pupils in grades 7 through 12 shall be trained to identify the warning signs of suicidal behavior in adolescents and teens and shall be taught appropriate intervention and referral techniques.

(c) School guidance counselors, nurses, teachers and other school personnel who work with pupils may be trained to have a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS), including the nature of the disease, its causes and effects, the means of detecting it and preventing its transmission, and the availability of appropriate sources of counseling and referral, and any other information that may be appropriate considering the age and grade level of such pupils. The School Board shall supervise such training. The State Board of Education and the Department of Public Health shall jointly develop standards for such training.

(d) In this subsection (d):

"Domestic violence" means abuse by a family or household member, as "abuse" and "family or household members" are defined in Section 103 of the Illinois Domestic Violence Act of 1986.

"Sexual violence" means sexual assault, abuse, or stalking of an adult or minor child proscribed in the Criminal Code of 1961 in Sections 12-7.3, 12-7.4, 12-7.5, 12-12, 12-13, 12-14, 12-14.1, 12-15, and 12-16, including sexual violence committed by perpetrators who are strangers to the victim and sexual violence committed by perpetrators who are known or related by blood or marriage to the victim.

At least once every 2 years, an in-service training program for school personnel who work with pupils, including, but not limited to, school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, and school nurses, must be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth and shall include training concerning (i) communicating with and listening to youth victims of domestic or sexual violence and expectant and parenting youth, (ii) connecting youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs, and services as needed, and (iii) implementing the school district's policies, procedures, and protocols with regard to such youth, including confidentiality. At a minimum, school personnel must be trained to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.

(e) At least every 2 years, an in-service training program for school personnel who work with pupils must be conducted by persons with expertise in anaphylactic reactions and management.

(f) ~~(e)~~ At least once every 2 years, a school board shall conduct in-service training on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel. (Source: P.A. 95-558, eff. 8-30-07; 96-349, eff. 8-13-09; 96-431, eff. 8-13-09; revised 9-4-09.)

(105 ILCS 5/21-14) (from Ch. 122, par. 21-14)

Sec. 21-14. Registration and renewal of certificates.

(a) A limited four-year certificate or a certificate issued after July 1, 1955, shall be renewable at its expiration or within 60 days thereafter by the county superintendent of schools having supervision and control over the school where the teacher is teaching upon certified evidence of meeting the requirements for renewal as required by this Act and prescribed by the State Board of Education in consultation

with the State Teacher Certification Board. An elementary supervisory certificate shall not be renewed at the end of the first four-year period covered by the certificate unless the holder thereof has filed certified evidence with the State Teacher Certification Board that he has a master's degree or that he has earned 8 semester hours of credit in the field of educational administration and supervision in a recognized institution of higher learning. The holder shall continue to earn 8 semester hours of credit each four-year period until such time as he has earned a master's degree.

All certificates not renewed or registered as herein provided shall lapse after a period of 5 years from the expiration of the last year of registration. Such certificates may be reinstated for a one year period upon payment of all accumulated registration fees. Such reinstated certificates shall only be renewed: (1) by earning 5 semester hours of credit in a recognized institution of higher learning in the field of professional education or in courses related to the holder's contractual teaching duties; or (2) by presenting evidence of holding a valid regular certificate of some other type. Any certificate may be voluntarily surrendered by the certificate holder. A voluntarily surrendered certificate shall be treated as a revoked certificate.

(b) When those teaching certificates issued before February 15, 2000 are renewed for the first time after February 15, 2000, all such teaching certificates shall be exchanged for Standard Teaching Certificates as provided in subsection (c) of Section 21-2. All Initial and Standard Teaching Certificates, including those issued to persons who previously held teaching certificates issued before February 15, 2000, shall be renewable under the conditions set forth in this subsection (b).

Initial Teaching Certificates are valid for 4 years of teaching, as provided in subsection (b) of Section 21-2 of this Code, and are renewable every 4 years until the person completes 4 years of teaching. If the holder of an Initial Certificate has completed 4 years of teaching but has not completed the requirements set forth in paragraph (2) of subsection (c) of Section 21-2 of this Code, then the Initial Certificate may be reinstated for one year, during which the requirements must be met. A holder of an Initial Certificate who has not completed 4 years of teaching may continuously register the certificate for additional 4-year periods without penalty. Initial Certificates that are not registered shall lapse consistent with subsection (a) of this Section and may be reinstated only in accordance with subsection (a). Standard Teaching Certificates are renewable every 5 years as provided in subsection (c) of Section 21-2 and subsection (c) of this Section. For purposes of this Section,

"teaching" is defined as employment and performance of services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, in a certificated teaching position, or a charter school operating in compliance with the Charter Schools Law.

(c) In compliance with subsection (c) of Section 21-2 of this Code, which provides that a Standard Teaching Certificate may be renewed by the State Teacher Certification Board based upon proof of continuing professional development, the State Board of Education and the State Teacher Certification Board shall jointly:

(1) establish a procedure for renewing Standard Teaching Certificates, which shall include but not be limited to annual timelines for the renewal process and the components set forth in subsections (d) through (k) of this Section;

(2) establish the standards for certificate renewal;

(3) approve or disapprove the providers of continuing professional development activities;

(4) determine the maximum credit for each category of continuing professional development activities, based upon recommendations submitted by a continuing professional development activity task force, which shall consist of 6 staff members from the State Board of Education, appointed by the State Superintendent of Education, and 6 teacher representatives, 3 of whom are selected by the Illinois Education Association and 3 of whom are selected by the Illinois Federation of Teachers;

(5) designate the type and amount of documentation required to show that continuing professional development activities have been completed; and
(6) provide, on a timely basis to all Illinois teachers, certificate holders, regional superintendents of schools, school districts, and others with an interest in continuing professional development, information about the standards and requirements established pursuant to this subsection (c).

(6) provide, on a timely basis to all Illinois teachers, certificate holders, regional superintendents of schools, school districts, and others with an interest in continuing professional development, information about the standards and requirements established pursuant to this subsection (c).

(d) Any Standard Teaching Certificate held by an individual employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control in a certificated teaching position or a charter school in compliance with the Charter Schools Law must be maintained Valid and Active through certificate renewal activities specified in the certificate renewal procedure established pursuant to subsection (c) of this Section, provided that a holder of a Valid and Active certificate who is only employed on

either a part-time basis or day-to-day basis as a substitute teacher shall pay only the required registration fee to renew his or her certificate and maintain it as Valid and Active. All other Standard Teaching Certificates held may be maintained as Valid and Exempt through the registration process provided for in the certificate renewal procedure established pursuant to subsection (c) of this Section. A Valid and Exempt certificate must be immediately activated, through procedures developed jointly by the State Board of Education and the State Teacher Certification Board, upon the certificate holder becoming employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control in a certificated teaching position or a charter school operating in compliance with the Charter Schools Law. A holder of a Valid and Exempt certificate may activate his or her certificate through procedures provided for in the certificate renewal procedure established pursuant to subsection (c) of this Section.

(e)(1) A Standard Teaching Certificate that has been maintained as Valid and Active for the 5 years of the certificate's validity shall be renewed as Valid and Active upon the certificate holder: (i) completing an advanced degree from an approved institution in an education-related field; (ii) completing at least 8 semester hours of coursework as described in subdivision (B) of paragraph (3) of this subsection (e); (iii) (blank); (iv) completing the National Board for Professional Teaching Standards process as described in subdivision (D) of paragraph (3) of this subsection (e); or (v) earning 120 continuing professional development units ("CPDU") as described in subdivision (E) of paragraph (3) of this subsection (e). The maximum continuing professional development units for each continuing professional development activity identified in subdivisions (F) through (J) of paragraph (3) of this subsection (e) shall be jointly determined by the State Board of Education and the State Teacher certification Board. If, however, the certificate holder has maintained the certificate as Valid and Exempt

for a portion of the 5-year period of validity, the number of continuing professional development units needed to renew the certificate as Valid and Active shall be proportionately reduced by the amount of time the certificate was Valid and Exempt. Furthermore, if a certificate holder is employed and performs teaching services on a part-time basis for all or a portion of the certificate's 5-year period of validity, the number of continuing professional development units needed to renew the certificate as Valid and Active shall be reduced by 50% for the amount of time the certificate holder has been employed and performed teaching services on a part-time basis. Part-time shall be defined as less than 50% of the school day or school term.

Notwithstanding any other requirements to the contrary, if a Standard Teaching Certificate has been maintained as Valid and Active for the 5 years of the certificate's

validity and the certificate holder has completed his or her certificate renewal plan before July 1, 2002, the certificate shall be renewed as Valid and Active.

(2) Beginning July 1, 2004, in order to satisfy the requirements for continuing professional development provided for in subsection (c) of Section 21-2 of this Code, each Valid and Active Standard Teaching Certificate holder shall complete professional development activities that address the certificate or those certificates that are required of his or her certificated teaching position, if the certificate holder is employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, or that certificate or those certificates most closely related to his or her teaching position, if the certificate holder is employed in a charter school. Except as otherwise provided in this subsection (e), the certificate holder's activities must address purposes (A), (B), (C), or (D) and must reflect purpose (E) of the following continuing professional development purposes:

(A) Advance both the certificate holder's knowledge and skills as a teacher consistent with the Illinois Professional Teaching Standards and the Illinois Content Area Standards in the certificate holder's areas of certification, endorsement, or teaching assignment in order to keep the certificate holder current in those areas.

(B) Develop the certificate holder's knowledge and skills in areas determined to be critical for all Illinois teachers, as defined by the State Board of Education, known as "State priorities".

(C) Address the knowledge, skills, and goals of the certificate holder's local school improvement plan, if the teacher is employed in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control.

(D) Expand the certificate holder's knowledge and skills in an additional teaching field or toward the acquisition of another teaching certificate, endorsement, or relevant education degree.

(E) Address the needs of serving students with disabilities, including adapting and modifying the general curriculum related to the Illinois Learning Standards to meet the needs of students with disabilities and serving such students in the least restrictive environment. Teachers who hold certificates endorsed for special education must devote at least 50% of their continuing professional development activities to this purpose. Teachers holding other certificates must devote at least 20% of their activities to this purpose.

A speech-language pathologist or audiologist who is licensed under the Illinois Speech-Language Pathology and Audiology Practice Act and who has met the continuing education requirements of that Act and the rules promulgated under that Act shall be deemed to have satisfied the continuing professional development requirements established by the State Board of Education and the Teacher Certification Board to renew a Standard Certificate.

(3) Continuing professional development activities may include, but are not limited to, the following activities:

(A) completion of an advanced degree from an approved institution in an education-related field;

(B) at least 8 semester hours of coursework in an approved education-related program, of which at least 2 semester hours relate to the continuing professional development purpose set forth in purpose (A) of paragraph (2) of this subsection (e), completion of which means no other continuing professional development activities are required;

(C) (blank);

(D) completion of the National Board for Professional Teaching Standards ("NBPTS") process for certification or recertification, completion of which means no other continuing professional development activities are required;

(E) completion of 120 continuing professional development units that satisfy the continuing professional development purposes set forth in paragraph (2) of this subsection (e) and may include without limitation the activities identified in subdivisions (F) through (J) of this paragraph (3);

(F) collaboration and partnership activities related to improving the teacher's knowledge and skills as a teacher, including the following:

(i) participating on collaborative planning and professional improvement teams and committees;

(ii) peer review and coaching;

(iii) mentoring in a formal mentoring program, including service as a consulting teacher participating in a remediation process formulated under Section 24A-5 of this Code;

(iv) participating in site-based management or decision making teams, relevant committees, boards, or task forces directly related to school improvement plans;

(v) coordinating community resources in schools, if the project is a specific goal of the school improvement plan;

(vi) facilitating parent education programs for a school, school district, or regional office of education directly related to student achievement or school improvement plans;

(vii) participating in business, school, or community partnerships directly related to student achievement or school improvement plans; or

(viii) supervising a student teacher or teacher education candidate in clinical supervision, provided that the supervision may only be counted once during the course of 5 years;

(G) college or university coursework related to improving the teacher's knowledge and skills as a teacher as follows:

(i) completing undergraduate or graduate credit earned from a regionally accredited institution in coursework relevant to the certificate area being renewed, including coursework that incorporates induction activities and development of a portfolio of both student and teacher work that provides experience in reflective practices, provided the coursework meets Illinois Professional Teaching Standards or Illinois Content Area Standards and supports the essential characteristics of quality professional development; or

(ii) teaching college or university courses in areas relevant to the certificate area being renewed, provided that the teaching may only be counted once during the course of 5 years;

(H) conferences, workshops, institutes, seminars, and symposiums related to improving the teacher's knowledge and skills as a teacher, subject to disapproval of the activity or event by the State Teacher Certification Board acting jointly with the State Board of education, including the following:

(i) completing non-university credit directly related to student achievement, school improvement plans, or State priorities;

(ii) participating in or presenting at workshops, seminars, conferences, institutes, and symposiums;

(iii) training as external reviewers for Quality Assurance; ~~or~~

(iv) training as reviewers of university teacher preparation programs; or.

(v) participating in or presenting at in-service training programs on suicide prevention.

A teacher, however, may not receive credit for conferences, workshops, institutes, seminars, or symposiums that are designed for entertainment, promotional, or commercial purposes or that are solely inspirational or motivational.

The State Superintendent of Education and regional superintendents of schools are authorized to review the activities and events provided or to be provided under this subdivision (H) and to investigate complaints regarding those activities and events, and either the State Superintendent of Education or a regional superintendent of schools may recommend that the State Teacher Certification Board and the State Board of Education jointly disapprove those activities and events considered to be inconsistent with this subdivision (H);

(I) other educational experiences related to improving the teacher's knowledge and skills as a teacher, including the following:

(i) participating in action research and inquiry projects;

(ii) observing programs or teaching in schools, related businesses, or industry that is systematic, purposeful, and relevant to certificate renewal;

(iii) traveling related to one's teaching assignment, directly related to student achievement or school improvement plans and approved by the regional superintendent of schools or his or her designee at least 30 days prior to the travel experience, provided that the traveling shall not include time spent commuting to destinations where the learning experience will occur;

(iv) participating in study groups related to student achievement or school improvement plans;

(v) serving on a statewide education-related committee, including but not limited to the State Teacher Certification Board, State Board of Education strategic agenda teams, or the State Advisory Council on Education of Children with Disabilities;

(vi) participating in work/learn programs or internships; or

(vii) developing a portfolio of student and teacher work;

(J) professional leadership experiences related to improving the teacher's knowledge and skills as a teacher, including the following:

(i) participating in curriculum development or assessment activities at the school, school district, regional office of education, State, or national level;

(ii) participating in team or department leadership in a school or school district;

(iii) participating on external or internal school or school district review teams;

(iv) publishing educational articles, columns, or books relevant to the certificate area being renewed; or

(v) participating in non-strike related professional association or labor organization service or activities related to professional development;

(K) receipt of a subsequent Illinois certificate or endorsement pursuant to this Article;

(L) completion of requirements for meeting the Illinois criteria for becoming "highly qualified" (for purposes of the No Child Left Behind Act of 2001, Public Law 107-110) in an additional teaching area;

(M) successful completion of 4 semester hours of graduate-level coursework on the assessment of one's own performance in relation to the Illinois Teaching Standards, as described in clause (B) of paragraph (2) of subsection (c) of Section 21-2 of this Code; or

(N) successful completion of a minimum of 4 semester hours of graduate-level coursework addressing preparation to meet the requirements for certification by the National Board for Professional Teaching Standards, as described in clause (C) of paragraph (2) of subsection (c) of Section 21-2 of this Code.

(4) A person must complete the requirements of this subsection (e) before the expiration of his or her Standard Teaching Certificate and must submit assurance to

the regional superintendent of schools or, if applicable, a local professional development committee authorized by the regional superintendent to submit recommendations to him or her for this purpose. The statement of assurance shall contain a list of the activities completed, the provider offering each activity, the number of credits earned for each activity, and the purposes to which each activity is attributed. The certificate holder shall maintain the evidence of completion of each activity for at least one certificate renewal cycle. The certificate holder shall affirm under penalty of perjury that he or she has completed the activities listed and will maintain the required evidence of completion. The State Board of Education or the regional superintendent of schools for each region shall conduct random audits of assurance statements and supporting documentation.

(5) (Blank).

(6) (Blank).

(f) Notwithstanding any other provisions of this Code, a school district is authorized to enter into an agreement with the exclusive bargaining representative, if any, to form a local professional development committee (LPDC). The membership and terms of members of the LPDC may be determined by the agreement. Provisions regarding LPDCs contained in a collective bargaining agreement in existence on the effective date of this amendatory Act of the 93rd General Assembly between a school district and the exclusive bargaining representative shall remain in full force and effect for the term of the agreement, unless terminated by mutual agreement. The LPDC shall make recommendations to the regional superintendent of schools on renewal of teaching certificates. The regional superintendent of schools for each region shall perform the following functions:

(1) review recommendations for certificate renewal, if any, received from LPDCs;

(2) (blank);

(3) (blank);

(4) (blank);

(5) determine whether certificate holders have met the requirements for certificate renewal and notify certificate holders if the decision is not to renew the certificate;

(6) provide a certificate holder with the opportunity to appeal a recommendation made by a LPDC, if any, not to renew the certificate to the regional professional development review committee;

(7) issue and forward recommendations for renewal or nonrenewal of certificate holders' Standard Teaching Certificates to the State Teacher Certification Board; and

(8) (blank).

(g)(1) Each regional superintendent of schools shall review and concur or nonconcur with each recommendation for renewal or nonrenewal of a Standard Teaching Certificate he or she receives from a local professional development committee, if any, or, if a certificate holder appeals the recommendation to the regional professional development review committee, the recommendation for renewal or nonrenewal he or she receives from a regional professional development review committee and, within 14 days of receipt of the recommendation, shall provide the State Teacher Certification Board with verification of the following, if applicable:

(A) the certificate holder has satisfactorily completed professional development and continuing education activities set forth in paragraph (3) of subsection (e) of this Section;

(B) the certificate holder has submitted the statement of assurance required under paragraph (4) of subsection (e) of this Section, and this statement has been attached to the application for renewal;

(C) the local professional development committee, if any, has recommended the renewal of the certificate holder's Standard Teaching Certificate and forwarded the recommendation to the regional superintendent of schools;

(D) the certificate holder has appealed his or her local professional development committee's recommendation of nonrenewal, if any, to the regional professional development review committee and the result of that appeal;

(E) the regional superintendent of schools has concurred or nonconcurred with the local professional development committee's or regional

professional development review committee's recommendation, if any, to renew or nonrenew the certificate holder's Standard Teaching Certificate and made a recommendation to that effect; and

(F) the established registration fee for the Standard Teaching Certificate has been paid.

If the notice required by this subsection (g) includes a recommendation of certificate nonrenewal, then, at the same time the regional superintendent of schools provides the State Teacher Certification Board with the notice, he or she shall also notify the certificate holder in writing, by certified mail, return receipt requested, that this notice has been provided to the State Teacher Certification Board.

(2) Each certificate holder shall have the right to appeal his or her local professional development committee's recommendation of nonrenewal, if any, to the regional professional development review committee, within 14 days of receipt of notice that the recommendation has been sent to the regional superintendent of schools. Each regional superintendent of schools shall establish a regional professional development review committee or committees for the purpose of advising the regional superintendent of schools, upon request, and handling certificate holder appeals. This committee shall consist of at least 4 classroom teachers, one non-administrative certificated educational employee, 2 administrators, and one at-large member who shall be either (i) a parent, (ii) a member of the business community, (iii) a community member, or (iv) an administrator, with preference given to an individual chosen from among those persons listed in items (i), (ii), and (iii) in order to secure representation of an interest not already represented on the committee. The teacher and non-administrative certificated educational employee members of the review committee shall be selected by their exclusive representative, if any, and the administrators and at-large member shall be selected by the regional superintendent of schools. A regional superintendent of schools may add additional members to the committee, provided that the same proportion of teachers to administrators and at-large members on the committee is maintained. Any additional teacher and non-administrative certificated educational employee members shall be selected by their exclusive representative, if any. Vacancies in positions on a regional professional development review committee shall be filled in the same manner as the original selections. Committee members shall serve staggered 3-year terms. All individuals selected to serve on regional professional development review

committees must be known to demonstrate the best practices in teaching or their respective field of practice.

(h)(1) The State Teacher Certification Board shall review the regional superintendent of schools' recommendations to renew or nonrenew Standard Teaching Certificates and

notify certificate holders in writing whether their certificates have been renewed or nonrenewed within 90 days of receipt of the recommendations, unless a certificate holder has appealed a regional superintendent of schools' recommendation of nonrenewal, as provided in paragraph (2) of this subsection (h). The State Teacher Certification Board shall verify that the certificate holder has met the renewal criteria set forth in paragraph (1) of subsection (g) of this Section.

(2) Each certificate holder shall have the right to appeal a regional superintendent of school's recommendation to nonrenew his or her Standard Teaching Certificate to the State Teacher Certification Board, within 14 days of receipt of notice that the decision has been sent to the State Teacher Certification Board, which shall hold an appeal hearing within 60 days of receipt of the appeal. When such an appeal is taken, the certificate holder's Standard Teaching Certificate shall continue to be valid until the appeal is finally determined. The State Teacher Certification Board shall review the regional superintendent of school's recommendation, the regional professional development review committee's recommendation, if any, and the local professional development committee's recommendation, if any, and all relevant documentation to verify whether the certificate holder has met the renewal criteria set forth in paragraph (1) of subsection (g) of this Section. The State Teacher Certification Board may request that the certificate holder appear before it. All actions taken by the State Teacher Certification Board shall require a quorum and be by a simple majority of those present and voting. A record of all votes shall be maintained. The State Teacher Certification Board shall notify the certificate holder in writing, within 7 days of completing the review, whether his or her Standard Teaching Certificate has been renewed or nonrenewed, provided that if the State Teacher Certification Board determines to nonrenew a certificate, the written notice provided to the certificate holder shall be by certified mail, return receipt requested. All certificate renewal or nonrenewal decisions of the State Teacher Certification Board are final and subject to administrative review, as set forth in Section 21-24 of this Code.

(i) Holders of Master Teaching Certificates shall meet the same requirements and follow the same procedures as holders of Standard Teaching Certificates, except that their renewal cycle shall be as set forth in subsection (d) of Section 21-2 of this Code and their renewal requirements shall be subject to paragraph (8) of subsection (c) of Section 21-2 of this Code. A holder of a teaching certificate endorsed as a speech-language pathologist who has been granted the Certificate of Clinical Competence by the American Speech-Language Hearing Association may renew his or her Standard Teaching Certificate pursuant to the 10-year renewal cycle set forth in subsection (d) of Section 21-2 of this Code.

(j) Holders of Valid and Exempt Standard and Master Teaching Certificates who are not employed and performing services in an Illinois public or State-operated elementary school, secondary school, or cooperative or joint agreement with a governing body or board of control, in a certificated teaching position, may voluntarily activate their certificates through the regional superintendent of schools of the regional office of education for the geographic area where their teaching is done. These certificate holders shall follow the same renewal criteria and procedures as all other Standard and Master Teaching Certificate holders, except that their continuing professional development activities need not reflect or address the knowledge, skills, and goals of a local school improvement plan.

(k) (Blank).

(l) (Blank).

(m) The changes made to this Section by this amendatory Act of the 93rd General Assembly that affect renewal of Standard and Master Certificates shall apply to those persons who hold Standard or Master Certificates on or after the effective date of this amendatory Act of the 93rd General Assembly and shall be given effect upon renewal of those certificates.

(Source: P.A. 95-331, eff. 8-21-07; 95-793, eff. 1-1-09.)

(105 ILCS 5/34-18.7) (from Ch. 122, par. 34-18.7)

Sec. 34-18.7. Adolescent and teen suicide detection and intervention. School guidance counselors, teachers, school social workers, and other school personnel who

Public Act 096-0951

HB4672 Enrolled

LRB096 15066 MJR 30065 b

work with pupils in grades 7 through 12 shall be trained to identify the warning signs of suicidal behavior in adolescents and teens and shall be taught various intervention techniques. Such training shall be provided within the framework of existing in-service training programs offered by the Board or as part of the professional development activities required under Section 21-14 of this Code. (Source: P.A. 85-297.)

Section 99. Effective date. This Act takes effect upon becoming law.

**The Jason Flatt Act –
Arkansas
HB 1778
Act 770**

Signed by Governor Mike Beebe on March 30, 2011

Stricken language would be deleted from and underlined language would be added to present law.
Act 770 of the Regular Session

State of Arkansas
88th General Assembly
Regular Session, 2011

A Bill

HOUSE BILL 1778

By: Representatives Leding, Wright
By: Senators D. Johnson, Irvin

For An Act To Be Entitled

AN ACT TO REQUIRE TWO HOURS OF MANDATORY IN-SERVICE
PROFESSIONAL DEVELOPMENT ONCE EVERY FIVE YEARS FOR
LICENSED PERSONNEL IN TEEN SUICIDE AWARENESS AND
PREVENTION; AND FOR OTHER PURPOSES.

Subtitle

THE JASON FLATT ACT.

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code Title 6, Chapter 17, Subchapter 7 is amended
to add an additional section to read as follows:

6-17-708. Teen suicide awareness and prevention in-service training.
(a)(1) Beginning in the 2012-2013 school year, the Department of
Education shall require two (2) hours of in-service training in teen suicide
awareness and prevention one (1) time every five (5) school years for
licensed personnel.

(2) The in-service training under this section may be
accomplished through self-review of suitable suicide prevention materials
approved by the department.

(b) The in-service training under this section shall count toward the
satisfaction of requirements for professional development in the Standards
for Accreditation of Arkansas Public Schools and School Districts and for
licensure requirements for licensed personnel.

APPROVED: 3/30/2011



03-01-2011 15:45:09 SAG148



The Jason Flatt Act
West Virginia
SB 221
Chapter 168, Acts 2012

Signed by Governor Earl Ray Tomblin on March 12, 2012
Effective July 1, 2012

ENROLLED

COMMITTEE SUBSTITUTE

FOR

Senate Bill No. 221

(SENATORS BEACH, KESSLER (MR. PRESIDENT),
MILLER AND STOLLINGS, *original sponsors*)

[Passed February 29, 2012; to take effect July 1, 2012.]

AN ACT to amend and reenact §18A-3A-2 of the Code of West Virginia, 1931, as amended, relating to requiring the Center for Professional Development to provide for the routine education of all professional educators and certain service personnel on warning signs and resources to assist in suicide prevention.

Be it enacted by the Legislature of West Virginia:

That §18A-3A-2 of the Code of West Virginia, 1931, as amended, be amended and reenacted to read as follows:

ARTICLE 3A. CENTER FOR PROFESSIONAL DEVELOPMENT.

§18A-3A-2. Professional development project.

1 Subject to the provisions of section twenty-three-a,
2 article two, chapter eighteen of this code, through this
3 project the Center for Professional Development shall:

4 (1) Identify, coordinate, arrange and otherwise assist in
5 the delivery of professional development programs and
6 activities that help professional educators acquire the
7 knowledge, skills, attitudes, practices and other such
8 pertinent complements considered essential for an individual
9 to demonstrate appropriate performance as a professional
10 person in the public schools of West Virginia. The basis for

11 the performance shall be the laws, policies and regulations
12 adopted for the public schools of West Virginia, and amend-
13 ments thereto. The center also may permit and encourage
14 school personnel such as classroom aides, higher education
15 teacher education faculty and higher education faculty in
16 programs such as articulated tech prep associate degree and
17 other programs to participate in appropriate professional

Enr. Com. Sub. for S. B. No. 221]

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18 development programs and activities with public school
19 professional educators;

20 (2) Identify, coordinate, arrange and otherwise assist in
21 the delivery of professional development programs and
22 activities that help principals and administrators acquire
23 knowledge, skills, attitudes and practices in academic
24 leadership and management principles for principals and
25 administrators and such other pertinent complements
26 considered essential for principals and administrators to
27 demonstrate appropriate performance in the public schools
28 of West Virginia. The basis for the performance shall be the
29 laws, policies and regulations adopted for the public schools
30 of West Virginia, and amendments thereto;

31 (3) Serve in a coordinating capacity to assure that the
32 knowledge, skills, attitude and other pertinent complements
33 of appropriate professional performance which evolve over
34 time in the public school environment are appropriately
35 reflected in the programs approved for the education of
36 professional personnel, including, but not limited to, advis-
37 ing the teacher education programs of major statutory and
38 policy changes in the public schools which affect the job
39 performance requirements of professional educators, includ-
40 ing principals and administrators;

41 (4) Provide for the routine updating of professional skills
42 of professional educators, including principals and adminis-
43 trators, through in-service and other programs. The routine
44 updating may be provided by the center through statewide
45 or regional institutes which may require a registration fee;

46 (5) Provide for the routine education of all professional
47 educators, including principals and administrators, and
48 those service personnel having direct contact with students
49 on warning signs and resources to assist in suicide preven-
50 tion under guidelines established by the state board. The

51 education may be accomplished through self review of
52 suicide prevention materials and resources approved by the
53 state board. The provisions of this paragraph may be known
54 and cited as the “Jason Flatt Act of 2012”;

55 (6) Provide consultation and assistance to county staff
56 development councils established under the provisions of
57 section eight, article three of this chapter in planning,
58 designing, coordinating, arranging for and delivering

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59 professional development programs to meet the needs of the
60 professional educators of their district. From legislative
61 appropriations to the center, exclusive of the amounts
62 required for the expenses of the principals academy, the
63 center shall, unless otherwise directed by the Legislature,
64 provide assistance in the delivery of programs and activities
65 to meet the expressed needs of the school districts for
66 professional development to help teachers, principals and
67 administrators demonstrate appropriate performance based
68 on the laws, policies and regulations adopted for the public
69 schools of West Virginia; and

70 (7) Cooperate and coordinate with the institutions of
71 higher education to provide professional staff development
72 programs that satisfy some or all of the criteria necessary for
73 currently certified professional educators to meet the
74 requirements for an additional endorsement in an area of
75 certification and for certification to teach in the middle
76 school grades.

77 If the center is not able to reach agreement with the
78 representatives of the institutions providing teacher educa-
79 tion programs on which courses will be approved for credit
80 toward additional endorsements, the state board may certify
81 certain professional staff development courses to meet
82 criteria required by the state board. This certification shall
83 be done on a course by course basis.

The Joint Committee on Enrolled Bills hereby certifies that
the foregoing bill is correctly enrolled.

.....
Chairman Senate Committee

.....
Chairman House Committee

Originated in the Senate.

To take effect July 1, 2012.

.....
Clerk of the Senate

.....
Clerk of the House of Delegates

.....
President of the Senate

.....
..
Speaker of the House of Delegates

The within this the
Day of, 2012.

.....
Governor



The Jason Flatt Act – Utah

HB 501

Chapter 407

Signed by Governor Gary R. Herbert on March 26, 2012
Effective July 1, 2012

YOUTH SUICIDE PREVENTION

2012 GENERAL SESSION

STATE OF UTAH

Chief Sponsor: Eric K. Hutchings

Senate Sponsor: _____

LONG TITLE

General Description:

This bill requires the State Board of Education to provide suicide prevention training for licensed employees.

Highlighted Provisions:

This bill:

- requires the State Board of Education to develop sample materials to be used by a school district or charter school regarding student suicide prevention; and
- requires school districts and charter schools to provide in-service training on youth suicide prevention every five years.

Money Appropriated in this Bill:

None

Other Special Clauses:

None

Utah Code Sections Affected:

AMENDS:

53A-1-603, as last amended by Laws of Utah 2010, Chapters 11 and 305

Be it enacted by the Legislature of the state of Utah:

Section 1. Section **53A-1-603** is amended to read:

53A-1-603. Duties of State Board of Education.

H.B. 501



- 28 (1) Except as provided in Subsection (5), the State Board of Education shall:
- 29 (a) require each school district and charter school to implement the Utah Performance
- 30 Assessment System for Students, hereafter referred to as U-PASS;
- 31 (b) require the state superintendent of public instruction to submit and recommend
- 32 criterion-referenced achievement tests or online computer adaptive tests, a tenth grade basic
- 33 skills competency test, an online writing assessment for grades 5 and 8, and a test for students
- 34 in grade 3 to measure reading grade level to the board for approval and adoption and
- 35 distribution to each school district and charter school by the state superintendent;
- 36 (c) develop an assessment method to uniformly measure statewide performance, school
- 37 district performance, and school performance of students in grades 3 through 12 in mastering
- 38 basic skills courses; and
- 39 (d) provide for the state to participate in the National Assessment of Educational
- 40 Progress state-by-state comparison testing program.
- 41 (2) Except as provided in Subsection (5) and Subsection 53A-1-611(6), under
- 42 U-PASS, the state office shall annually require that each district and charter school, as
- 43 applicable, administer:
- 44 (a) as determined by the State Board of Education, statewide criterion-referenced tests
- 45 or online computer adaptive tests in grades 3 through 12 and courses in basic skill areas of the
- 46 core curriculum;
- 47 (b) an online writing assessment to all students in grades 5 and 8;
- 48 (c) a tenth grade basic skills competency test as detailed in Section 53A-1-611; and
- 49 (d) a test to all students in grade 3 to measure reading grade level.
- 50 (3) The board shall adopt rules for the conduct and administration of U-PASS to
- 51 include the following:
- 52 (a) the computation of student performance based on information that is disaggregated
- 53 with respect to race, ethnicity, gender, limited English proficiency, and those students who
- 54 qualify for free or reduced price school lunch;
- 55 (b) security features to maintain the integrity of the system, which could include
- 56 statewide uniform testing dates, multiple test forms, and test administration protocols;
- 57 (c) the exemption of student test scores, by exemption category, such as limited
- 58 English proficiency, mobility, and students with disabilities, with the percent or number of

- 59 student test scores exempted being publically reported at a district level;
- 60 (d) compiling of criterion-referenced, online computer adaptive, and online writing test
61 scores and test score averages at the classroom level to allow for:
- 62 (i) an annual review of those scores by parents of students and professional and other
63 appropriate staff at the classroom level at the earliest point in time;
- 64 (ii) the assessment of year-to-year student progress in specific classes, courses, and
65 subjects;
- 66 (iii) a teacher to review, prior to the beginning of a new school year, test scores from
67 the previous school year of students who have been assigned to the teacher's class for the new
68 school year; and
- 69 (iv) allowing a school district or charter school to have its tests administered and
70 scored electronically to accelerate the review of test scores and their usefulness to parents and
71 educators under Subsections (3)(d)(i), (ii), and (iii), without violating the integrity of U-PASS;
72 and
- 73 (e) providing that:
- 74 (i) scores on the tests and assessments required under Subsection (2)(a) shall be
75 considered in determining a student's academic grade for the appropriate course and whether a
76 student shall advance to the next grade level; and
- 77 (ii) except as provided in Subsection 53A-1-611(6), the student's score on the tenth
78 grade basic skills competency test shall be recorded on the student's transcript of credits.
- 79 (4) The State Board of Education shall consider administering the basic skills
80 competency test on a Saturday to preserve instructional time.
- 81 (5) (a) The State Board of Education may exempt a school district or charter school
82 from the testing requirements specified in Subsection (2) if:
- 83 (i) the school district or charter school pilots an assessment system that incorporates
84 the following:
- 85 (A) online classroom-based assessment that utilizes adaptive testing;
- 86 (B) online writing assessments in grades 4 through 12; or
- 87 (C) assessments administered in grades 8, 10, and 11 to determine readiness for
88 postsecondary education;
- 89 (ii) the State Board of Education approves the specific assessment administered under

90 Subsection (5)(a)(i) and the assessment provider; and

91 (iii) the school district or charter school verifies the local fiscal capability and
92 resources needed to participate in the pilot assessment system.

93 (b) A school district or charter school that receives an exemption under Subsection
94 (5)(a) is subject to an accountability plan and high school graduation standards that are:

95 (i) based on the school district's or charter school's assessment system, which may
96 include assessments described in Subsection (2) or Subsections (5)(a)(i) through (iii); and

97 (ii) developed and adopted by the State Board of Education.

98 (c) By the November 2014 meeting of the Education Interim Committee, the State
99 Board of Education shall submit recommendations to the committee on the state's assessment
100 system.

101 (6) (a) A school district or charter school, as applicable, is encouraged to administer an
102 online writing assessment to students in grade 11.

103 (b) The State Board of Education may award a grant to a school district or charter
104 school to pay for an online writing assessment and instruction program that may be used to
105 assess the writing of students in grade 11.

106 (7) (a) On or before the 2010 October meeting of the Education Interim Committee, the
107 State Board of Education shall prepare and present its plan for a pilot program for the 2010-11
108 and 2011-12 school years to:

109 (i) replace the tenth grade basic skills competency test with computer adaptive testing
110 of basic skills; and

111 (ii) administer the ACT exam to secondary students.

112 (b) The State Board of Education shall implement the pilot program described in
113 Subsection (7)(a) for the 2010-11 and 2011-12 school years.

114 (c) The State Board of Education shall re-direct the money saved by not administering
115 the tenth grade basic skills competency test pursuant to Subsection 53A-1-611(6) to fund the
116 implementation of the pilot program described in Subsection (7)(b) for fiscal years 2010-11
117 and 2011-12.

118 (8) (a) School districts and charter schools shall provide two hours of in-service youth
119 suicide prevention training for all licensed employees at least once every five years.

120 (b) The State Board of Education shall develop sample materials to be used by a school

02-17-12 6:26 AM

H.B. 501

- 121 district or charter school for in-service training on youth suicide prevention.
122 (c) The training required by this Subsection (8) shall be incorporated into professional
123 development training required by rule in accordance with Subsection 53A-6-104(2)(b)(i).

Legislative Review Note
as of 2-8-12 10:22 AM

Office of Legislative Research and General Counsel



The Jason Flatt Act – Alaska

SB 137

Chapter 34 SLA 12

Signed by Governor Sean Parnell on May 23, 2012
Effective August 21, 2012



LAWS OF ALASKA

2012

Source
HCS SB 137(FIN)

Chapter No.

AN ACT

Requiring suicide awareness and prevention training for certain school personnel.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

THE ACT FOLLOWS ON PAGE 1

Enrolled SB 137

AN ACT

1 Requiring suicide awareness and prevention training for certain school personnel.

2

3 * Section 1. The uncodified law of the State of Alaska is amended by adding a new section
4 to read:

5 SHORT TITLE. This Act may be known as the Jason Flatt Act.

6 * Sec. 2. The uncodified law of the State of Alaska is amended by adding a new section to
7 read:

8 LEGISLATIVE INTENT. It is the intent of the legislature that training under this Act
9 be provided without the need for appropriation of additional state funding for that purpose.

10 * Sec. 3. The uncodified law of the State of Alaska is amended by adding a new section to
11 read:

12 MANDATORY YOUTH SUICIDE AWARENESS AND PREVENTION
13 TRAINING; IMMUNITY. (a) A school district, regional educational attendance area, and the

1 department shall annually provide youth suicide awareness and prevention training approved
2 by the commissioner to each teacher, administrator, counselor, and specialist who is employed
3 by the district, regional educational attendance area, or department to provide services to
4 students in grades seven through 12 in a public school in the state at no cost to the teacher,
5 administrator, counselor, or specialist.

6 (b) The commissioner shall approve youth suicide awareness and prevention training
7 provided under this section if the training is not less than two hours each year, meets
8 standards for professional continuing education credit in the state, and is periodically
9 reviewed by a qualified person or committee for consistency with generally accepted
10 principles of youth suicide awareness and prevention. The training may be offered through
11 videoconferencing or an individual program of study of designated materials.

12 (c) A person may not bring a civil action for damages against the state or a school
13 district, or an officer, agent, or employee of the state or a school district, for a death, personal
14 injury, or property damage that results from an act or omission in performing or failing to
15 perform activities or duties authorized under this section. This subsection does not apply to a
16 civil action for damages as a result of intentional misconduct with complete disregard for the
17 safety and property of others. In this subsection, "school district" has the meaning given
18 "district" in AS 14.17.990.

19 (d) The training provided or the failure to provide training under this section may not
20 be construed to impose a specific duty of care on any person.

21 * Sec. 4. This Act is repealed July 1, 2016.



The Jason Flatt Act
South Carolina
HB 4690
Act 170

Signed by Governor Nikki Haley on May 14, 2012
Effective May 14, 2012

South Carolina General Assembly

119th Session, 2011-2012

A170, R194, H4690

STATUS INFORMATION

General Bill

Sponsors: Reps. Owens, J.M. Neal, Patrick, Willis, Daning, Erickson and Whipper

Document Path: I:\council\bills\ncbd\12067ac12.docx

Companion/Similar bill(s): 1148

Introduced in the House on January 26, 2012

Introduced in the Senate on February 23, 2012

Passed by the General Assembly on April 19, 2012

Governor's Action: May 14, 2012, Signed

Summary: Jason Flatt Act

HISTORY OF LEGISLATIVE ACTIONS

Date	Body	Action Description with journal page number
1/26/2012	House	Introduced and read first time (House Journal-page 6)
1/26/2012	House	Referred to Committee on Education and Public Works (House Journal-page 6)
1/31/2012	House	Member(s) request name added as sponsor: Daning
2/9/2012	House	Committee report: Favorable Education and Public Works (House Journal-page 8)
2/21/2012	House	Member(s) request name added as sponsor: Erickson
2/22/2012	House	Member(s) request name added as sponsor: Whipper
2/22/2012	House	Read second time (House Journal-page 118)
2/22/2012	House	Roll call Yeas-97 Nays-3 (House Journal-page 119)
2/23/2012	House	Read third time and sent to Senate (House Journal-page 57)
2/23/2012	Senate	Introduced and read first time (Senate Journal-page 8)
2/23/2012	Senate	Referred to Committee on Education (Senate Journal-page 8)
4/3/2012	Senate	Committee report: Favorable Education (Senate Journal-page 8)
4/18/2012	Senate	Read second time (Senate Journal-page 40)
4/18/2012	Senate	Roll call Ayes-40 Nays-2 (Senate Journal-page 40)
4/19/2012	Senate	Read third time and enrolled (Senate Journal-page 14)
5/8/2012		Ratified R 194
5/14/2012		Signed By Governor
5/17/2012		Effective date 05/14/12
5/21/2012		Act No. 170

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VERSIONS OF THIS BILL

[1/26/2012](#)

[2/9/2012](#)

[4/3/2012](#)

(A170, R194, H4690)

AN ACT TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA, 1976, SO AS TO ENACT THE “JASON FLATT ACT” BY ADDING SECTION 59-26-110 SO AS TO PROVIDE THAT THE DEPARTMENT OF EDUCATION SHALL REQUIRE TWO HOURS OF TRAINING IN YOUTH SUICIDE AWARENESS AND PREVENTION AS A REQUIREMENT FOR THE RENEWAL OF CREDENTIALS FOR INDIVIDUALS EMPLOYED IN MIDDLE SCHOOLS AND HIGH SCHOOLS; TO REQUIRE THE DEPARTMENT TO DEVELOP GUIDELINES FOR TRAINING AND MATERIALS THAT MAY BE USED BY SCHOOLS AND SCHOOL DISTRICTS AND TO PROVIDE THAT SCHOOL DISTRICTS MAY APPROVE TRAINING MATERIALS FOR TRAINING THEIR EMPLOYEES; TO PROVIDE THAT THIS TRAINING REQUIREMENT MAY BE SATISFIED THROUGH SELF REVIEW OF SUICIDE PREVENTION MATERIALS; AND TO PROVIDE THAT NO CAUSE OF ACTION RESULTS FROM THE IMPLEMENTATION OF THIS ACT.

Be it enacted by the General Assembly of the State of South Carolina:

Jason Flatt Act

SECTION 1. This act may be cited as the “Jason Flatt Act”.

Youth suicide prevention teacher training

SECTION 2. Chapter 26, Title 59 of the 1976 Code is amended by adding:

“Section 59-26-110. (A) Beginning with the 2013-2014 school year, the Department of Education shall require two hours of training in youth suicide awareness and prevention as a requirement for the renewal of credentials of individuals employed in a middle school or high school as defined in Section 59-1-150. The required training shall count toward the one hundred twenty renewal credits specified in Department of Education regulations for renewal of credentials.

(B)(1) The department shall develop guidelines suitable for training and materials that may be used by schools and districts; however districts may approve materials to be used in providing training for employees.

(2) The training required in this section may be accomplished through self-review of suicide prevention materials that meet guidelines developed by the Department of Education.

(C) No person shall have a cause of action for any loss or damage caused by any act or omission resulting from the implementation of the provisions of this section or resulting from any training, or lack of training, required by this section unless the loss or damage was caused by wilful or wanton misconduct. The training, or lack of training, required by the provisions of this section must not be construed to impose any specific duty of care.”

Time effective

SECTION3. This act takes effect upon approval of the Governor.

Ratified the 8th day of May, 2012.

Approved the 14th day of May, 2012.



The Jason Flatt Act – Ohio

HB 543

Signed by Governor John Kasich on December 20, 2012

Effective March 22, 2013

AN ACT

To amend section 3319.073 of the Revised Code to enact the
"Jason Flatt Act" to require public schools to train staff in
youth suicide awareness and prevention.

Be it enacted by the General Assembly of the State of Ohio:

SECTION 1. That section 3319.073 of the Revised Code be amended to read as follows:

Sec. 3319.073. (A) The board of education of each city and exempted village school district and the governing board of each educational service center shall adopt or adapt the curriculum developed by the department of education for, or shall develop in consultation with public or private agencies or persons involved in child abuse prevention or intervention programs, a program of in-service training in the prevention of child abuse, violence, and substance abuse and the promotion of positive youth development. Each person employed by any school district or service center to work in a school as a nurse, teacher, counselor, school psychologist, or administrator shall complete at least four hours of the in-service training within two years of commencing employment with the district or center, and every five years thereafter. A person who is employed by any school district or service center to work in an elementary school as a nurse, teacher, counselor, school psychologist, or administrator on March 30, 2007, shall complete at least four hours of the in-service training not later than March 30, 2009, and every five years thereafter. A person who is employed by any school district or service center to work in a middle or high school as a nurse, teacher, counselor, school psychologist, or administrator on October 16, 2009, shall complete at least four hours of the in-service training not later than October 16, 2011, and every five years thereafter.

(B) Each board shall incorporate training in school safety and violence prevention into the in-service training required by division (A) of this section. For this purpose, the board shall adopt or adapt the curriculum developed by the department or shall develop its own curriculum in consultation with public or private agencies or persons involved in school safety and violence prevention programs.

(C) Each board shall incorporate training on the board's harassment, intimidation, or bullying policy adopted under section 3313.666 of the Revised Code into the in-service training required by division (A) of this section. Each board also shall incorporate training in the prevention of dating violence into the in-service training required by that division for middle and high school employees. The board shall develop its own curricula for these purposes.

(D) Each board shall incorporate training in youth suicide awareness and prevention into the in-service training required by division (A) of this section for each person employed by a school district or service center to work in a school as a nurse, teacher, counselor, school psychologist, or administrator, and any other personnel that the board determines appropriate. For this purpose, the board shall adopt or adapt the curriculum developed by the department or shall develop its own curriculum in consultation with public or private agencies or persons involved in youth suicide awareness and prevention programs.

The training completed under this division shall count toward the satisfaction of requirements for professional development required by the school district or service center board, and the training may be accomplished through self-review of suitable suicide prevention materials approved by the board.

SECTION 2. That existing section 3319.073 of the Revised Code is hereby repealed.

SECTION 3. This act shall be known as the "Jason Flatt Act, Ohio, in honor of Joseph Anielski."

SECTION 4. The amendments by Sub. H.B. 116 of the 129th General Assembly to division (C) of section 3319.073 of the Revised Code that are included in section 3319.073 of the Revised Code as amended by this act take effect November 4, 2012.

H. B. No. 543

129th G.A.

Speaker _____ *of the House of Representatives.*

President _____ *of the Senate.*

Passed _____, 20__

Approved _____, 20__

Governor.

H. B. No. 543

129th G.A.

The section numbering of law of a general and permanent nature is complete and in conformity with the Revised Code.

Director, Legislative Service Commission.

Filed in the office of the Secretary of State at Columbus, Ohio, on the
____ day of _____, A. D. 20____.

Secretary of State.

File No. _____ Effective Date _____



The Jason Flatt Act

North Dakota

SB 2306

Signed by Governor Jack Dalrymple on April 11, 2013
Effective August 1, 2013

**Sixty-third Legislative Assembly of North Dakota
In Regular Session Commencing Tuesday, January 8, 2013**

SENATE BILL NO. 2306
(Senators Heckaman, Axness, Flakoll, Marcellais, Triplett)
(Representative Wieland)

AN ACT to create and enact a new section to chapter 15.1-19 of the North Dakota Century Code, relating to youth suicide prevention.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. A new section to chapter 15.1-19 of the North Dakota Century Code is created and enacted as follows:

Youth suicide prevention - Training.

1. Once every two years, each school district shall provide to middle school and high school teachers and administrators at least two hours of professional development relating to youth suicide risk indicators, appropriate staff responses, and referral sources.
2. The superintendent of public instruction shall collaborate with the state department of health to obtain and disseminate to school districts and nonpublic schools, free of charge, information and training materials, including those available through the Jason foundation.

President of the Senate

Speaker of the House

Secretary of the Senate

Chief Clerk of the House

This certifies that the within bill originated in the Senate of the Sixty-third Legislative Assembly of North Dakota and is known on the records of that body as Senate Bill No. 2306.

Senate Vote: Yeas 46 Nays 0 Absent 1

House Vote: Yeas 92 Nays 0 Absent 2

Secretary of the Senate

Received by the Governor at _____ M. on _____, 2013.

Approved at _____ M. on _____, 2013.

Governor

Filed in this office this _____ day of _____, 2013,
at _____ o'clock _____ M.

Secretary of State