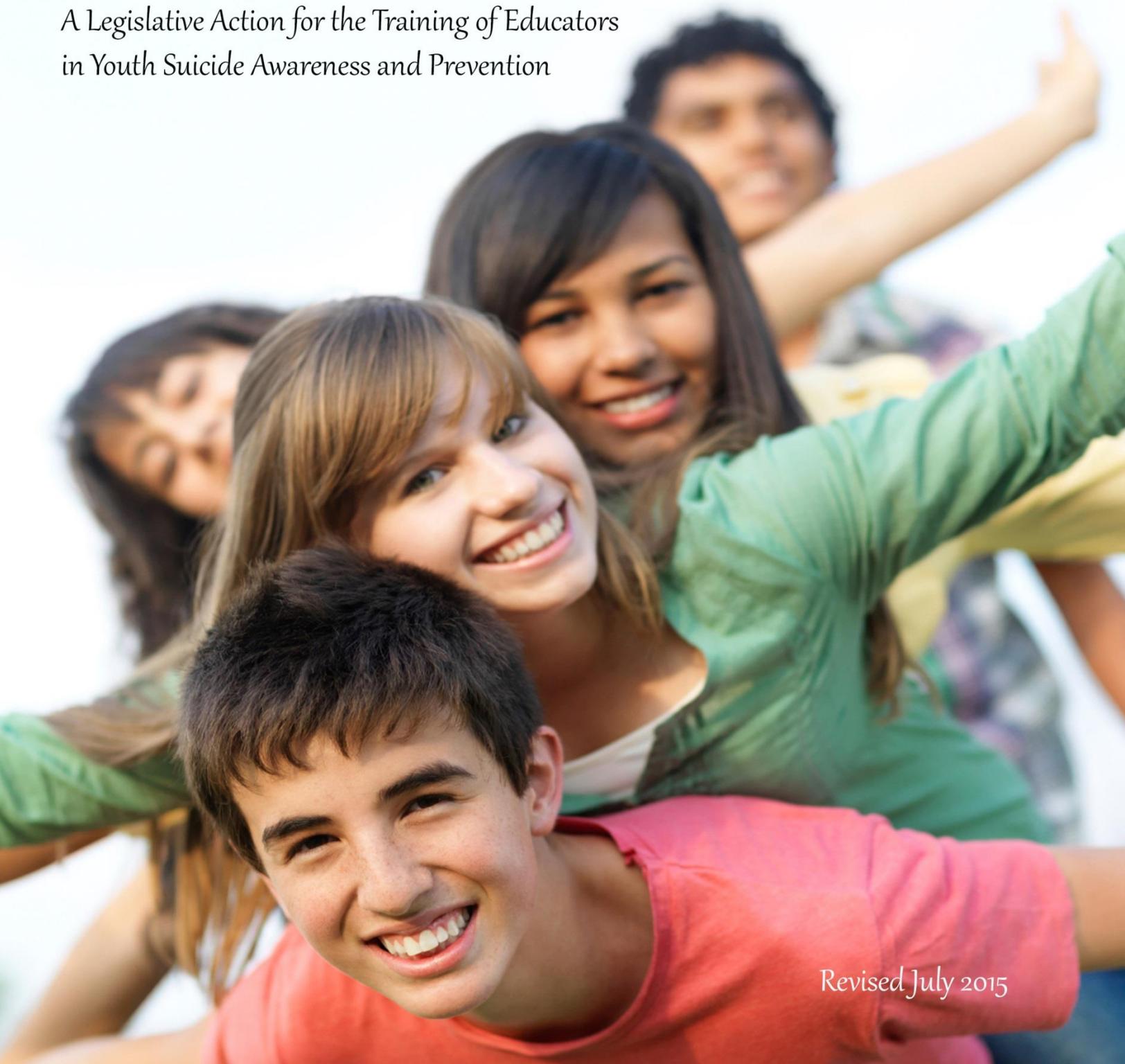




# THE HISTORY OF THE JASON FLATT ACT

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



Revised July 2015



*“A letter from the President of The Jason Foundation and Jason’s Dad”*

On July 16, 1997, I lost my youngest son – Jason, age 16 – to a “Silent Epidemic” that grips our nation even stronger today. It is a “Silent Epidemic” that is now the 2<sup>nd</sup> leading cause of death for our nation’s youth ages 10-24 only surpassed by “unintentional injuries.” Today, we are losing 100 young people each week to this “Silent Epidemic”...this “Silent Epidemic” is youth suicide.

Suicide is not only a leading cause of death for our youth today, it has been declared by SAMHSA / US Department of Health and Human Services as a leading cause of **“preventable”** death. The foundation for prevention is awareness and education.

The Jason Foundation, Inc. (JFI), founded in 1997, is considered a national leader in youth suicide awareness and prevention. JFI is also one of the largest and oldest non-profits in our nation that’s sole purpose is providing awareness programs, training and educational programs addressing youth suicide. To find out more about The Jason Foundation, visit our website [www.jasonfoundation.com](http://www.jasonfoundation.com) .

The idea for The Jason Flatt Act began in 2004, but it was 2007 before it was introduced in the format that it is presented today. When passed in Tennessee in 2007, it became the most comprehensive and aggressive legislation concerning the training of educators in youth suicide awareness and prevention. Since 2007, The Jason Flatt Act has been passed in more states than any other legislative bill addressing the training of educators in suicide prevention – as of the publishing of this report (July 2015) – 16 states (30% of the nation’s states) have passed The Jason Flatt Act.

Although not the only action a state should take to address youth suicide, I believe passing legislation that requires all educators to receive training within their Personal Development / In-Service / or Certification state’s process is the #1 action that can make immediate and positive impact in preventing suicide attempts and suicides...bottom line, saving lives!

Sincerely,



Clark Flatt, President  
“Jason’s Dad”

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# An Introduction

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## The Jason Flatt Act

*A project lead by The Jason Foundation, Inc.*

*A legislative action that impacts the training received by educators in youth suicide awareness and prevention. This legislation is not to make our educators into counselors, but rather to better equip them with information, tools and resources to better identify, respond to and assist in getting possible at-risk youth for suicide help within their school's protocol...to save lives!*

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Suicide is the 2<sup>nd</sup> leading cause of death in our nation for young people ages 10-24...only surpassed by the group “unintentional injuries.” Each week in our nation, we are losing 100+ young people to this “Silent Epidemic” of youth suicide. Suicide is not only one of the leading causes of death for our youth, it is one leading causes of **preventable** death for our youth.

Due to their daily exposure to young people, educators are in a unique position to help identify and / or respond to at-risk youth. They are actually already required by law as “First Responders” within most state’s Child Abuse Laws (state is one) to report such behavior such as suicidal ideation; however, they just have not been trained.

The Jason Flatt Act **does not** make our educators into counselors, rather it provides training to be better able to identify and assist at-risk youth and helps provide the information, tools and resources to better fulfill their requirements as “first responders.”

Passed first in Tennessee in 2007, **fifteen (15)** additional states have passed their version of The Jason Flatt Act. In all the states except California (the state law in CA does not allow a passing of a mandated regulation without a fiscal note), The Jason Flatt Act has been passed and maintained **without a fiscal note**.

The Jason Foundation Inc. (JFI) in 2007 set a goal of fifteen (15) states passing The Jason Flatt Act without a fiscal note. This is possible by providing access to all state educators / schools to The Jason Foundation’s In-Service On-Line Library...not as the specified program to be utilized, but rather as a fail-safe resource that assures compliance to the law without any cost to the educator, school, district or state. JFI surpassed its goal by one (1) state in May of 2015. The provision / maintenance of such a robust technological resource of JFI’s In-Service On-Line Library was one of the factors limiting the goal to only fifteen (15) states. Due to advancement of technology (efficiency and cost) since 2007, JFI will expand its goal by ten (10) more states starting June 2015.

JFI believes a State should embrace passing The Jason Flatt Act for three major reasons:

- 1) ***First and foremost, because it is the right thing to do.*** Providing educators with training on how to identify and assist at-risk youth for suicide is listed as a priority on the National Suicide Prevention Plan. By equipping our educators with the information, tools and resources to help identify and assist at-risk youth, we will save lives! Again, the purpose is NOT to make educators “counselors”...but just the opposite – educators with training and protocol on helping at-risk youth get the help they need.
- 2) ***Legality and Legal responsibility.*** Lawsuits are increasing yearly against educators, schools and school districts concerning suicides / suicide attempts of students. In past decades, we have seen such lawsuits regularly dismissed as “no-duty” existed by the teacher or school district. We are now seeing that veil beginning to change with several “sealed” out of court settlements and increasing scrutiny as to the definition of “duty” especially in connection with the Child Abuse Laws and educators being named as required “first responders.” When lawsuits are mentioned, one of the first questions raised is have the educators been trained on how to recognize and properly respond to an at-risk student for suicide.
- 3) ***If legislation is passed as The Jason Flatt Act, it can be done without a fiscal note if within the next ten states.*** 30%+ of the states passed The Jason Flatt Act with the under-lying reasoning that it not only helps to save lives but helps answer legal and “first responders” questions about training of personnel.

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# History

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In 2004, at a reception for a newly opened a 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, or nephews) turn to the educators for assistance, that teachers have the necessary training, tools and resources to respond.

That idea, born that night in 2004, resulted in passing legislation in New Jersey concerning training in youth suicide awareness and prevention for educators. 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, **fifteen (15)** other states have adopted The Jason Flatt Act in their respective states, making a total of **sixteen (16)** states (32% of the States) with this very important legislation enacted:

Tennessee 2007	Illinois 2010	South Carolina 2012	Wyoming 2014
Louisiana 2008	Arkansas 2011	Alaska 2012	Montana 2015
California 2008	West Virginia 2012	Ohio 2012	Georgia 2015
Mississippi 2009	Utah 2012	North Dakota 2013	Texas 2015

# Are we Making a Difference in Suicide Prevention?

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## The Training of Educators

Does training our educators / teachers to be better able to recognize possible suicidal ideation or be better able to respond to a student who expresses thoughts of suicide make a difference? Even more basic, is JFI's or anyone else's efforts proven to reduce suicides? If yes, how can it be judged?

First, let's look at some basics that are important as we consider this question. For decades, there has been, and regrettably still does to some extent, a stigma around mental health issues and especially suicide. We just don't like to talk about it and that is part of the problem. To be able to "judge" whether a program or effort is "making a difference" in addressing suicide, you cannot make this judgment based on how many did not attempt or die by suicide because of your efforts / programs. You cannot utilize state the number of suicides as a gauge (increase or decrease) because you cannot tell what it would have been without your program / effort (i.e.: after a program for suicide prevention rates might increase in a state by 4% for example and therefore could lead someone to say a program is not effective. However, one does not know with any certainty if without the effects of the program suicide might have increased 8%-10% or more). You cannot also rely upon personal testimony – because of the stigma mentioned above, many if not most are reluctant to talk about their struggle with suicidal ideation...so you will never know the true number of people who "did not commit suicide" because of a program or effort in prevention.

What can be measured and reported is the success of a program or effort of conveying information, tools and resources proven to be preventative in nature to a target group – such as youth / teacher or youth workers / and parents – adult communities. Simply said, taking information such as what are the warning signs, elevated risk factors, do's and don'ts in helping someone who may be struggling with thoughts of suicide and all importantly what resources are available to refer for professional help – to take this information and successfully convey this to your target group is SUCCESS in suicide prevention. We have to assume that an individual, once armed with such information, can and will make a difference within the circle of community they interact.

One tool JFI utilizes to measure success on conveying such preventative information is our Teacher In-Service Survey done each year. The sample group of educators comes from all grade levels, in several areas of the nation and consists of anywhere from 800 to 1,500 surveys annually. Our latest Survey (2014) follows:

## 2014 Calendar Year In-Service Training Evaluation

834 Surveys were collected from educators/administrators who had utilized The Jason Foundation's On-Line In-Service Training Library from January 1, 2014 to December 31, 2014 (JFI's Fiscal Year). They represent responses from multiple states.

### Questions:

		<u>Agree / Strongly Agree</u>
1	“I have significantly increased my knowledge of youth suicide.”	80.29%
2	“I can better now recognize the warning signs and elevated risk factors for suicidal ideation.”	83.75%
3	“I am more confident in my ability to recognize and approach students who may be struggling with suicidal thoughts.”	77.90%
4	“If a student approaches me, I feel more confident in my abilities to assist in getting appropriate help.”	83.19%

### Presentation:

5	Was the information presented in a clear and concise manner?	92.03%
6	Was the information beneficial to your role as a teacher, counselor, coach, youth worker, etc.?	87.80%
7	Was the training easy to access?	89.68%
8	Would you use The Jason Foundation staff development training modules again?	82.11%
9	Would you recommend these training modules to another teacher, coach, youth worker, etc.?	81.83%
10	Overall, how do you rate the quality of the training modules? (Good to Excellent)	92.64%

### Comments:

*“The training module points out signs that I had not thought about, that was very eye opening.”*

*“The training was easily accessible and user friendly.”*

*“It was so informative and a very needed subject.”*

*“I liked the ease at which this subject was discussed in the videos...I completed this training seven years in a row, and I still find it helpful.”*

# No Fiscal Note

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The Jason Flatt Act has been passed in sixteen (16) states since 2007. Fifteen (15) of the sixteen (16) states have passed the legislation without a fiscal note – the only one to add a fiscal note was California, who explained that by state law the California legislature had to add a fiscal note to any legislation passed that had a mandate. It is important here to note that the fifteen (15) states who have passed this legislation under The Jason Flatt Act model – the earliest in 2007 (8 yrs) – have all been able to implement and continue The Jason Flatt Act as passed without a fiscal note.

So, how does the required training get done without additional funding or fiscal note? If passed as modeled, The Jason Flatt Act provides required training can be done in the following ways

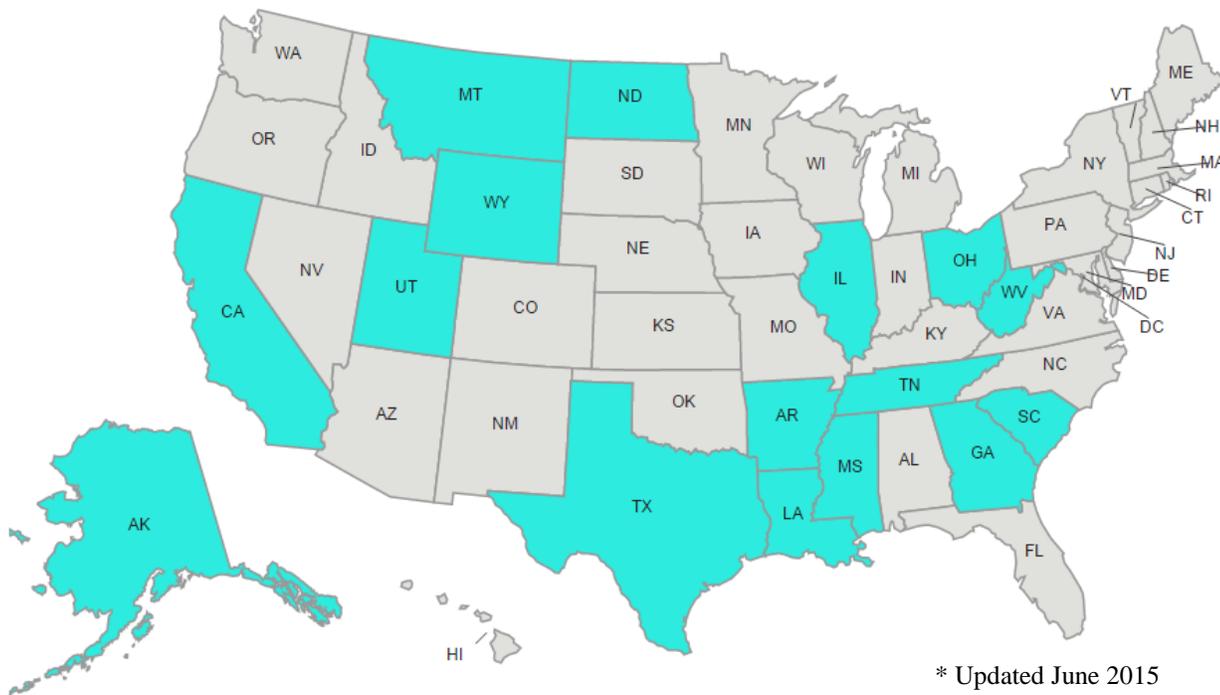
- 1) First, the State Department of Education can approve any program/resource to provide training. This legislation does not identify any specific program to be utilized.
- 2) As outlined in the legislation, training (s) could be accomplished in the following manners
  - a. A school's/school district own counseling department can develop their own training for their schools(s) or such department can utilize and present programs that have been approved by the DOE.
  - b. Non-profits such as National Alliance on Mental Illness (NAMI), Mental Health America, The Jason Foundation (JFI), American Foundation for Suicide Prevention (AFSP), and others already provide educations training at no-charge and would embrace the opportunity to supply such trainings. We have seen this develop in all states that have passed The Jason Flatt Act.
  - c. We have seen in states with suicide prevention coalitions, such as Georgia has, that these coalitions have programs readily available for such training – or will develop – programs that they will provide at no-charge, as part of their mission. As an example, Wyoming suicide prevention coalition is working with The Jason Foundation to train their trainers so the educators training could be delivered by the coalition.
  - d. Some states agencies, such as Department of Education, Department of Health, or Department of Mental Health have or will develop their own programs to provide training for educators at no-charge to schools/school districts. Many times grants (federal) are available to help state agencies who desired to develop training programs.
  - e. And finally as a “faith safe” resource – The Jason Flatt Act model allows such required training can be done by “self-review”/”self-taught” programs approved by DOE and available online.

# The Jason Flatt Act

If a state passes “The Jason Flatt Act Model” as approved by The Jason Foundation, Inc., The Jason Foundation agrees to provide and maintain an “On-Line Library” of training modules that will satisfy the requirement for an educator’s training under The Jason Flatt Act. This insures that any teacher/school or school district can satisfy the required training without any cost - thus no fiscal note needed or cost incurred. This is especially an important aspect / resource for rural areas of a state where sometimes resources can be slim. This provision by The Jason Foundation **is not** to make its program / training modules a “preferred” program for training– but to provide a “Fail-Safe” resource for delivery of training. To date, others organizations such as AFSP are also developing such online training modules for educators that will satisfy required training at no-charge.

This model has held strong for 8 years of providing required training and allowing a state to maintain the no fiscal note for training.

Since 2007, Sixteen (16) States have passed The Jason Flatt Act, representing over **30%** of the nation’s states:  
 TN / LA / CA / MS / IL / AR / WV / UT / AK / SC / OH / WY/ ND / MT / GA / TX



■ States That Have Passed The Jason Flatt Act

# Child Abuse and Neglect Laws

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## Educators as First Responders

When introducing The Jason Flatt Act, we have heard the comment “we don’t want to put more on our teachers than they already have to do.” Certainly anyone who knows how hard our educators work would agree with this sentiment. However, it is important to be aware of each state’s Child Abuse and Neglect Laws when teachers are listed as “First Responders” which places a legal responsibility on teachers to report certain situations. When we first hear “Child Abuse Laws,” our minds quickly turn to physical abuse. It is true that this is one of the most reported types of abuse in our nation, but also most states include “emotional harm / mental injury” as a required reportable situation. An example of defined Child Abuse Law:

*Any recent act or failure to act on the part of a parent or caretaker, which results in death, serious physical or emotional harm, sexual abuse, or exploitation, or an act or failure to act which presents an imminent risk of serious harm (\*)*

## Emotional Abuse

Almost all States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Puerto Rico, and the Virgin Islands include emotional maltreatment as part of their definitions of abuse or neglect. Approximately 33 States, the District of Columbia, the Northern Mariana Islands, and Puerto Rico provide specific definitions of emotional abuse or mental injury to a child. Typical language used in these definitions is “injury to the psychological capacity or emotional stability of the child as evidenced by an observable or substantial change in behavior, emotional response, or cognition” and injury as evidenced by “anxiety, depression, withdrawal, or aggressive behavior.”(\*)...many of the same signs of suicidal ideation and in our opinion under this category would include the mandate to report “warning / signs of concern” for suicidal ideation.

## Mandatory Reporters (\*\*)

In most states, professions that engage in regular contact with children are listed as mandatory reporters. However, in at least 18 states, there are no listed mandatory reporters – anyone and everyone who knows or suspects that child abuse has occurred is required by law to make a report. In states with a defined mandatory reporter lists, however, the following professions are frequently listed: Day care workers / Dental assistants and hygienists / Doctors' office staff persons / Emergency medical technicians / Family practitioners / Foster care workers / Hospital personnel / Medical examiners / Nurse practitioners / Police officers / Practical nurses / Psychiatrists and psychologists / Registered nurses / **School administrators, advisors, and paraprofessionals** / Social workers / **Teachers and teachers' aides** - See more at: <http://family.findlaw.com/child-abuse/checklist-are-you-a-mandatory-reporter-of-child-abuse.html#sthash.kjp3QqAS.dpuf>

## Penalties for Failure to Report

Approximately 48 States, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, and the Virgin Islands impose penalties on mandatory reporters who knowingly or willfully fail to make a report when they suspect that a child is being abused or neglected.<sup>2</sup> In Florida, a mandatory reporter who fails to report as required by law can be charged with a felony. Failure to report is classified as a misdemeanor or a similar charge in 39 States and American Samoa, Guam, and the Virgin Islands.<sup>3</sup> In Arizona and Minnesota, misdemeanors are upgraded to felonies for failure to report more serious situations, while in Illinois, Kentucky, and Guam, second or subsequent violations are classified as felonies.

Twenty (20) States and the District of Columbia, Guam, the Northern Mariana Islands, and the Virgin Islands specify in the reporting laws the penalties for failure to report. Upon conviction, a mandated reporter who fails to report can face jail terms ranging from 30 days to 5 years, fines ranging from \$300 to \$10,000, or both jail terms and fines. In six (6) States, harsher penalties may be imposed under certain circumstances. In seven (7) States and American Samoa, in addition to any criminal penalties, the reporter may be civilly liable for any damages caused by the failure to report. (\*)

Educators / teachers are not only in a unique position to help identify and assist a young person who is struggling with suicidal ideation, but educators as “First Responders” have we believe a legal obligation to report such “emotional abuse / mental injury.”

It is important here to note again that the purpose of passing The Jason Flatt Act and training our educators in youth suicide awareness and prevention **IS NOT** to make them counselors or place that responsibility of being a counselor role as part of their job. It is to provide them the information, tools and resources to be better able to recognize and respond responsibly to a student who may be struggling with suicidal ideation. The result will be lives will be saved!

## In Summary

We believe educators / teachers should be trained in being better able to recognize “warning signs/signs of concern” of suicidal ideation **first** because it is the right thing to do! The National Strategy on Suicide Prevention notes teacher training as important in suicide prevention and most state suicide prevention plans include the training of teachers as a major goal. Teachers are in a unique position to recognize a student who is struggling with issues that surround suicidal ideation, we just need to train them on the signs to watch for and how to responsibly respond within their school’s protocol. **Secondly**, we believe educators / teachers have a “duty” as a “First Responder” which places a legal responsibility upon educators to be trained to recognize and respond to “emotional abuse / mental injury” as defined in many states Child Abuse Laws.



As of June 2015, **sixteen (16)** states have agreed and have passed The Jason Flatt Act to provide training for educators in youth suicide awareness and prevention. With over 30% of our nation's states passing The Jason Flatt Act, it has become the leading model for legislation concerning training educators in youth suicide awareness and prevention. Additionally, this can be passed without attaching a fiscal note if done in collaboration with The Jason Foundation and utilizes the model's language as suggested by The Jason Foundation. To date, fifteen (15) of the sixteen (16) states who have passed The Jason Flatt Act has done so without a fiscal note (California is the only exception due to state law).

To find statute information for a particular state go to

[https://www.childwelfare.gov/systemwide/laws\\_policies/state/](https://www.childwelfare.gov/systemwide/laws_policies/state/) (\*)

**References:**

(\*) Child Welfare Information Gateway

<https://www.childwelfare.gov>

(\*\*) FindLaw - <http://family.findlaw.com/child-abuse/checklist-are-you-a-mandatory-reporter-of-child-abuse.html>

To find out more about The Jason Flatt Act and how your state can begin the process contact our national corporate office:

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# State Summaries of The Jason Flatt Act

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## 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 66,406 teachers and 993,496 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 46,493 teachers and 710,903 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 266,255 teachers and 6,299,451 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 32,613 teachers and 493,650 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 135,701 teachers and 2,072,880 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 34,131 teachers and 486,157 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 20,101 teachers and 283,044 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 26,610 teachers and 613,279 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 9<sup>th</sup> 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 7,682 teachers and 131,489 students in grades 7-12.\*

## South Carolina:

South Carolina became the 10<sup>th</sup> 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 48,072 teachers and 735,998 students.\*

## Ohio:

When HB543, The Jason Flatt Act, was passed on December 12, 2012, Ohio became the 11<sup>th</sup> state overall to pass the Jason Flatt Act, and the fifth (5<sup>th</sup>) 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 106,000 teachers and 1,729,916 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 12<sup>th</sup> 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 8,677 teachers and 101,111 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 7,350 teachers, and 91,533 students.\*

## Montana:

In the state with the worst suicide rate in the nation, Montana now has a law aimed at helping to curb suicide among young people. The bill, sponsored by Rep. Edie McCafferty of Butte, requires the Office of Public Instruction to develop a suicide awareness and prevention training curriculum for faculty and staff. Employees will be encouraged to complete two hours of training every five years. This legislation has the potential to impact 10,200 teachers and 142,908 students.\*

## Georgia:

On 5 May 2015, Governor Nathan Deal (R - Georgia) signed House Bill\_198 --the Jason Flatt Act-- into law. The new law, which passed both houses of the General Assembly requires teachers, counselors and other certified public school personnel to have yearly suicide prevention training. The law also requires each school district to adopt a policy on suicide prevention. We would also like to thank the lead sponsor, Rep. Katie Dempsey, Senate sponsor, Sen. Renee Unterman, and the other bill sponsors (Reps. Tom Dickson, Sharon Cooper, Joyce Chandler, Brooks Coleman, and Pat Gardner) for their leadership and continued support. This legislation has the potential to impact 109,365 teachers and 1,703,332 students.\* This would not have been possible without our colleagues at ["The Trevor Project, Georgia Psychiatric Physicians Association, Georgia Psychological Association, Mental Health America, and SPAN-Georgia."](#)

## Texas:

On June 19, 2015 Governor Greg Abbott signed The Jason Flatt Act in memory of Jonathan Childers (HB2186) into law, making Texas the 16th state to pass The Jason Flatt Act since 2007. The Jason Flatt Act in Texas was passed in honor of Jonathan Childers, a 15 year old student from Fairfield ISD who took his life. “The Jason Flatt Act honoring Jonathan Childers would not have been possible without Jonathan’s family, friends, and the Fairfield Independent School District. Texas has 327,357 educators that will be now better trained to recognize students who may be struggling with thoughts of suicide and 5,077,659 students.\*

\*Number of teachers and students is based on the most recent public school (private school teachers / students are not included) enrollment records from the National Center for Educational Statistics for the 2012-2013 school year. <https://nces.ed.gov/>

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

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<b>State</b>	<b>Total Teachers*</b>	<b>Total Students*</b>
Tennessee	66,406	993,496
Louisiana	46,493	710,903
California	266,255	6,299,451
Mississippi	62,613	493,650
Illinois	135,701	2,072,880
Arkansas	34,131	486,157
West Virginia	20,101	283,044
Utah	26,610	613,279
Alaska	7,682	131,489
South Carolina	48,072	735,998
Ohio	106,000	1,729,916
North Dakota	8,677	101,111
Wyoming	7,350	91,533
Montana	10,200	142,908
Georgia	109,365	1,703,332
Texas	327,357	5,077,659
<b>Grand Totals</b>	<b>1,283,013</b>	<b>21,666,806</b>

\*Data from National Center for Educational Statistics <http://nces.ed.gov/>

# The Jason Flatt Act Legislative Action by State

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The following are examples of wording of legislation  
by state.

# Tennessee

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**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**

# Louisiana

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**HB 719**

**Act 219**

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

**Effective June 16, 2008**

HLS 08RS-1182

ENGROSSED

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 provide  
3 for in-service training for teachers, school counselors, principals, and certain other  
4 school administrators in suicide prevention; to provide for the responsibilities of the  
5 State Board of Elementary and Secondary Education; and to provide for related  
6 matters.  
7 Be it enacted by the Legislature of Louisiana:

8 Section 1. R.S. 17:437.1 is hereby enacted to read as follows:

9 §437.1. Suicide prevention; in-service training; materials and supplies

10 A. The State Board of Elementary and Secondary Education shall develop  
11 and adopt guidelines for in-service training in suicide prevention as provided for in  
12 Subsection B of this Section. The board shall identify suitable materials for use in  
13 such training.

14 B. The board shall adopt rules to require that all public school teachers,  
15 school counselors, and principals and, as determined by the board, other school  
16 administrators for whom such training is deemed beneficial participate annually in  
17 at least two hours of in-service training in suicide prevention and that such training  
18 begin not later than the 2008-2009 school year. Such rules shall include provisions  
19 permitting such training to be provided by self-review of suitable materials.

Page 1 of 2

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

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.

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## 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)]

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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.

# California

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**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.

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# Mississippi

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**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.



# Illinois

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**HB 4672**

**Public Act 096-0951**

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

**Effective June 26, 2010**

**Public Act 096-0951****HB4672 Enrolled****LRB096 15066 MJR 30065 b**

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 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.

# Arkansas

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**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

1 State of Arkansas  
2 88th General Assembly  
3 Regular Session, 2011

## A Bill

HOUSE BILL 1778

4  
5 By: Representatives Leding, Wright  
6 By: Senators D. Johnson, Irvin

### For An Act To Be Entitled

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

### Subtitle

15 THE JASON FLATT ACT.

17  
18  
19 BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

20  
21 SECTION 1. Arkansas Code Title 6, Chapter 17, Subchapter 7 is amended  
22 to add an additional section to read as follows:

23 6-17-708. Teen suicide awareness and prevention in-service training.

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

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

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

35  
36 APPROVED: 3/30/2011



03-01-2011 15:45:09 SAG148

# West Virginia

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**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  
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  
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*

# Utah

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## **HB 501**

## **Chapter 407**

**Signed by Governor Gary R. Herbert on March 26, 2012**

**Effective July 1, 2012**



**H.B. 501****02-17-12 6:26 AM**

- 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

02-17-12 6:26 AM

H.B. 501

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

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- 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

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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).

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

**Office of Legislative Research and General Counsel**

# Alaska

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## **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.

# South Carolina

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**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\bill\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 ( <a href="#">House Journal-page 6</a> )
1/26/2012	House	Referred to Committee on <b>Education and Public Works</b> ( <a href="#">House Journal-page 6</a> )
1/31/2012	House	Member(s) request name added as sponsor: Daning
2/9/2012	House	Committee report: Favorable <b>Education and Public Works</b> ( <a href="#">House Journal-page 8</a> )
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 ( <a href="#">House Journal-page 118</a> )
2/22/2012	House	Roll call Yeas-97 Nays-3 ( <a href="#">House Journal-page 119</a> )
2/23/2012	House	Read third time and sent to Senate ( <a href="#">House Journal-page 57</a> )
2/23/2012	Senate	Introduced and read first time ( <a href="#">Senate Journal-page 8</a> )
2/23/2012	Senate	Referred to Committee on <b>Education</b> ( <a href="#">Senate Journal-page 8</a> )
4/3/2012	Senate	Committee report: Favorable <b>Education</b> ( <a href="#">Senate Journal-page 8</a> )
4/18/2012	Senate	Read second time ( <a href="#">Senate Journal-page 40</a> )
4/18/2012	Senate	Roll call Ayes-40 Nays-2 ( <a href="#">Senate Journal-page 40</a> )
4/19/2012	Senate	Read third time and enrolled ( <a href="#">Senate Journal-page 14</a> )
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**

SECTION 3. This act takes effect upon approval of the Governor.

Ratified the 8<sup>th</sup> day of May, 2012.

Approved the 14<sup>th</sup> day of May, 2012.

# Ohio

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## HB 543

**Signed by Governor John Kasich on December 20, 2012**

**Effective March 22, 2013**

(129th General Assembly)  
(House Bill Number 543)

## 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.

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*Speaker* \_\_\_\_\_ *of the House of Representatives.*

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*President* \_\_\_\_\_ *of the Senate.*

Passed \_\_\_\_\_, 20\_\_

Approved \_\_\_\_\_, 20\_\_

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*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.

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*Director, Legislative Service Commission.*

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

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*Secretary of State.*

File No. \_\_\_\_\_ Effective Date \_\_\_\_\_

# North Dakota

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## **SB 2306**

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

S. B. NO. 2306 - PAGE 2

\_\_\_\_\_  
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

# Wyoming

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**SF 0078**

**Signed by Governor Matthew H. Mead on  
March 7, 2014**

2014

## STATE OF WYOMING

14LSO-0041

SENATE FILE NO. SF0002

The Jason Flatt Act.

Sponsored by: Joint Education Interim Committee

A BILL

for

1 AN ACT relating to school districts; requiring suicide  
2 prevention education for teachers and school  
3 administrators; and providing for an effective date.

4

5 *Be It Enacted by the Legislature of the State of Wyoming:*

6

7 Section 1. W.S. 21-2-202(a) by creating a new  
8 paragraph (xxxv) and 21-3-110(a) by creating a new  
9 paragraph (xxxiii) are amended to read:

10

11 21-2-202. Duties of the director.

12

13 (a) In addition to any other duties assigned by law,  
14 the director shall:

15

16 (xxxv) Approve suitable materials for suicide  
17 prevention education as required for school district

2014

STATE OF WYOMING

14LSO-0041

1 teachers and school administrators under W.S.  
2 21-3-110(a)(xxxiii).

3

4 **21-3-110. Duties of boards of trustees.**

5

6 (a) The board of trustees of each school district  
7 shall:

8

9 (xxxiii) Commencing with school year 2014-2015  
10 and each school year thereafter, with funds made available  
11 to the district under the Wyoming education resource block  
12 grant model as defined under W.S. 21-13-101(a)(xiv),  
13 require each teacher and school administrator within the  
14 district to receive at least eight (8) hours of suicide  
15 prevention education every four (4) school years using  
16 suitable materials approved by the director of the  
17 department under W.S. 21-2-202(a)(xxxv). Any teacher or  
18 school administrator shall receive at least two (2) hours  
19 of suicide prevention education during the initial school  
20 year of employment with the district if the teacher or  
21 school administrator has not received suicide prevention  
22 training complying with this paragraph prior to employment.  
23 Suicide prevention education may consist of self-review of  
24 approved suitable materials.

2014

STATE OF WYOMING

14LSO-0041

1

2       Section 2. This act is effective July 1, 2014.

3

4

(END)

# Georgia

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## **HB 198**

**Signed by Governor Nathan Deal on  
May 5, 2015**

H. B. 198

- 1 -

House Bill 198

By: Representatives Dempsey of the 13th, Dickson of the 6th, Cooper of the 43rd, Chandler of the 105th, Coleman of the 97th, and others

A BILL TO BE ENTITLED

AN ACT

1 To amend Part 3 of Article 16 of Chapter 2 of Title 20 of the Official Code of Georgia  
2 Annotated, relating to student health in elementary and secondary education, so as to require  
3 annual suicide prevention education training for certificated school system personnel; to  
4 provide that no cause of action is created; to provide that no duty of care is created; to  
5 provide a short title; to provide for legislative findings; to provide for related matters; to  
6 repeal conflicting laws; and for other purposes.

7 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

**8 SECTION 1.**

9 This Act shall be known and may be referred to as the "Jason Flatt Act-Georgia."

**10 SECTION 2.**

11 The General Assembly finds that:

12 (1) Suicide cuts across ethnic, economic, social, and age boundaries and has a tremendous  
13 and traumatic impact on surviving family members, friends, and the community at large;

14 (2) After unintentional injury, suicide has become the leading cause of death among young  
15 people between the ages of ten and 24. At a time when unintentional injuries have been  
16 on the decline, suicides have increased; and

17 (3) Suicide is a complex issue that requires school, family, and community resources be  
18 harnessed for appropriate and timely help to be available in order to prevent suicide.

**19 SECTION 3.**

20 Part 3 of Article 16 of Chapter 2 of Title 20 of the Official Code of Georgia Annotated,  
21 relating to student health in elementary and secondary education, is amended by adding a  
22 new Code section to read as follows:

15 LC 33 5849

23 "20-2-779.1.

24 (a)(1) The Department of Education shall adopt rules to require that all certificated  
25 public school personnel receive annual training in suicide awareness and prevention.

26 This training shall be provided within the framework of existing in-service training

27 programs offered by the Department of Education or as part of required professional  
28 development offered by a local school system.

29 (2) The Department of Education shall, in consultation with the Department of  
30 Behavioral Health and Developmental Disabilities, the Suicide Prevention Program  
31 established pursuant to Code Section 37-1-27, and suicide prevention experts, develop  
32 a list of approved training materials to fulfill the requirements of this subsection which  
33 may include training materials currently being used by a local school system if such  
34 training materials meet any criteria established by the department.

35 (3) Approved materials shall include training on how to identify appropriate mental  
36 health services, both within the school and also within the larger community, and when  
37 and how to refer youth and their families to those services.

38 (4) Approved materials may include programs that can be completed through self-review  
39 of suitable suicide prevention materials.

40 (5)(A) Each local school system shall adopt a policy on student suicide prevention.

41 Such policies shall be developed in consultation with school and community  
42 stakeholders, school employed mental health professionals, and suicide prevention  
43 experts, and shall, at a minimum, address procedures relating to suicide prevention,  
44 intervention, and postvention.

45 (B) To assist local school systems in developing their own policies for student suicide  
46 prevention, the Department of Education, in consultation with the Suicide Prevention  
47 Program within the Department of Behavioral Health and Developmental Disabilities,  
48 shall establish a model policy for use by local school systems in accordance with this  
49 Code section.

50 (b) No person shall have a cause of action for any loss or damage caused by any act or  
51 omission resulting from the implementation of the provisions of this Code section or  
52 resulting from any training, or lack thereof, required by this Code section.

53 (c) The training, or lack thereof, required by the provisions of this Code section shall not  
54 be construed to impose any specific duty of care."

#### 55 **SECTION 4.**

56 All laws and parts of laws in conflict with this Act are repealed.

# Montana

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## HB 374

**Signed by Governor Steve Bullock on  
May 13, 2015**

## 2015 Montana Legislature

[Additional Bill Links](#) [PDF version](#)



HOUSE BILL NO. 374

INTRODUCED BY E. MCCLAFFERTY, B. BENNETT, Z. BROWN, V. COURT, W. CURDY, K. DUDIK, M. DUNWELL, J. ECK, J. ELLIS, M. FUNK, D. HAYMAN, C. HUNTER, T. JACOBSON, J. KARJALA, K. KELKER, G. KIPP, E. LIESER, R. LYNCH, M. MACDONALD, K. MCCARTHY, N. MCCONNELL, P. NOONAN, A. OLSEN, C. PEASE-LOPEZ, R. PEPPERS, Z. PERRY, G. PIERSON, C. POPE, J. PRICE, A. REDFIELD, V. RICCI, D. SALOMON, C. SCHREINER, B. SMITH, T. STEENBERG, K. SWANSON, S. WEBBER, N. WILSON, T. WOODS

AN ACT REQUIRING THE OFFICE OF PUBLIC INSTRUCTION TO DEVELOP SUICIDE AWARENESS AND PREVENTION TRAINING MATERIALS FOR SCHOOL DISTRICT EMPLOYEES; RECOMMENDING AT LEAST 2 HOURS OF TRAINING EVERY 5 YEARS; AND PROVIDING AN EFFECTIVE DATE.

WHEREAS, Montana's Suicide Awareness and Prevention Training Act is based on The Jason Flatt Act model legislation that has been adopted in over a dozen states, where this legislation has been implemented to positively impact hundreds of thousands of teachers and millions of students around the country.

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

**Section 1. Short title.** [Sections 1 and 2] may be cited as the "Suicide Awareness and Prevention Training Act."

**Section 2. Youth suicide awareness and prevention training.** (1) The office of public instruction shall provide guidance and technical assistance to Montana schools on youth suicide awareness and prevention training materials. All training materials offered must be approved by the office of public instruction, meet the standards for professional development in the state, and be periodically reviewed by a qualified person or committee for consistency with generally accepted principles of youth suicide awareness and prevention training.

(2) The legislature recommends that youth suicide awareness and prevention training be made available annually to each employee of a school district and to staff of the office of public instruction who work directly with any students enrolled in Montana public schools. The training must be provided at no cost to the employee. The training may be offered through any method of training identified in subsection (3).

(3) The legislature recommends that employees under subsection (2) take at least 2 hours of youth suicide awareness and prevention training every 5 years. Appropriate methods for delivery of the training include:

- (a) in-person attendance at a live training;
- (b) videoconference;
- (c) an individual program of study of designated materials;
- (d) self-review modules available online; and
- (e) any other method chosen by the local school board that is consistent with professional development standards.

**Section 3. Codification instruction.** [Sections 1 and 2] are intended to be codified as an integral part of Title 20, chapter 7, and the provisions of Title 20, chapter 7, apply to [sections 1 and 2].

**Section 4. Effective date.** [This act] is effective July 1, 2015.

- END

# Texas

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## **HB 2186**

### **In memory of Jonathan Childers**

**Signed by Governor Greg Abbott on  
June 19, 2015**

H.B. No. 2186

AN ACT relating to suicide prevention training for educators in public schools.

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

SECTION 1. This Act may be cited as the Jason Flatt Act in memory of Jonathan Childers.

SECTION 2. Section 21.451, Education Code, is amended by amending Subsection (d) and adding Subsections (d-1) and (d-2) to read as follows:

(d) The staff development:

(1) may include training in:

(A) technology;

(B) conflict resolution;

(C) discipline strategies, including classroom management, district discipline policies, and the student code of conduct adopted under Section 37.001 and Chapter 37; and

(D) preventing, identifying, responding to, and reporting incidents of bullying; ~~and~~

(2) subject to Subsection (e) and to Section 21.3541 and rules adopted under that section, must include training based on scientifically based research, as defined by Section 9101, No Child Left Behind Act of 2001 (20 U.S.C. Section 7801), that:

(A) relates to instruction of students with disabilities; and

(B) is designed for educators who work primarily outside the area of special education; and

(3) must include suicide prevention training that must be provided:

(A) on an annual basis, as part of a new employee orientation, to all new school district and open-enrollment charter school educators; and

(B) to existing school district and open-enrollment charter school educators on a schedule adopted by the agency by rule.

(d-1) The suicide prevention training required by Subsection (d)(3) must use a best practice-based program recommended by the Department of State Health Services in coordination with the agency under Section 161.325, Health and Safety Code.

(d-2) The suicide prevention training required by Subsection (d)(3) may be satisfied through independent review of suicide prevention training material that:

(1) complies with the guidelines developed by the agency; and

(2) is offered online.

SECTION 3. This Act applies beginning with the 2015-2016 school year.

SECTION 4. This Act takes effect immediately if it receives a vote of two-thirds of all the members elected to each house, as provided by Section 39, Article III, Texas Constitution. If this Act does not receive the vote necessary for immediate effect, this Act takes effect September 1, 2015.

\_\_\_\_\_  
President of the Senate

\_\_\_\_\_  
Speaker of the House

I certify that H.B. No. 2186 was passed by the House on May 7, 2015, by the following vote: Yeas 139, Nays 3, 2 present, not voting; and that the House concurred in Senate amendments to H.B. No. 2186 on May 29, 2015, by the following vote: Yeas 141, Nays 5, 2 present, not voting.

\_\_\_\_\_

Chief Clerk of the House

I certify that H.B. No. 2186 was passed by the Senate, with amendments, on May 27, 2015, by the following vote: Yeas 29, Nays 2.

\_\_\_\_\_

Secretary of the Senate

APPROVED: \_\_\_\_\_

Date

\_\_\_\_\_

Governor