



2013 Legislative Session
LEGISLATIVE SUMMARY

Prepared for



By



Emergent Design and Development, Inc.

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On May 3, 2013 at 7:16 in the evening the Florida Legislature brought the 2013 legislative Session to a close. During the 60 day session over 1,800 bills were filed, of those less than 270 ultimately passed. In those bills we saw a variety of issues ranging from incentives for Economic Development to criminalizing the practice of texting while driving.

From the standpoint of Education and Adult Education there were a variety of issues of specific interest. Senate Bills SB 1076 and SB 1720 created a number of new provisions, as well as amended some existing statutes. These bills address many issues of relevance to all sectors of education from the establishment of a comprehensive K-20 career and education planning system; substantially rewording the student assessment program for public schools and the creation of multiple diploma options for High School Students, to addressing college remediation and changing said terminology to Developmental Education.

While not all of the Legislative Priorities of Adult Education were successful this session, we did see the legislature pass in SB 1076 requirements that the Department of Education develop and approve additional courses that allow students to earn credit in both career education courses and courses required for high school graduation (ACE Legislative Priority # 3). Also in the bill are provisions establishing the authority for a state college or school district to report a co-enrolled K-12 student as enrolled in an adult education program for purposes of funding (ACE Legislative Priority # 2).

In the pages that follow, you will find brief overviews of some of the legislation that passed this session, including the Budget as well as some additional bills which may be of interest to members of ACE.

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Budget and Related Bills

Senate Bill 1500 – Relating to State Appropriations (GAA)

The 2013-2014 state budget saw an increase in a number of budget policy areas, as well as some decreases in others. The budget is highlighted by an increase of \$1.1 billion in new K-12 education funding, which includes pay raises for teachers and additional funding for merit pay. Additionally, the approved budget provides pay raises for state and university employees, increases funding to serve our most vulnerable populations such as the elderly, the disabled and citizens in need of mental health and substance abuse treatment, and adds \$2.8 billion into reserves.

Highlights of the 2013-2014 General Appropriations Act: Total Budget: \$74.5 billion

- Set aside \$480 million for teacher pay increases to be distributed by local school boards. (Negotiated)
- Fully funds the unfunded actuarial liability and normal cost of the Florida Retirement System Plan for State and University employees.

Highlights of the 2013-2014 PreK-12 Education Budget

- Florida Education Finance Program (FEFP): Total funds are increased by \$1.05 billion to \$18.3 billion. The funds per student are increased 6.34%, which is \$404.04 per student. Includes:
 - \$45million increase to the teacher supplies program (Teacher Lead)
 - \$15 million for Cyber Security/Digital Arts Recognition/Digital Tools Certification for Elementary and Middle School Students
 - \$3 million for ESE Technology Applications
 - \$3 million for statewide Career Planning System

Highlights of the 2013-2014 Higher Education Budget

- State University System: There is an increase in state funding of \$241.6 million from the base budget.
- The authorized 3 percent tuition increase generates \$21.6 million for the State University System.
- The University of Florida received an additional \$15 million for implementing the Institute for Online Learning, the first fully accredited, state research university online baccalaureate degree program in the nation.

Highlights of the 2013-2014 Florida College System Budget

- There is an increase in state funding for the Florida College System of \$67.9 million from the base budget.
- The authorized tuition increase generates \$26.4 million for the Florida College System.
- Also provided for \$5.0 million for performance based incentive funding for Industry Certifications in targeted occupational areas.

Highlights of the 2013-2014 Workforce Education Budget

- Authorizes 3 percent tuition increase for Workforce Education programs, which generates approximately \$1.2 million for Workforce Education.
- Decrease of approximately \$20 million for all Workforce Education programs provided for school district workforce education programs (2012-13 = \$369,488,374; 2013-14 = \$348,996,628) based on enrollment declines.

Other Workforce and Adult Education Funding

- For programs leading to a career certificate or an applied technology diploma, the standard tuition shall be \$2.40 per contact hour for residents. For nonresidents, the out-of-state fee shall be \$7.20 per contact hour in addition to the standard tuition of \$2.40 per contact hour.
- No change in tuition and fees for Adult General Education programs.
- \$30 million is provided to district workforce education and state college programs to expand, enhance, or develop program offerings that will lead to targeted industry.
- \$700,000 in nonrecurring general revenue is provided for the Inclusive Transition and Employment Management Program (ITEM). The funds shall be used to provide young adults with disabilities who are between the ages of 16 and 25, with transitional skills, education, and on-the-job experience to allow them to acquire and retain permanent employment.
- \$10,693,484 shall be distributed to Florida colleges and school districts for programs serving adults with disabilities.

Senate Bill 1514 – Relating to Educational Funding (Conforming Bill)

Senate Bill 1514 is the Education conforming bill to the Budget SB 1500, it contains a variety of provisions related to the implementation of individual budget items as well as clarification on the policies required to implement those budget items.

State Satellite Network

It repeals statutes relating to a state satellite network, which provided video and audio transmissions to citizens, state agencies, county and municipal governments, business and industry, and other public and private entities to participate in classroom instruction, continuing education, special events programs, and one-way video teleconferencing.

Virtual Education

Provisions in SB 1514 expand School Districts Virtual Instruction Options to include other providers of virtual instruction for credited courses beyond the Florida Virtual School.

- Makes changes to Virtual funding model in state which includes courses delivered by the Florida Virtual School on a public school campus and requires that FTE's only be reported by the school district in which the student is enrolled.
- Authorizes Districts to offer Virtual Courses for both credit recovery and course completion.
- Also modifies funding amounts of Virtual Online courses and establishes that no single student FTE shall be more than 1 FTE, thus modifying the formula for funding Virtual Courses.

Dual Enrollment

School districts shall pay the standard tuition rate per credit hour from funds provided in the FEFP to the institution providing instruction when such instruction takes place on the postsecondary campus. When dual enrollment is provided on the high school site by postsecondary institution faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the postsecondary institution to provide the instruction. When dual enrollment is provided on the high school site by school district faculty, the school district shall be responsible only for the postsecondary institution's actual costs associated with offering the program.

Other

Bill establishes funding adjustments to a district's FEFP calculation for students without a common student identifier. —The Florida Education Finance Program funding calculations, including the calculations authorized in s. 1089 1011.62, 1011.67, 1011.68, and 1011.685 F.S., shall include funding for a student only when all of the student's records are reported to the Department of Education under a common student identifier.

Provides clarification on Teacher Salary stipulations in SB 1500, in that a district school board or charter school board may distribute salary increases at any time before June 2014, in conformance with requirements of the proviso. (Subject to negotiations with Union)

Major Legislation

Senate Bill 1076 – Relating to K-20 Education

Senate Bill 1076 is a comprehensive K-20 Education bill with many differing provisions relating to education from Kindergarten through University graduate school. The following are provisions that are either related to or may be relevant to those in Adult Education.

Career and Education Planning

SB 1076 establishes provisions related to career and education planning and establishes new language relating to career planning. The bill establishes goals for students to use in order to prepare for postsecondary education or careers. Language requires that students must be provided with access to additional resources via websites, handbooks, manuals, or other regularly provided communications. Linked to \$3 Million in GAA.

Technical Center Governing Boards

The bill in section 3 allows school boards to establish a governing board for their technical centers or create a system of technical centers within the school district. Said boards shall consist of school board members (or their designees) and leaders of the local business community.

The technical center governing board has approval authority only over courses and programs that contain industry certifications.

Provision also establishes threshold of which at least 25 percent of the students enrolled in a course must attain an industry certification and establishes that if fewer than 25 percent of the students enrolled in a course attain an industry certification, the course must be discontinued the following year.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Senate Bill 1076 establishes additional criteria for which a student may be awarded a regular High School Diploma, and also adds rigorous industry certifications and work-related internships or apprenticeships to the list of ACCEL options.

Deletes statutory reference to Alternative credit for high school courses; pilot project

Eliminates reference to pilot program established in 2008 which allowed school districts to award alternative course credit for students enrolled in nationally or state-recognized industry certification programs.

Early Graduation Option

Modifies policies that require students to earn more than the 24 credits required under s. 1003.428 F.S. to graduate from high school. *Language could be interpreted to allow students to graduate early by taking Adult Education classes.*

Realigns Next Generation Sunshine State standards

Under Section 11 of the bill statutory language relating to Next Generation Sunshine State standards is rewritten and language authorizes DOE and Commissioner to revise State Board Rules related to standards.

Requires districts make available materials teaching Digital Skills

Section 14 requires that each district school board make available materials for all students in PreK-12 to enable students to attain digital skills. Such skills must be taught as part of curricula in a separate course offered online or through open-access. Also requires the creation of a Florida Cyber Security Recognition and a Florida Digital Arts Recognition for primary level students.

Revises General Requirements for HS Graduation

Section 15 modifies the requirements for High school graduation by adding a requirement for financial literacy course as course allowable as part of 24 credit requirement for graduation.

Creates New Requirements for HS Graduation

Section 17 establishes new statute and establishes requirements for standard HS graduation, including 24 credit options, and identifies additional course and assessment options. It also identifies remedial options, establishes transfer policies for credits and establishes grade forgiveness and diploma award policies.

Under this section there are also provisions that establish Career education courses which can be used to satisfy graduation requirements. The department is required to develop multiple career education courses or a series of courses that meet the requirements set forth in s. 1003.493(2), (4), and (5) F.S. and this subsection and allow students to earn credit in both the career education and other courses required for high school graduation.

Remediation

Requires students who fail the Grade 9 or 10 FCAT Reading, the Algebra 1 EOC, or the equivalent common core assessments must be enrolled in an intensive remediation course or in a content area course that includes remediation for the skills not acquired by the student.

Creation of Diploma Designation

Section 18 creates new high school diploma designations and the requirements for each. It establishes the Scholar designation and Merit Designation.

To attain the Scholar designation; *In addition to the base requirements to graduate*, the student must:

- English Language Arts (ELA): When the state transitions to common core assessments the students must pass the Grade 11 ELA common core assessment *in addition to passing the 10th grade ELA assessment*.
- Mathematics: Earn one credit in Algebra II and one credit in statistics or an equally rigorous math course and when the state transitions to common core assessments; the student must pass the Algebra II common core assessment.
- Science: Pass the statewide standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
- Social Studies: Pass the statewide standardized United States History end-of-course assessment.
- Foreign Language: Earn two credits in the same foreign language.
- Electives: Earn at least one credit in an Advanced Placement, International Baccalaureate, Advanced International Certificate of Education or dual enrollment course.

Any student in high school who wants to earn a Scholar Designation must pass the EOC assessments in Algebra I, Biology, and United States History. (Must take Alg II, Chem./Physics, 2 Foreign Lang & 1 AP, DE, IB or ALCE)

For the Merit Designation a student must; *In addition to the other basic graduation requirements*, earn one or more industry certifications. This is **NOT** in addition to the requirements of the Scholar Designation.

Learning opportunities for out-of-state and out-of-country transfer students

Section establishes criteria for which an out-of-state transfer student can attain a standard Florida HS diploma. Allows for a student participating in an adult general education program to have the opportunity to take any must-pass assessment, in lieu of 10th Grade FCAT.

High School Equivalency

Removes rule making authority for the State Board of Education to award a standard high school diploma to individuals who have received the high school equivalency diploma.

Career and Professional Education Act – Secondary Programs

Requires the Department of Education to develop and approve additional career education courses that allow students to earn credit in both career education courses and courses required for high school graduation.

Requires such courses to include digital literacy skills and the integration of required course content with practical applications and rigorous coursework leading to industry certifications.

Authorizes school districts to work with regional consortia, local workforce boards, business and industry leaders, and postsecondary institutions to create such courses.

Career Dual Enrollment

Limits career dual enrollment and career early admission to programs and courses that lead to industry certifications adopted pursuant to s. 1008.44, F.S.

Industry Certification Funding List Adoption

Creates additional statutory authority for the State Board of Education to adopt an Industry Certification Funding List.

Permits the Commissioner of Education to recommend exemptions from minimum age, grade level, diploma or degree, and post-graduation work experience of at least 12 months requirement for industry certifications. These differentiated requirements must be included in the Industry Certification Funding List at the time it is adopted.

Career Education Program Requirements

The bill renames “career-preparatory instruction” to “applied academics for adult education instruction” and includes other technical changes to statute for consistency.

Establishes that students who show readiness for postsecondary education under current law are exempt from basic skills. A student who passes a state or national industry certification or licensure exam is exempt only if the exam is identified in rule by the SBE and aligned to the career education program in which the student is enrolled.

Adult Education ‘Action Steps...’

Requires students entering adult general education programs after July 1, 2013, to complete “Action Steps to Employment” activities prior to the completion of the first term. The action steps are:

- Identify employment opportunities using market-driven tools;
- Create a personalized employment goal;
- Conduct a personalized skill and knowledge inventory;
- Compare the results of the personalized skill and knowledge inventory with the knowledge and skills needed to attain the personalized employment goal; and
- Upgrade skills and knowledge needed through adult general education programs and additional educational pursuits based on the employment goal.

The “Action Steps” may be developed through a blended approach with assistance provided to adult general education students by teachers, employment specialists, guidance counselors, business and industry representatives, and online resources. In addition, students are directed to online resources or provided information on financial literacy, student financial aid, industry certification, occupational skills and knowledge tools, and a listing of job openings.

Co-enrollment

Section establishes authority for a state college or school district to report a co-enrolled, K-12 student as enrolled in an adult education program for purposes of funding. This makes the reporting authority, permanent. The bill requires DOE to develop a list of courses to be designated as core curricula courses for the purposes of co-enrollment.

District Workforce Education Performance Funding

Removes performance funding components for career education programs based on occupational completion points and placements; removes components and replaces with performance funding for school district workforce education based on a student's attainment of industry certification in course on the postsecondary funding list as specified in the General Appropriations Act (GAA).

Requires the Chancellor of Career and Adult Education to identify the industry certifications eligible for funding on the Postsecondary Industry Certification Funding List, based on the occupational areas identified in the General Appropriations Act.

Limits the total performance funding for postsecondary industry certifications to \$15 million; if funds are not sufficient to fund the total award, the funds must be prorated. (Sets \$1,000 for each industry certification earned)

Permits industry certifications earned through dual enrollment to be funded pursuant to ss. 1011.80 and 1011.81, F.S.

Bonuses for Teachers of Industry Certification Programs

Requires school districts, for 2013-2014 and thereafter, to "distribute to each classroom teacher who provided direct instruction toward the attainment of an industry certification that qualified for additional full time equivalent membership":

- A bonus of \$25 for each student taught by a teacher who provided a course that led to the attainment of an industry certification with a weight of 0.1, and
- A bonus of \$50 for each student taught by a teacher who taught a course that led to the attainment of an industry certification with a weight of 0.2
- Establishes the maximum bonus as \$2,000 in any given school year
- Provides such bonuses are in addition to any regular wage a teacher may receive

Bonuses Paid to IB and AP Teachers

Increases the cap on the total bonus per teacher from \$2,000 to \$3,000 for teachers in "A", "B", "C" graded schools if at least 50% of their students score 4 or higher, and for teachers in "D" or "F" schools if at least 25% of the teacher's students earn grades of 4 or higher.

Establishes an additional bonus of \$50 per student for each student with a qualifying score up to the maximum annual bonus of \$3,000.

Individual Professional Development Plan (IPDP)

Changes statutory language from "require" to "authorize" related to the principal's responsibility to establish and maintain an individual professional development plan for each instructional employee assigned to his or her school. Effectively removes the requirement for IPDPs.

Senate Bill 1720 – Relating to Education

The bill changes the terminology of college-preparatory instruction to developmental education in various statutes, including those for adult general education (1004.93, F.S.).

Changes the required 30 hours in general education to no more than 36 semester credit hours in general education; 1 course in the subject areas of communication, mathematics, social sciences, humanities, and natural sciences, and removes criteria that this was only for new students.

Modifies learning opportunities for out-of-state and out-of-country transfer students and students needing additional instruction to meet high school graduation requirements. Requires now that a student who earns the required 24 credits and have met all requirements for the standard high school diploma except for passage of any must-pass assessment can participate in developmental education.

SB 1720 establishes requirements that each State College Board of trustees establish policies which notify all students of Developmental education options.

Section 18: Establishes definition of developmental education as instruction through which a high school graduate who applies for any college credit program may attain the communication and computation skills necessary to successfully complete college credit instruction.

Also establishes that developmental education may be delivered through a variety of accelerated and corequisite strategies, including, (a) Modularized instruction that is customized and targeted to address specific skills gaps. (b) Compressed course structures that accelerate student progression from developmental instruction to college-level coursework. (c) Contextualized developmental instruction that is related to meta-majors (d) Corequisite developmental instruction or tutoring that supplements credit instruction while a student is concurrently enrolled in a credit-bearing course.

This section also defines “Gateway course” to mean the first course that provides transferable, college-level credit allowing a student to progress in his or her program of study.

It also defines “Meta-major” as a collection of programs of study or academic discipline groupings that share common foundational skills.

SB 1720 also establishes that students may take alternative assessments to any common placement testing for public postsecondary access and these alternative assessments may be accepted in lieu of the common placement tests shall also be identified in rule.

The bill does require that by October 31, 2013, the State Board of Education will establish by rule the test scores a student must achieve to demonstrate readiness to perform college-level work. It allows a student who takes the common placement test and whose score on the test indicates a need for developmental education must be advised of all the developmental education options offered at the institution and, after advisement, shall be allowed to enroll in the developmental education option of his or her choice.

A student who demonstrates readiness by achieving or exceeding the test scores established by the state board and enrolls in a Florida College System institution within 2 years after achieving such scores shall not be required to retest or complete developmental education when admitted to any Florida College System institution.

Other Bills of Interest

House Bill 21 – Relating to Background Screening for Non-instructional Contractors on School Grounds

House Bill 21 requires the Department of Education (DOE) to create a uniform, statewide identification badge signifying that a noninstructional contractor has satisfied the specified background screening requirements. School districts are responsible for issuing the badges, which must include a photograph of the contractor. A contractor must be issued a badge if he or she is a U.S. resident and citizen or permanent resident alien, 18 years of age or older, and meets the specified background screening requirements.

The badge must be recognized by each Florida school district, visibly worn by the noninstructional contractor when on school grounds, and is valid for five years. DOE must determine a uniform cost that may be charged to a contractor for the badge. Contractors who are exempt from background screening requirements are not required to obtain a badge.

Currently, there is no required uniform, statewide identification badge that signifies that a contractor has satisfied background screening requirements. School districts generally issue their own identification badges or proof of clearance.

Current law requires each noninstructional contractor to inform his or her employer (or other party to the contract) and the school district within 48 hours if he or she is arrested for a disqualifying offense. If the noninstructional contractor provides notification of a disqualifying offense, the bill requires that contractor to return his or her identification badge to the issuing school district within 48 hours.

Under the bill fees are not yet determined but, noninstructional contractors who work in multiple school districts would only be required to obtain and pay for one identification badge, rather than obtaining a badge and paying a fee in each individual district. This may result in reduced costs for noninstructional contractors.

School districts that issue their own identification badges will have to redesign their current system in order to issue the uniform, statewide identification badge. The costs associated with this process are indeterminate. Districts that contract with a vendor for this process may incur costs associated with re-negotiating the contract. Also, a school district that does not originate the background screening and issuance of the statewide identification badge will no longer be able to issue its own badge and charge a corresponding fee.

Senate Bill 284 – Relating to School Emergencies

The bill requires the agency responsible for notifying a school district for each type of emergency to be listed in each district school board's emergency response policy and model emergency management and emergency preparedness procedures. The emergency response agencies identified by a district school board must notify private schools within the school district of occurrences that threaten student safety if such private schools request notification of emergencies by opting into the district school board's emergency notification procedures. Currently, Florida law does not expressly authorize private schools to opt into district school board emergency notification procedures for the purpose of receiving emergency notifications.

The bill authorizes both public and private schools to maintain a supply of epinephrine auto-injectors in a secure location for use in an emergency situation by authorized students and trained school personnel. Schools that choose to purchase and maintain a supply of epinephrine auto-injectors must adopt a protocol developed by a licensed physician for the administration of an epinephrine auto-injection by trained school personnel.

The bill also provides immunity from liability for public and private school employees and agents for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel.

House Bill 609 – Bullying in the Public School System

House Bill 609 prohibits the bullying or harassment of any public K-12 student or employee during a public K-12 education program or activity; during a school-related or school-sponsored program or activity; on a public K-12 school bus; or through a computer, computer system, or computer network that is within the scope of a public K-12 educational institution.

The Bill defines “bullying” as systematically and chronically inflicting physical hurt or psychological distress on one or more students, which may involve teasing; social exclusion; threat; intimidation; stalking; physical violence; theft; sexual, religious, or racial harassment; public humiliation; or destruction of property. The bill also defines “cyberbullying” as bullying through the use of specified technology or electronic communications; the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages; or the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that is accessible to others.

The bill expands the scope of school district bullying policies to include computer-related bullying occurring outside the scope of a public K-12 educational institution and bullying using technology or electronic devices not owned, leased, or used by a public school or school district. However, cyberbullying occurring off-campus must have a tangible impact on the victim at school or disrupt the school environment to be actionable.

The bill adds provisions defining “within the scope of a public K-12 educational institution” as any computer or computer system or network that is physically located on school property or at school-related or school-sponsored programs or activities, regardless of ownership.

House Bill 801 – Certified School Counselors

This bill rephrases within the Florida Statutes the term “guidance counselor” to read “certified school counselor.” This change reflects the current requirement that persons employed as school counselors hold a certificate in guidance and counseling as provided by law and SBE rule.

School counselors are considered instructional personnel within Florida’s public school system. To be employed as a school counselor, a person must be certified as required by law and State Board of Education (SBE) rule. To be certified in guidance and counseling, a person must hold a master’s or higher degree with a graduate major in guidance and counseling or counselor education or a master’s or higher degree with 30 semester hours of graduate credit in specified guidance and counseling courses.

Senate Bill 1388 – Instructional Materials

Senate Bill 1388 increases flexibility for a school district while requiring instructional materials to align with state standards. The bill authorizes a school district to review, approve and purchase instructional materials, while retaining a DOE statewide instructional materials review process.

The bill does leave existing state instructional materials adoption process alone, but authorizes school districts to create their own instructional materials adoption process. The House amendment allows districts to create their own instructional materials approval process, and significantly modifies the existing state process (i.e., deletes state instructional material procurement/bidding procedures, expands the state instructional material review team, authorizes DOE to charge fees for reviewing instructional materials, eliminates requirement for publishers to have a depository, eliminates requirement for instructional materials to be purchased within first 2 years of the cycle).

Senate Bill 1664 – Educator Preparation

SB 1664 revises the requirements for state approved educator preparation programs, educator and principal certification, and the Florida Teachers Lead Program.

The bill provides a new framework for the approval of teacher preparation programs at colleges and universities that is based on performance outcome metrics and holds all preparation programs accountable. As part of these new provisions, it also revises the criteria for evaluating classroom teachers, other instructional personnel, and school administrators for purposes of the performance pay schedule in current law.

Senate Bill 1810 – Florida Retirement System

Under the provisions in Senate Bill 1810 there is an increase to the employer contribution for the Retiree Health Insurance Subsidy (HIS) from 1.11 percent to 1.20 percent of employee gross compensation. The bill adjusts the employer-paid contribution rates for normal cost and unfunded actuarial liability for the Florida Retirement System (FRS), based on the 2012 Actuarial Valuation.

As a result of this bill, no changes to current employee contribution rates are directly applied. For all membership classes, except the DROP, employees contribute 3 percent of their compensation towards retirement.

House Bill 7009 – Charter Schools

House Bill 7009 revises the General rules for operations of Charter schools. It makes changes to the application and approval process, as well as adds additional elements to the reporting requirements for charter schools.

Provisions in the bill also define what a Charter School Management Company is and establishes criteria and restrictions on who can sit on a Charter School governing board. There are also provisions which address private/public partnerships as well as assessments for charter school students.

For a Public school of choice, the calculation for compliance with the Maximum class size is the average number of students at the school level.

HB 7009 also creates Innovative Schools of Technology which a district may operate within existing resources. Under the establishment of Schools of Technology, districts must; adopt and implement blending learning, and make the school open to any student. These schools will be required to meet High Standards, implement Innovation Learning Method, promote Academic Success and Financial Efficiency, and use industry leading hardware and software.

Schools of technology may be established for a 5 Year term (renewable), and are exempt from a multitude of state statutes. A District School Board must apply to the state board in order to establish such schools and can have as many as seven such schools if the district has more than 100,000 students.