



## District's Issues of Continuing Concern 2019

In addition to the adopted School Board Legislative Platform, the District continues to advocate for change to the following issues of continuing concern:

### STUDENT LEARNING

- Remove the statutory sunset of the Competency-Based Education Pilot Program so that PBSB's accelerated elementary math program may continue and advocate for school grade weighting for students that test above grade level.

### ASSESSMENT AND ACCOUNTABILITY

- Extend Schools of Hope time frame to improve failing schools (DD, DDD, and F schools).

*Currently, new principals are appointed to the most at-risk schools and have only one year to complete a positive change. Turnaround requires more time in order to make long-term improvements.*

- Seek modifications to House Bill 7069 to include the option to convert schools earning three consecutive grades below a "C" to a district managed turnaround school.
- Allow for alternative assessments, such as a portfolio assessment to replace End of Course (EOC) exams and increase graduation rates (F.S. 1008.22).
- Allow Grade 9-10 FSA ELA to begin testing by April 15 for FSA ELA and EOC exams to decrease testing fatigue for students, particularly those in high school settings.

*FS 1008.22 requires the schedule for State assessments as "statewide, standardized assessment must be administered within a 4-week assessment window that opens no earlier than May 1 each year". This creates scheduling challenges for schools and students also taking AP, IB, AICE, where the majority of testing is also in May.*

- Advocate for continued use of the PERT mathematics concordant score to meet assessment graduation requirements after the current sunset of Fall 2018.

## FACILITIES

- Seek modification of the Department of Children’s and Families (DCF) rule to clearly reflect that after school learning programs operated by districts and attended by pre-K students are “licensed-exempt” from the child care facility licensing requirement (in keeping with the precedent set prior to 2018).

*In 2018, DCF’s legal staff changed their interpretation of DCF Rule 65C-22.008, F.A.C. “School Age Child Care” to require all extended learning/afterschool programs operated by public schools for children under the age of 5 and at least 3 years of age, to be licensed as a child care facility or to be an extension of the VPK program as “wrap-around services.”*

## STUDENT SAFETY

- Seek clarifications to the Marjory Stoneman Douglas Public Safety Act (SB 7026) as follows:
  1. Clarify the difference between “training” and “drills” and clarify the number of “active duty drills” that need to be completed during a school year, i.e., either once a month or once a semester, which is twice a year.
  2. Clearly establish the definition of “Safe School Administrators” as “District Administrators” and not as “School Administrators” and delete any reference to “School Administrators” in the Act.
  3. Revise language in F.S. 1006.07 (requirement for parents to note student referrals to mental health services upon registration) to specify what districts are required to do with this information once collected.
- Seek to modify the public records exemption under the Security System Plan to include the terms “bus routes” and “bus stop locations and times.” Note that this information is accessible to parents of students using that particular bus.

## FUNDING

- Fund all previously unfunded mandates. No new unfunded mandates.
- Advocate for a local legislative budget request to establish an African-American History Museum at Historic Roosevelt High School.

- Eliminate the requirement that districts must pay for all of the tuition or administrative fees to state colleges and universities for dual enrollment. Instead, ensure the financial responsibility is shared by the two entities or require state colleges and universities to provide discounted rates for district students.
- Clarify Hope Scholarship Act to require bullying incidents be “substantiated” in order to be eligible for scholarship funds.
- Increase funding of categorical dollars to allow for IB Middle Years Program/AICE/and AP instructional materials to be purchased to allow for increased enrollment in advanced courses. This will ensure students have access to required instructional materials.
- Seek authority for PBSB to spend Digital Classroom Allocation funds on educational software. Current language restricts spending to computer hardware, bandwidth and professional development.
- Seek modification to House Bill 7055 as follows:
  1. Remove language that requires Districts to set Title I eligibility determination threshold no higher than 16-17 rates or the state’s poverty average to allow the District to exercise the flexibility set forth in federal law (ESSA), i.e., serve schools as low as 35% or serve schools beginning at 75%.
  2. Increase the percentage of Title I funds districts may reserve at the district level to provide education services to district schools in accordance with the approved Title I plan from 1% to 2% or greater to afford the District an opportunity to provide a menu of support services to Title I schools that leverages resources and takes advantage of economies of scale found at the district level.

## **CHARTERS**

- Increase local control of school boards to hold charter schools accountable for providing high quality programming to children and families in a timely manner, and hold charters fiscally responsible for use of public funds. Address this by taking the following legislative actions:
  1. Restrict a charter’s ability to defer a school opening for up to one year (instead of the current three-year deferment period), and ensure the deferment period is counted as part of the initial five-year charter contract. In addition, both the

charter school and sponsor/district should mutually agree on the decision to delay a school's opening.

2. Revert back to previous language around the grounds for non-renewal of a charter contract by removing the word "substantial" (i.e., keep as "violation of the law").
  3. Modify the standard of "clear and convincing evidence" for a sponsor/district to terminate a charter contract, since this standard is much higher than required for a breach of contract action. Instead, the requirement of the standard should be revised to "preponderance of the evidence."
  4. Revert back to ALJ's Order becoming a "recommended order" when the sponsor/district is required to go to DOAH for contested non-renewal or termination of charter contracts (instead of the ALJ's Order becoming a "Final Order" from which ONLY a charter school can appeal). In addition, remove any language that states the ALJ shall award attorney fees and costs incurred during the administrative proceeding and any appeal.
  5. Remove language for dispute resolution under mediation relating to goods and services that calls for ALJ to award prevailing attorney's fees and costs.
- Require a performance and/or surety bond of charter schools similar to those required of contractors, etc. to be used in the event of a financial emergency and/or termination due to financial mismanagement, etc., with the amount of the bond possibly based on the annual FTE payment to the charter school.
  - Provide authority to the sponsor/district to withhold at least \$10,000 for the financial audit mandated by the statute under the termination provisions in F.S. 1002.33 (8) during the nonrenewal/termination process.
  - Provide the sponsor/district with more flexibility under the charter contract to negotiate terms and provisions outside of the "standard charter contract" established recently by FLDOE regarding financial compliance, reversion of public funds and assets purchased with public funds to clearly revert back to the district upon a termination of a charter contract, grant in security interests, term of a renewal charter contract, etc.
  - Revise F.S. 1002.33 (2)(B) and F.S. 1002.33 (5)(B)(1E) to better allow school districts to hold charter applicants accountable for "innovation". Stronger language is needed to hold charter schools accountable for providing truly innovative programming to children and families.