



# INDIANA STATE BOARD OF EDUCATION

TO: State Board of Education  
 FROM: Jordan Johnson, Legislative Fellow and Alicia Kielmovitch, Director of Policy and Legislation  
 RE: Summary of 2018 Legislative Session  
 DATE: March 27, 2018

**Summary:** The 2018 Legislative Session brought about new changes to Indiana’s education laws. Diplomas, assessments, and curricula were major issues the General Assembly addressed this year. There was also much discussion about teacher preparation and licensing. This memorandum aims to give an in-depth examination of SBOE’s new responsibilities based upon Enrolled Acts, an overview of bills related to education, and an overview of how the workforce bills affect education.

Bill number/Author	Summary	SBOE Responsibilities
<b>HEA 1398 – Coalition of School Corporations and Schools</b> (Behning)	This bill allows the SBOE to approve a coalition of school corporations for innovation.	<ul style="list-style-type: none"> <li>– SBOE may approve one coalition of four to eight school districts to improve student performance, offer flexible educational programs, and promote innovative instructional strategies.</li> <li>– The coalition will submit to SBOE the description of the educational programs that will be offered by the members and the specific goals and outcomes to be achieved. The plan will also contain how student performance will be measured.</li> <li>– SBOE may approve a plan that requests a suspension of the curriculum standards, only if the suspension of the standards is related to the specific goal.</li> <li>– Following the plan’s approval, SBOE shall post on its website a copy of the plan and information on how school corporations may submit applications to join the coalition. Coalition members may also recommend to the SBOE applicants to join.</li> <li>– SBOE may revoke a coalition member’s membership if that member has not met the specific goals or outcomes set forth in the coalition’s plan.</li> </ul>
<b>HEA 1399 – Elementary School Teacher Content Area Licenses</b> (Behning)	This bill allows the SBOE to adopt rules establishing a math specialist license and elementary math and science license.	<ul style="list-style-type: none"> <li>– By July 1, 2019, SBOE shall adopt rules to establish elementary school teacher content area licenses for mathematics or science.</li> <li>– This bill also requires DOE to develop an incentive program to assist and reward teachers who obtain the license.</li> </ul>
<b>HEA 1420 – Various Education Matters</b> (Behning)	The bill makes changes to virtual charter schools, which includes schools receiving special education grants each fiscal year, and allows the SBOE to adopt rules on the operation of virtual charter schools.	<ul style="list-style-type: none"> <li>– SBOE shall adopt rules to govern the operation of virtual charter schools.</li> <li>– SBOE will approve DOE’s annual report to the budget committee.</li> <li>– DOE will provide information regarding the class sizes and number of in-person meetings of virtual charter schools to SBOE and legislative council.</li> <li>– Successful completion of a Cambridge International course can fulfill the requirements for an academic honors designation.</li> </ul>



# INDIANA STATE BOARD OF EDUCATION

Bill number/Author	Summary	SBOE Responsibilities
<p><b>HEA – 1426</b>  <b>Education Matter</b>            (Behning)</p>	<p>This bill will create one Indiana diploma with designations. It allows the SBOE to create an alternate diploma. It changes the math and science course requirements for the Core 40 designation and changes the statewide assessment for high school. It also establishes a new waiver diploma that corresponds with the Graduation Pathways. .</p>	<ul style="list-style-type: none"> <li>– SBOE will establish one Indiana diploma with designations: General, Core 40, and Core 40 with academic or technical honors.</li> <li>– SBOE will establish an alternate diploma to replace the Certificate of Completion. Alternate diplomas can be earned by students with significant cognitive disabilities. The diploma must be standards based, aligned with Indiana’s diploma requirements, obtained by no more than 1% of students in a cohort, and comply with ESSA.</li> <li>– Beginning in 2021, a nationally-recognized college entrance exam will serve as the high school assessment.               <ul style="list-style-type: none"> <li>– The proficiency benchmark of the exam must be approved by CHE, in consultation with the state educational institutions.</li> <li>– If SBOE determines that the nationally-recognized college entrance exam cannot assess science, SBOE may select another type of assessment.</li> <li>– SBOE must determine the test dates of the statewide assessment.</li> <li>– SBOE will choose a high school assessment for the two-year interim period prior to the implementation of the nationally-recognized college entrance exam.</li> </ul> </li> <li>– SBOE will adopt rules regarding math and science requirements and sequencing for the Core 40 diploma. These courses must provide the same level of rigor as Algebra 2.               <ul style="list-style-type: none"> <li>– If a student opts to take a math course instead of Algebra 2, they must have their parents’ consent to enroll in the course.</li> <li>– SBOE, in collaboration with CHE, will create the consent form. It must notify the parent and student that enrollment in an alternate math course may affect the student’s ability to attend a particular higher educational institution or enroll in a particular course at an institution.</li> </ul> </li> <li>– SBOE must adopt rules for tuition payments from a district to an authorized provider of special education courses.</li> <li>– The Graduation Pathways apply retroactively, which means 2018 graduates could use the Grad Pathways in lieu of the GQE.</li> <li>– For the Graduation Pathways, all apprenticeships must administered by the US Department of Labor.</li> <li>– SBOE, in consultation with DWD and CHE, must approve all college and career pathways relating to CTE, including sequences of courses leading to student concentrators.</li> <li>– SBOE will develop guidelines to assist secondary schools in identifying a student who will likely need remedial work at a</li> </ul>



# INDIANA STATE BOARD OF EDUCATION

Bill number/Author	Summary	SBOE Responsibilities
		postsecondary educational institution or workforce training program.
<b>HEA 1314 – Students in Foster Care and Homeless Students</b> (DeVon)	This bill mandates data sharing between the Department of Child Services, DOE, and SBOE in order to track the educational outcomes of homeless students and students in foster care.	<ul style="list-style-type: none"> <li>– In collaboration with DOE and DCS, SBOE must prepare a disaggregated annual report on homeless and foster youth graduation rates, diplomas earned, students promoted or retained, suspended or expelled, performance on statewide assessments.</li> <li>– Not later than June 30, 2019, SBOE will receive DOE’s remediation plan for homeless youth.</li> </ul>
<b>SEA 172 – Computer Science</b> (Raatz, Kruse)	This bill was part of the Governor’s legislative agenda. It requires each public school to offer a computer science course as an elective course and include computer science in the science curriculum for all students.	– If the DOE does not comply with the requirements regarding the program and fund (such as awarding grants for implementing computer science and professional development for teachers), the SBOE shall assume the DOE’s responsibilities and adopt rules to assume those duties.
<b>SEA 217 – Dyslexia</b> (Houchin)	This bill requires schools to screen students in grades K-2 for dyslexia and notify parents of dyslexia services.	– SBOE shall adopt rules to ensure that students will be screened for risk factors of dyslexia using a screening tool in kindergarten, grade 1, and grade 2.
<b>SEA 297- Employability Skills Curriculum</b> (Raatz)	This bill establishes employability skills standards in curriculum.	<ul style="list-style-type: none"> <li>– Not later than July 1, 2019, SBOE will approve interdisciplinary employability skills standards developed by DOE, in conjunction with DWD.</li> <li>– SBOE, in consultation with DOE and DWD, may approve an alternate Internet based system and standards for college and career planning resources.</li> </ul>
<b>SEA 303 – Various Education Matters</b> (Raatz, Kruse)	This bill addresses: date changes for home-bound and adult education program, transportation of foster and homeless youth, and virtual summer school.	<ul style="list-style-type: none"> <li>– SBOE must adopt rules for virtual summer school programs.</li> <li>– SBOE must adopt rules on the distribution of any money to reimburse schools for instructional costs and tuition for an applicable online summer school course.</li> </ul>
<b>SEA 354 – Freeway School Corporations and school</b> (Kruse, Raatz)	SBOE shall waive certain educational benefit requirements for a period of not more than 36 months, if a freeway schools requests a waiver.	<ul style="list-style-type: none"> <li>– A freeway school corporation may request SBOE waive the educational benefits requirement for 36 months. SBOE shall, upon request by a freeway school, waive the educational benefits. <ul style="list-style-type: none"> <li>– During the 36 month period, the school may continue to operate as a freeway school, regardless of if they meet the educational benefits.</li> </ul> </li> <li>– The wavier is only available to the school once.</li> </ul>
<b>SEA 387 – Teacher permits, examinations, and salaries</b> (Zay, Kruse, Raatz)	DOE must post on their website the pass rates of content area examinations for each higher educational intuition. It establishes the eligibility requirements for the career specialist permit and makes changes to the teachers’ supplemental pay.	<ul style="list-style-type: none"> <li>– SBOE must contract with a technical advisory committee (TAC) to study educator licensing exams.</li> <li>– The TAC will make recommendations to the SBOE regarding their findings.</li> <li>– The SBOE will submit to the legislative council memoranda and reports from the TAC regarding educator licensing examinations.</li> </ul>



# INDIANA STATE BOARD OF EDUCATION

## Other education bills:

- **SEA 24 – Student Possession and Use of Sunscreen** (Leising): Allows students to carry topical sunscreen in schools.
- **SEA 65 – Instruction on Human Sexuality** (Kruse): Requires each school corporation to allow parents to inspect student instructional material regarding instruction on human sexuality.
- **SEA 135 – Department of Child Services Notifications for schools** (Bohacek): Mandates that the Department of Child Services notify schools within 72 hours when a child is removed from a home.
- **SEA 43 – Racial Balance and Levy** (Zay): Repeals provisions regarding the racial balance levy and the racial balance fund.
- **HEA 1001 – School Funding** (Siegrist): Allows the state to transfer up to \$25 million this year and \$75 million in 2019 from a reserve fund to the state general fund to cover the school funding gap.
- **HEA 1024 – Heat Preparedness Training for Coaches** (Bacon): Mandates coaches complete a heat preparedness training course for the prevention or response to heat related medical incidents student athletes may have when training.
- **HEA 1074 – Various Higher Education Matter** (Sullivan): Makes changes regarding the renewal process of the 21st Century Scholars scholarship and other higher education matters.
- **HEA 1421 – School Discipline** (Behning): Provides that the DOE’s school discipline model aims to reduce suspension and expulsions.
- **HEA 1356 – Bullying** (Porter, G): Provides that school corporations may report incidents of bullying to DOE. This reporting will not affect the school’s performance grade.

## Workforce bills:

- **HEA 1002 – Workforce Funding and Programs** (Huston): This bill contains the programmatic pieces to administer the workforce ready grant and fund.
  - It mandates any apprenticeship for Graduation Pathways must be a federally-recognized apprenticeship program.
  - It defines a work-based learning course to include an employment relationship and provide the student with a paid work experience and corresponding classroom instruction. This applies to any WBL course that receives CTE grant funding in the form of tuition support.
  - It allows students to receive the workforce ready grant if they are Indiana residents, have received a diploma, are enrolled at least as a part-time student in an eligible certificate program, have not received any state financial aid, completed the FAFSA, and satisfactory academic progress.
- **SEA 50 – Governor’s Workforce Cabinet** (Eckerty, Head, and Perfect): This legislation creates the Governor’s Workforce Cabinet and defines their responsibilities. This cabinet will serve as an advisory body to the Governor.
  - The Cabinet will consist of 21 Governor-appointed members. It will advise the Governor, monitor, and direct the implementation of the strategic plan. It will review and approve regional workforce development boards. It will also conduct reviews of workforce and college and career funding.
  - The Cabinet is responsible for developing a comprehensive career navigation and coaching system. This system would be used by all of Indiana’s high school students. The system will provide information on careers, employer needs, labor market supply and demand, and educational requirements. The system will include processes for identifying aptitude or interest in various careers. The career navigation and coaching system will be geared towards middle and high school students.