

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

BILL: CS/SB 1522
 SPONSOR: Senator Constantine
 SUBJECT: Student Education/Parental and Family Involvement
 DATE: March 18, 2003 REVISIED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	O'Farrell	ED	Fav/CS
2.	_____	_____	CF	_____
3.	_____	_____	AED	_____
4.	_____	_____	AP	_____
5.	_____	_____	RC	_____
6.	_____	_____	_____	_____

I. Summary:

The committee substitute creates the "Family and School Partnership for Student Achievement Act" in s.1002.23, F.S., to provide parents with information about their child's educational progress and opportunities for parental involvement, as well as to provide a framework for building and strengthening partnerships between parents, teachers, principals, district school superintendents, and other personnel.

The Department of Education must develop guidelines for a parent guide and a specific checklist and must establish a parent response center to help parents and families. District school boards must: adopt rules to strengthen family involvement and family empowerment; submit a copy of the rules to the Department of Education; and develop and disseminate a parent guide to successful student achievement, as well as a checklist of parental actions to strengthen parental involvement. The State Board of Education must annually review each district's compliance with the requirements in the act and must use all appropriate enforcement action.

District school superintendents and principals must fully support and cooperate in implementing the new law. The committee substitute requires parents to receive accurate and timely information, as well as information on ways to help their child to succeed in school, including help with reading proficiency. Report cards must include a student's performance or non-performance at grade level.

Teachers who receive certain bonuses under the Dale Hickam Excellent Teaching Program must provide instruction to help other teachers work more effectively with the families of their students. Inservice activities for instructional personnel under the School Community Professional Development Act must include parent involvement.

The committee substitute substantially amends ss. 1001.42, 1001.51, 1001.54, 1002.20, 1003.33, 1008.25, 1012.72, and 1012.98, F.S. The bill creates s.1002.23, F.S.

The committee substitute provides an effective date of July 1, 2003.

II. Present Situation:

According to the National Network of Partnership Schools at Johns Hopkins University, partnerships must be viewed as an essential component of school and classroom organization for families and communities to become informed about and involved in children's education at school and at home. The network identified six types of involvement to help educators develop more comprehensive programs of school-family-community partnerships: assisting families with parenting and child-rearing skills; communicating with families about school programs and student progress through effective school-to-home and home-to-school communications; involving families as volunteers and audiences at the school or in other locations to support students and school programs; involving families with their children in learning activities at home; including families as participants in school decisions, governance, and advocacy; and coordinating resources and services for families, students, and the school with businesses, agencies, and other groups.¹

No Child Left Behind Act (P.L. 107-110)

The federal No Child Left Behind Act contains several provisions related to parental involvement in a student's education.²

- Professional Qualifications of Teachers

At the beginning of every school year, the school district must notify all parents of children attending Title I schools that they may request information about the professional qualifications of their child's teachers. The information must be provided in a timely manner. At a minimum, parents must be told:

- whether the teacher has met state qualifications and licensure criteria for the grade and subject she or he teaches;
- whether the teacher is teaching under emergency or provisional credentials because the state has waived qualifications;
- the teacher's college major and any graduate certification or degree and the discipline in which it was taken; and
- whether paraprofessionals provide services to the child, and if so, their qualifications.

In addition, and without request, the Title I school must give parents timely notice when their child has been assigned to and has been taught by a teacher who has not met the state's highest qualifications for four or more consecutive weeks.

- Parental Involvement Programs/Family Information Center

These provisions require schools to implement programs, activities, and procedures for the involvement of parents, including a written parent involvement policy, and provide for the parent information and resource centers.

¹ See <http://www.csos.jhu.edu/p2000/program2.htm>

² See section 1118, relating to parent involvement, section 1111, relating to parental information, and sections 5561-5566, relating to parental assistance and local family information centers, in P.L. 107-110

Local School Districts

Section 1001.42(15), F.S., requires school boards to develop and adopt procedures for informing the general public about the educational programs, needs, and objectives of public education in the district.

Section 1001.51(21), F.S., directs district school superintendents to make recommendations to the school board regarding procedures for informing the general public about district programs, needs, and objectives.

Parent and Student Information

Section 1002.20, F.S., details the information that parents must receive and includes reports on student academic performance, student progress, and school accountability. There are other provisions of current law that provide for parental participation in a student's education, including the provisions of s. 1008.25, F.S., related to reading deficiency and parental notification, and the provisions of s. 1008.22, F.S., related to student assessment.

Office of Family Involvement

The Florida Department of Education's Office of Family Involvement provides resources, training, and technical assistance for parents, volunteers, schools and communities to support a high quality education for children.

Dale Hickam Excellent Teaching Program

The purpose of the program is to motivate teachers to undergo rigorous preparation for recognition by the National Board of Professional Teaching Standards (NBPTS) and to reward those who earn the prestigious certificate. Under this program, the state pays 90 percent of the application fee and rewards successful applicants with an annual bonus of 10 percent of the statewide average teacher's salary. An additional annual 10 percent bonus is provided to teachers who hold NBPTS certification, have a satisfactory annual performance appraisal, and provide the equivalent of 12 workdays of mentoring services and related services outside the 196 regular service days.

School Community Professional Development

Under s. 1012.98, F.S., the purpose of the professional development system is to enable the school community to meet state and local student achievement standards and the state education goals, as well as to succeed in school improvement. Each school district must develop a professional development system that must include specified components, including inservice activities.

III. Effect of Proposed Changes:

The committee substitute:

Section 1. Creates the "Family and School Partnership for Student Achievement Act."

Section 2. Creates the Family and School Partnership for Student Achievement Act of 2003 in s.1002.23, F.S., to:

- provide parents with comprehensive information about their child's educational progress;
- provide parents with specific information about their choices and opportunities for involvement in their child's education; and

- provide a framework for building and strengthening partnerships between parents, teachers, principals, district school superintendents, and other personnel.

District school boards, district school superintendents, and teachers must support and cooperate in implementing a well-planned, inclusive, and comprehensive program to help parents and families in effectively participating in their child's education.

- **Department of Education**

The Department of Education must develop guidelines for a parent guide and the contents must include:

- Parental information related to promotion, student progress, assessment results, and the qualifications of the student's teachers;
- Available services for parents and their children;
- Opportunities for parental participation in parenting classes, adult education, school advisory councils, and school volunteer programs;
- Opportunities for parents to learn about rigorous academic programs;
- Educational choices;
- Classroom and test accommodations for students with disabilities; and
- School board rules, policies, and procedures for student promotion and retention, academic standards, student assessment, courses of study, instructional materials, and contact information for school and district offices.

The department must also develop a specific checklist and disseminate it to school districts. The purpose of the checklist is to help with parental involvement in a student's educational progress. Also, the department must establish a parent response center to help parents and families in answering questions and resolving issues related to their child's education.

- **District school boards**

School boards must:

- adopt rules to strengthen family involvement and family empowerment;
- submit, on an annual basis, a copy of the rules to the Department of Education;
- develop and disseminate a parent guide to successful student achievement, consistent with department guidelines; and
- develop and disseminate a checklist of parental actions that can strengthen parental involvement in their child's educational progress.

The checklist must focus on academics, especially reading, as well as high expectations for students, citizenship, and communication.

- **State Board of Education**

The State Board of Education must annually review each district's compliance with the requirements in the act and must use all appropriate enforcement action, as provided for in s. 1008.32, F.S.

Section 3. Amends s. 1001.42, F.S., related to powers and duties of district school boards, to require the boards to adopt rules to strengthen family empowerment and involvement and to develop and disseminate a parent guide and checklist.

Section 4. Amends s. 1001.51, F.S., related to duties and responsibilities of district school superintendents, to require the superintendents to fully support and cooperate in the implementation of the new law.

Section 5. Amends s. 1001.54, F.S., to require school principals to fully support and cooperate in the implementation of the new law.

Section 6. Amends s. 1002.20, F.S., related to student and parental rights, to require the receipt of accurate and timely information, as well as information on ways for parents to help their child to succeed in school.

Section 7. Amends s. 1003.33, F.S., to require report cards to include a student's performance or non-performance at grade level.

Section 8. Amends s. 1008.25, F.S., related to parental notification and reading deficiency, to require the written parental notification to include strategies for parents to use to help their child to succeed in reading proficiency.

Section 9. Amends s. 1012.72, F.S., related to the recipients of bonuses under subsection (2)(d) of the Dale Hickam Excellent Teaching Program. Teachers who receive these bonuses must provide instruction to help other teachers work more effectively with the families of their students.

Section 10. Amends s. 1012.98, F.S., related to the School Community Professional Development Act, to provide that the inservice activities for instructional personnel must include parent involvement.

Section 11. Provides an effective date of July 1, 2003.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Economic Impact and Fiscal Note:

A. Tax/Fee Issues:

None.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The Department of Education must develop guidelines for a parent guide and a specific checklist, as well as a parent response center to help parents and families. The costs associated with these activities may be mitigated through the use of the department's existing resources in the Office of Family Involvement.

District school boards must adopt rules and disseminate a parent guide and a checklist of parental actions to strengthen parental involvement. The bill allows the parent guide to be disseminated as a part of the code of student conduct that is required in s. 1006.07(2), F.S. To the extent that districts distribute the parent guide with the code of student conduct, the cost of dissemination may be reduced.

There will be some costs associated with the State Board of Education's annual review of district compliance with the requirements in the act.

Teachers who receive certain bonuses under the Dale Hickam Excellent Teaching Program will be subject to the additional responsibility of providing instruction to help other teachers work more effectively with the families of their students. The cost associated with the new requirements for inservice activities for instructional personnel under the School Community Professional Development Act is unknown.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Amendments:

None.