

FULL ANALYSIS

I. SUBSTANTIVE ANALYSIS

A. HOUSE PRINCIPLES ANALYSIS:

Provide limited government – The bill adds requirements to required character-development coursework in K-12 public schools.

Promote personal responsibility – The bill appears intended to enhance personal responsibility by strengthening the existing character development curriculum required in public schools.

B. EFFECT OF PROPOSED CHANGES:

Section 1003.42, Florida Statutes, establishes a series of areas of required instruction in public schools and currently requires instruction in a character-development program.

This bill amends current law by adding a provision to allow character-development curriculum developed or adopted by a district school board and approved by the department to be shared with any other district school board. The bill also requires the Department of Education to provide electronic access to approved character-development curricula and to provide technical assistance to school boards with meeting the requirement of the statute. Character is further defined to include its cognitive, emotional and behavioral dimensions. The bill expands the character-development curriculum to include learning environment, positive lifestyle choices, positive moral culture, moral character, and civic virtue.

C. SECTION DIRECTORY:

Section 1: Amends s. 1003.42, F. S., to further define character development programs.

Section 2: Sets an effective date of July 1, 2005.

II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

This bill does not appear to have a fiscal impact on state government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on state government expenditures.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

This bill does not appear to have a fiscal impact on local government revenues.

2. Expenditures:

This bill does not appear to have a fiscal impact on local government expenditures.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

This bill does not appear to have a direct economic impact on the private sector.

D. FISCAL COMMENTS:

There is no fiscal impact. The character-development program is currently required, and the curriculum changes could be accomplished within existing review and revision processes.

III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

This bill does not require a city or county to spend funds or to take any action requiring the expenditure of funds.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

IV. AMENDMENTS/COMMITTEE SUBSTITUTE & COMBINED BILL CHANGES

This analysis is drawn to the Committee Substitute that was adopted at the April 5, 2005, meeting of the PreK-12 committee. The Committee Substitute differs from the bill as filed in that the Committee Substitute:

- Requires the Department of Education to provide electronic access to character-development curricula and programs that have been approved by the Department.
- Requires the Department of Education to provide technical assistance to assist school districts in meeting the bill's requirements.
- Authorizes school district to choose curricula and programs that are not on the Department-approved list, if they meet the No Child Left Behind Act of 2001 standards of effectiveness.