

1 A bill to be entitled
 2 An act relating to parental involvement and accountability
 3 in the public schools; creating s. 1008.347, F.S.;
 4 providing purpose to provide information and tools to
 5 parents of prekindergarten through grade 12 students and
 6 to set standards for parental accountability; specifying
 7 causes for student underachievement; providing principles
 8 on which parental involvement is based; providing
 9 strategies to improve student achievement; requiring
 10 shared information between teachers, schools, and parents;
 11 requiring prekindergarten through grade 3 teachers to
 12 assign a parental involvement grade on student report
 13 cards; requiring the State Board of Education to adopt an
 14 appeals process; providing for implementation; providing
 15 an effective date.

16
 17 Be It Enacted by the Legislature of the State of Florida:

18
 19 Section 1. Section 1008.347, Florida Statutes, is created
 20 to read:

21 1008.347 Parental involvement and accountability in the
 22 public schools.—

23 (1) PURPOSE.—Although the school environment has a great
 24 impact on a child's well-being and academic success, parents and
 25 the home environment form the foundation of a child's present
 26 and future life. Without proper parental involvement in all
 27 aspects of a child's life, the child's prospects to be a well-
 28 equipped and useful member of society are greatly diminished.

29 The purpose of this section is to provide information and tools
30 to parents of prekindergarten through grade 12 students to
31 enable them to have a positive impact on their child's
32 educational success and to set standards for parental
33 accountability.

34 (2) CAUSES FOR STUDENT UNDERACHIEVEMENT.—The following
35 behaviors with respect to the relationship between a child's
36 home and school are identified as possible causes for a
37 student's underachievement:

38 (a) A child is not physically prepared for the school day
39 due to inadequate rest or improper clothing, lack of necessary
40 school supplies, or frequent tardiness or absence.

41 (b) A child is not mentally prepared for the school day
42 due to uncompleted homework or inadequate preparation for tests.

43 (c) Communication between parents and the teacher is often
44 written rather than through personal contact and often occurs
45 only when a problem has arisen rather than on a consistent basis
46 throughout the school year.

47 (3) PRINCIPLES.—

48 (a) Parental involvement is most effective when it is
49 comprehensive, well planned, and continues throughout the school
50 year.

51 (b) Parental involvement should be developmental with a
52 preventive rather than remedial approach and an integral part of
53 a strategy to improve student achievement.

54 (c) Parents do not need to be formally educated to provide
55 support and assistance to improve the academic performance of
56 their child.

57 (d) At-risk children have the most to gain from parental
58 involvement.

59 (4) STRATEGIES.—Strategies that parents may employ to
60 support the learning of their children and improve student
61 achievement include, but are not limited to:

62 (a) Attend parent-teacher conferences during which the
63 student's strengths and weaknesses are discussed and goals for
64 the student are collaboratively set.

65 (b) Maintain correspondence with the child's teachers
66 through submission of signed forms and signed homework
67 assignment sheets and respond to formal requests for conference.

68 (c) Establish a home environment that supports the child
69 as a student.

70 (d) Contact the teacher if a problem or issue arises with
71 homework, a situation in the home that may disturb the student's
72 performance, or absences and makeup assignments.

73 (e) Facilitate the student's performance in school by
74 monitoring homework completion and test preparation and helping
75 with curriculum-related activities.

76 (f) Provide for the student's on-time attendance, prevent
77 frequent absences, and provide needed school supplies.

78 (5) SHARED INFORMATION.—Teachers and schools shall develop
79 or utilize current information packets, forms, or videos for
80 sharing information with each parent with written
81 acknowledgement of receipt. The shared information may be
82 presented in the parent guide to successful student achievement
83 or in the checklist of parental actions that can strengthen

84 parental involvement in a child's educational progress, required
85 under s. 1002.23, and includes:

86 (a) Expectations of parents with respect to school
87 attendance requirements.

88 (b) Expectations of parents with respect to a child's
89 physical readiness for school, including provision for adequate
90 night-time sleep; necessary school supplies, which may be
91 obtained through various organizations if needed; meals, which
92 may be obtained through a school's free or reduced-priced meal
93 program if qualified; and immunizations and medical care.

94 (c) Expectations of parents with respect to a child's
95 academic work, including time set aside for daily homework and
96 reading, nightly check of homework completion and preparation
97 for tests, early preparation of assigned school projects,
98 signature on required forms, and check of contents of school
99 backpack.

100 (6) ACCOUNTABILITY.—To help parents establish a home
101 environment that supports the child as a student, each teacher
102 shall monitor and assess the quality of the involvement of the
103 parents of each student in his or her class. Each
104 prekindergarten through grade 3 student report card shall
105 include a section in which the teacher grades the parental
106 involvement as satisfactory, needs improvement, or
107 unsatisfactory on each of the following criteria:

108 (a) Parental response to requests for conferences or
109 communication.

110 (b) The student's completion of homework and preparation
111 for tests.

HB 255

2011

112 (c) The student's physical preparation for school that has
113 an effect on mental preparation.

114 (d) The frequency of the student's absence and tardiness.

115 (7) APPEALS PROCESS.—A parent may appeal the report card
116 parental involvement grade assigned by the teacher under
117 subsection (6) through a process adopted by the State Board of
118 Education in rule in which the principal, the teacher, and the
119 parent meet to discuss how the report card grade was determined.
120 The meeting shall also provide information and feedback on the
121 steps needed to improve the parental involvement grade, thereby
122 improving the environment and elements that affect student
123 learning.

124 (8) IMPLEMENTATION.—This section shall be implemented
125 beginning with the 2012-2013 school year.

126 Section 2. This act shall take effect July 1, 2011.