

# 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/CS/SB 1586

SPONSOR: Appropriations Subcommittee on Education, Education Committee and Senator Villalobos

SUBJECT: Education Governance

DATE: March 11, 2002      REVISED: \_\_\_\_\_

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	deMarsh-Mathues	O'Farrell	ED	Favorable/CS
2.	Rhea	Wilson	GO	Favorable
3.	Bryant	Hickam	AED	Favorable/CS
4.	_____	_____	AP	_____
5.	_____	_____	RC	_____
6.	_____	_____	_____	_____

## I. Summary:

The bill makes significant changes to the powers and duties of the appointed State Board of Education and the appointed Commissioner of Education. A member of the State Board is subject to removal for cause when a court determines that he or she has violated the public meetings law for the second time. Also, the bill makes changes to conform to the current governance structure for the K-20 education system and eliminates many of the transitional governance provisions. All rulemaking authority is provided to the State Board of Education, although existing rules for other entities are preserved. The current waiver process in ss. 229.592 and 230.2316, F.S., is revised. The bill creates in law the Articulation Coordinating Committee and establishes the Office of Nonpublic Schools and Home Education Programs within the Department of Education. As well, the bill:

- eliminates the provision requiring 11<sup>th</sup> grade students to take the Florida High School Competency Tests;
- eliminates the Division of Independent Education within the Department of Education and obsolete terms and references for timelines, requirements, and entities;
- transfers and renumbers provisions related to teachers;
- extends to universities the Department of Education's television and other media services;
- incorporates provisions from s. 411.01, F.S., related to school readiness;
- requires in chapter 229, F.S., each area technical center that is operated by a school district to establish a center advisory council;
- allows for alternative placement information when it is not available from the Florida Education and Training Placement Information Program;

- requires the Council for Education Policy Research and Improvement to develop a report card that assigns grades to reflect Florida's progress toward meeting educational performance goals;
- removes the requirement for the Department of Education to be located in the offices of the Commissioner of Education; and
- repeals the Career Education Act and the Knott Data Center and projects, contracts, and grants program.

The committee substitute also includes the "Education Investment Act" which expresses intent to invest resources in low-performing high schools and those elementary and middle schools identified as "feeder-pattern" schools to low-performing high schools. The Board of Education is to evaluate low-performing high schools and their feeder pattern schools, using accountability measures reported by the school districts for each low performing school. Legislative intent is expressed to assist students in low performing schools including those who have low Preliminary Scholastic Assessment Test results. Intent is expressed to improve the university undergraduate retention, and recruitment of students from low-performing schools, and to provide waiver of matriculation fees for graduate students who received a Pell Grant or Stafford Loan as an undergraduate. Intent is also expressed to provide Law School Admission Test preparation courses to university graduates who are also graduates of low-performing high schools

The Committee Substitute for CS/SB 1586 requires each district to develop a plan for a K-12 foreign language curriculum to be implemented in the 2006-07 school year. This plan is submitted to the Commissioner of Education, who will submit a summary to the Governor, President of the Senate, and Speaker of the House.

This bill amends ss. 39.0015, 112.19, 112.191, 220.187, 228.041, 228.055, 228.062, 228.195, 229.002, 229.0031, 229.007, 229.011, 229.0074, 229.555, 229.565, 229.567, 229.57, 229.58, 229.59, 229.602, 229.805, 229.8051, 229.8075, 229.8333, 230.23, 230.2316, 230.23161, 230.23166, 231.700, 232.01, 232.0315, 232.23, 232.245, 232.25, 233.015, 233.056, 233.058, 233.17, 233.39, 234.02, 234.301, 236.02, 236.025, 236.081, 236.1225, 237.081, 237.211, F.S., 237.40, 316.615, 411.224, 446.609, 489.125, 937.023, and 984.05, F.S.

Also, the bill reenacts and amends ss. 229.012, 229.053, 229.512, 229.551, and 229.592, F.S., and reenacts s. 229.8341, F.S. The bill transfers and renumbers ss. 229.604, 229.6041, 229.6042, and 229.6043, F.S. The bill creates ss. 229.516, 229.8076 and 229.136, F.S., as well as undesignated sections of law.

The bill repeals ss. 229.001, 229.003, 229.004, 229.005, 229.006, 229.0061, 229.0072, 229.0073, 229.0074(3), 229.133, 229.513, 229.515, 229.5701, 229.601, 229.8343, 229.8052, 229.008, 229.0081, 229.0082, 229.76. and 229.8065, F.S.

The effective date is January 3, 2003, unless otherwise provided in the bill.

## **II. Present Situation:**

### **Senate Interim Project 2002-215, School Code Review**

The Senate Education Committee staff reviewed ss. 229.012, 229.053, 229.512, 229.551, 229.592, 229.601, and 229.8341, F.S. relating to the elected State Board of Education, the elected Commissioner of Education, educational management, planning and information systems, the state system of school improvement and education accountability, the career education program, and services for infants and preschool children. The sunset review process was guided by the following principles adapted from the Florida Education Governance Implementation Act (Ch. 2001-170, L.O.F.):

- Recommendations will support an articulated, coordinated k-20 education system.
- Recommendations will focus on the student and access to education.
- Recommendations will not jeopardize equity.
- Recommendations will support local flexibility and decision making.

Also, the sunset review process was based on the following general assumptions:

- Recommended statutory changes will be effective January 7, 2003.
- There will be a single State Board of Education, as specified in the constitutional revisions, although a different statutory name may be assigned to the board.
- There will be a single Commissioner of Education, as specified in the constitutional revisions, although a different statutory name may be assigned to the position.
- Appointed entities will not be authorized to waive statutes.

### **III. Effect of Proposed Changes:**

#### **Section 1. Amends s. 39.0015(6), F.S., relating to child abuse training in the district school system.**

##### **Present Situation:**

Current law authorizes the State Board of Education, the Commissioner of Education, and the Department of Education to adopt rules. The State Board and the Commissioner have general and specific rulemaking authority. Recent legislation provides for additional rulemaking authority during the transitional governance period. Also, the law (s. 229.041, F.S.) provides that all rules, regulations, and standards adopted or prescribed by the board for carrying out the provisions of the school code have the full force and effect of law, unless there is a conflict. Although the law provides specific rulemaking authority to the Department of Education, the department proposes rules to the State Board of Education for adoption.

The Department of Education is authorized to adopt rules and standards to implement this section.

##### **Effect of Proposed Changes:**

The bill allows the State Board of Education rather than the Department of Education to adopt rules and standards to implement this training in the district school system.

#### **Section 2. Amends s. 112.19(5), F.S., relating to educational benefits provisions for law enforcement officers, correctional officers, and correctional probation officers killed in the line of duty.**

##### **Present Situation:**

The Department of Education must adopt rules and procedures needed to implement the educational benefits provisions.

##### **Effect of Proposed Changes:**

The bill provides for the State Board of Education rather than the Department of Education to adopt rules and procedures needed to implement the educational benefits provisions.

**Section 3. Amends s. 112.191(5), F.S., relating to educational benefits provisions for firefighters killed in the line of duty.**

**Present Situation:**

The Department of Education must adopt rules and procedures needed to implement the educational benefits provisions for firefighters killed in the line of duty.

**Effect of Proposed Changes:**

The bill provides for the State Board of Education rather than the Department of Education to adopt rules and procedures needed to implement the educational benefits provisions.

**Section 4. Amends s. 220.187(6), F.S., relating to corporate tax credit contributions to nonprofit scholarship-funding organizations.**

**Present Situation:**

The Department of Education must adopt rules to determine eligibility of nonprofit scholarship-funding organizations and to identify qualified students.

**Effect of Proposed Changes:**

The bill provides for the State Board of Education rather than the Department of Education to adopt these rules.

**Section 5. The bill repeals s. 229.001, F.S., the short title for part I of chapter 229, F.S. (the "Florida Education Governance Reorganization Implementation Act").**

**Section 6. Amends s. 229.002(1), F.S., relating to the policy and guiding principles for education.**

**Present Situation:**

This section provides legislative intent for education governance.

**Effect of Proposed Changes:**

The bill removes references to the changes in education governance, centralized governance, and vertical and horizontal policy and articulation. The bill establishes legislative policy for decentralized authority to the schools, community colleges, universities, and other institutions that deliver educational services to the public.

**Section 7. Repeals s. 229.003(1),(2), (3), and (4), F.S., relating to Florida education governance reorganization.**

**Present Situation:**

This section provides for the transitional governance structure of the Florida Board of Education, the appointment of governance officers by the Florida Board, and the appointment of a board of trustees for the Florida Virtual High School and for each university. Other provisions of law address the composition of the State Board (s. 229.012, F.S., which is amended by this bill), the board of trustees for the Virtual High School (s. 228.082(2), F.S.), and the board of trustees for each of the universities (ss. 229.008 and 229.0081, F.S., which are repealed by this bill and addressed in the revisions to chapter 240, F.S.).

**Effect of Proposed Changes:**

The bill repeals provisions for the transitional governance structure of the Florida Board of Education, the appointment of governance officers by the Florida Board, and the appointment of a board of trustees for the Florida Virtual High School and for each university.

**Section 8. Amends s. 229.0031, F.S., relating to the Council for Education Policy Research and Improvement.**

**Present Situation:**

The law establishes the Council for Education Policy Research and Improvement as the citizen board for independent policy research and analysis that is an independent office under the Office of Legislative Services in the Florida Legislature.

**Effect of Proposed Changes:**

The bill replaces the references to the Florida Board of Education with references to the State Board of Education.

**Section 9. Repeals s. 229.004, F.S., relating to the Florida Board of Education.**

**Present Situation:**

This section relates to the appointment of members of the Florida Board of Education, the organization of the board, and the transitional duties of the Florida Board, the Commissioner of Education, and the Secretary for the Florida Board.

**Effect of Proposed Changes:**

The bill repeals these transitional provisions.

**Section 10. Repeals s. 229.005, F.S., relating to Florida Education Governance Officers.**

**Present Situation:**

This section specifies the transitional duties for the Florida Board, the Commissioner of Education, the Secretary for the Florida Board, the Chancellor of Public Schools, the Chancellor of Community Colleges, the Chancellor of Colleges and Universities, and the Executive Director for Independent Education.

**Effect of Proposed Changes:**

The bill repeals the transitional duties of the Florida Board, the Commissioner of Education, and the Secretary for the Florida Board. Also, the bill repeals the transitional provisions related to the appointment of and duties for three Chancellors (e.g., the Chancellor of Public Schools, the Chancellor of Community Colleges, and the Chancellor of Colleges and Universities) and the Executive Director for Independent Education.

**Section 11. Repeals s. 229.006, F.S., relating to the Education Governance Reorganization Transition Task Force.**

**Present Situation:**

The task force is housed in the Governor's Office of Planning and Budgeting and is charged with specific responsibilities, including making a final report. The statutory completion date for their duties is March 1, 2003.

**Effect of Proposed Changes:**

The bill repeals the transitional duties for the task force, effective March 1, 2003.

**Section 12. Repeals s. 229.0061, F.S., relating to guidelines for implementing Florida's K-20 education system.**

**Present Situation:**

This provision relates to the guidelines for implementing Florida's K-20 education system and for its structure, functions, and organization, as well as specific roles for the following: the Legislature; the Florida Board of Education; the education governance officers, including the Commissioner of Education; the Chancellors; the Executive Director of Independent Education; the institutional boards of trustees; the school boards; the university and community college presidents; the school board superintendents; and ad hoc advisory committees.

**Effect of Proposed Changes:**

The bill repeals all of these provisions. Some of these provisions are now included in this bill (ss. 229.053 and 229.512, F.S., relating to the powers and duties of the appointed State Board of Education and the appointed Commissioner of Education).

**Section 13. Amends s. 229.007, F.S., relating to the K-20 education performance accountability system, performance-based funding, and systemwide measures.**

**Present Situation:**

This section provides legislative intent that the accountability system for the K-20 education system will provide answers to specific policy questions. The law requires the Florida Board to recommend to the Legislature performance standards for the system as a whole and proposals for performance based funding. Also, the law establishes the mission of the K-20 system, including maintaining an accountability system to measure student progress for specific goals.

**Effect of Proposed Changes:**

The bill replaces the references to the Florida Board of Education with the State Board of Education and eliminates references to the Chancellors.

**Section 14. Repeals s. 229.0072, F.S., relating to the education reorganization implementation process.**

**Present Situation:**

The law specifies the appointment process for the Florida Board of Education, the Secretary for the Florida Board, and the boards of trustees of the state universities. The Florida Board is housed within and operates under the direction of the elected State Board of Education. This section also provides responsibilities during the transition for the Secretary and the elected Commissioner. Specific responsibilities of the Florida Board are subject to the review and approval of the elected State Board.

**Effect of Proposed Changes:**

The bill repeals the provisions related to the reorganization implementation process.

**Section 15. Repeals s. 229.0073, F.S., relating to the reorganization of the Department of Education.**

**Present Situation:**

Under this section, the Secretary's education reorganization workgroup is responsible for providing oversight and direction as the Department of Education undergoes reorganization. The law specifies the workgroup composition and the required reorganization activities, including establishing the following:

- four divisions (e.g., the Division of Public Schools, the Division of Community Colleges, the Division of Colleges and Universities, and the Division of Independent Education);
- an Office of the Commissioner that includes four offices; and
- a K-20 education leadership team.

The law specifies the responsibilities for the divisions and offices.

**Effect of Proposed Changes:**

The bill repeals the provisions related to the reorganization of the Department of Education, including the Secretary's reorganization work group.

**Section 16. Amends s. 229.011, F.S., relating to state functions for public education.****Present Situation:**

This section enumerates the state's responsibilities for public education.

**Effect of Proposed Changes:**

The bill clarifies that public education is a function of the state. The state retains responsibility for establishing standards and regulations to assure efficient operation of a K-20 system of public education and adequate educational opportunities for all individuals.

**Section 17. Reenacts and amends s. 229.012, F.S., relating to the composition and organization of the State Board of Education.****Present Situation:**

The elected State Board of Education is composed of the Governor and members of the Cabinet. The Governor is the Chair of the State Board and the Commissioner is the Secretary and executive officer.

**Effect of Proposed Changes:**

The bill reenacts and amends this section to delete references to the composition and organization of the elected State Board of Education and to establish the composition and organization of the appointed Board. This provision is currently codified in s. 229.004, F.S., for transition governance.

**Section 18. Reenacts and amends s. 229.053, F.S., relating to the powers and duties of the State Board of Education.****Present Situation:**

The elected State Board is the chief policymaking and coordinating body of public education. The board has general rulemaking authority for the duties conferred on it and may delegate its general powers to the elected Commissioner or the division directors in the Department of Education. This section assigns fifteen specific duties to the board. The 2001 education governance legislation abolished the Board of Regents and the State Board of Community Colleges, although many of their previous responsibilities remain in law.

There is currently no exemption from the public records or public meetings laws for either the Florida Board of Education or the State Board of Education. The law (s. 286.011, F.S.) requires that all meetings of certain public boards and commission at which official acts are to be taken are public meetings.<sup>1</sup> No resolution, rule, or formal action is binding except as taken or made during a public meeting. This provision provides civil and criminal penalties for violations of the public meetings law. A public officer who violates any provision of the public meetings law is guilty of a noncriminal infraction, punishable by fine of up to \$500. A person who is a member of a board or commission or any state agency who knowingly violates the law by attending a meeting not held in accordance with s. 286.011, F.S., is guilty of a second degree misdemeanor. Conduct which occurs outside the state which would constitute a knowing

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<sup>1</sup> This applies to all meetings of any board or commission of any state agency or authority or of any agency or authority of any county, municipal corporation, or political subdivision, except as otherwise provided in the State Constitution.

violation of the law is also second degree misdemeanor. Under the public records laws (s. 119.02, F.S.), a knowing violation by a public officer subjects him or her to suspension and removal or impeachment, in addition to other penalties.

**Effect of Proposed Changes:**

The bill reenacts and amends this section. The bill provides that the board must focus on high level policy decisions and includes references to colleges when specific duties are delineated for state universities and community colleges. Also, the board's duty to adopt and submit estimated budget expenditures is amended to include specific reference to the Department of Education. Programs that will need increases in state funding for more than 1 year must be included in a multiyear budget plan. The bill requires the board to contract with independent institutions accredited by an agency whose standards are comparable to the minimum standards required to operate a postsecondary institution at that level in Florida. The bill creates the following duties for the board:

- adopting cohesive rules for education systemwide issues (s. 229.004(3)(f), F.S.);
- authorizing the allocation of resources in accordance with law and rule; (s. 229.0061(2)(b)2., F.S.)
- enforcing systemwide education goals and policies (s. 229.0061(2)(b)1., F.S.);
- establishing a procedure for implementing and operating a systemwide K-20 technology plan, based on a common set of data definitions (ss. 229.0061(1)(d) and 229.0072(3), F.S.);
- establishing accountability standards for existing legislative performance goals, standards, and measures (s. 229.0072(4)(d), F.S.);
- ordering the development of mechanisms to implement new legislative performance goals, standards, and measures (s. 229.0072(4)(d), F.S.);
- adopting criteria and implementation plans for future growth issues, such as new colleges and universities and campus mergers (s. 229.0072(4)(k), F.S.);
- providing for cooperative agreements between and within private and public education sectors (s. 229.0072(4)(k), F.S.);
- developing and reviewing a coordinated 5-year plan for postsecondary enrollment that is annually submitted to the Legislature (s. 229.0072(4)(m), F.S.); and
- approving new programs at the doctoral level and beyond, according to statutory criteria.

Some of these duties (indicated in parenthesis) are based upon other provisions of law for the Florida Board of Education. The bill also subjects a member of the State Board of Education to removal for cause upon a determination by a court that he or she has violated the public meetings laws for the second time. The member must be removed for knowingly violating the laws. The Governor must then appoint a new member. The penalties in the bill are cumulative to the existing penalties. Prior violations are not considered violations for purposes of the new provision.

Under the provisions of the bill, the State Board performs responsibilities related to limited access programs, baccalaureate degree programs exceeding 120 semester hours, strategic plans, and program reviews for universities and colleges. These functions were previously performed by the Board of Regents. Also, the State Board has responsibilities for community colleges that were previously vested with the State Board of Community Colleges. As appropriate, the term "colleges" is used in the bill.



### Universities and colleges

- Limited access educational programs

The bill amends this section to include provisions from ss. 240.209 and 240.2097, F.S., to require the State Board to adopt rules that establish the criteria for assigning, reviewing, and removing limited access status to a program. The board must monitor the existence of limited access programs within the state universities and colleges and annually report admissions and enrollment data to the Legislature. The report's purpose is to help determine the potential need for academic program contracts with independent institutions. The report must include, for each limited access program within each institution, specific applicant information, by race and gender. The bill also includes in this section of law the requirements for the approval or disapproval of unique degree programs and recommendations for implementing incentives for students to graduate in 4 years.

- Baccalaureate degree programs exceeding 120 semester hours

The State Board must review, and approve or disapprove these programs, after consideration of specific factors. The board must annually report to the Legislature any degrees in the state universities and colleges which require more than 120 hours and include evidence of need. On at least a five-year cycle, the board must determine whether the programs still require more than 120 hours.

- Five-year strategic plan

The State Board must adopt a systemwide strategic plan with specific goals and objectives for the state universities and colleges. In developing the plan, the board must consider the role of individual public and independent institutions in Florida. The contents of the plan are specified. The strategic plan must clarify mission statements and identify degree programs to be offered at each university and college. Program lists are modified after 2 years.

The development of each 5-year strategic plan must be coordinated with and initiated subsequent to the completion of the master plan. All strategic plans must specifically include programs and procedures for responding to the educational needs of public school teachers and students. The board must report changes in the systemwide plan to the presiding officers of the Legislature.

- Program reviews

The State Board must coordinate program reviews, including those for doctoral programs, with the Council for Education Policy Research and Improvement. The reviews occur every 5 years or whenever the board determines that the effectiveness or efficiency of a program is jeopardized. The board must define the indicators of quality and the criteria for program review for every program. The results of the program reviews are tied to the university and college budget requests.

### Community colleges

The State Board, rather than the State Board of Community Colleges, must perform the following responsibilities that are now in s. 240.311, F.S.:

- provide for each community college to offer educational training and service programs;
- specify, by rule, the degree program courses that may be taken by students concurrently enrolled in college-preparatory instruction and the procedures for the boards of trustees to annually evaluate the presidents;

- review the evaluations of the presidents;
- establish an effective information system;
- assure the completion of special studies and analyses;
- establish criteria for recommending changes to district boundary lines and recommending proposals to establish additional centers or campuses for community colleges;
- receive an annual administrative review of each community college; and
- review and administer the state program of support for the community colleges.

The State Board, subject to existing law, must:

- establish the matriculation and tuition fees for college-preparatory instruction and for credit instruction which may be counted toward specified degrees; and
- adopt, and submit to the Legislature, a 3-year list of priorities for fixed capital outlay projects.

Also, the bill creates in this section of law the State Board's current responsibilities in s. 240.325, F.S. (e.g., adopting rules and prescribing minimum standards, definitions, and guidelines for community colleges).

**Section 19. Repeals s. 229.133, F.S., relating to rulemaking by the State Board of Education.**

**Present Situation:**

The law requires the State Board of Education to adopt rules to allow an area technical center or community college to conduct career education programs to meet workforce shortage needs.

**Effect of Proposed Changes:**

The bill repeals this section.

**Section 20. Reenacts and amends s. 229.512, F.S., relating to the powers and duties of the Commissioner of Education.**

**Present Situation:**

The elected Commissioner of Education is the chief educational officer for the state. This section specifies the general powers and duties of the Commissioner.

**Effect of Proposed Changes:**

The bill reenacts and amends this section. The appointed Commissioner is responsible for enforcing compliance with the mission and goals of the seamless K-20 education system. The bill deletes the following duties:

- suspension for cause (with the approval of the State Board of Education) of a public community college president and the requirement for the local community college board of trustees to expedite the suspension;
- calling special meetings of the State Board of Education; and
- preparing and publishing annual reports related to the state system of public education.

The Commissioner must annually submit a recommended budget to the State Board on or before August 1 for a coordinated K-20 education budget that includes estimates for expenditures for specific entities, including the Department of Education. Programs that will need increases in state funding for more than 1 year must be included in a multiyear budget plan. Also, the bill includes community college, college, and university boards of trustees as units that are responsible for institutional and student performance. The Commissioner must establish a

citizen information center for distributing materials related to the K-20 education system of public education. The Commissioner's Office must operate all statewide functions needed to support the State Board and the K-20 education system, including strategic planning and budgeting, general administration, and assessment and accountability. Some of the new duties in this section are based upon other provisions of law (ss. 229.0061(2)(c) and 229.004(3)(e), F.S.) for the Commissioner to perform during the transitional governance period.

**Section 21. Repeals s. 229.513, F.S., relating to the review of rules and statutes for facilities and classrooms.**

**Present Situation:**

This section requires the Commissioner of Education to periodically review Department of Education and State Board rules and statutes for school district facilities and related matters

**Effect of Proposed Changes:**

The bill repeals these requirements.

**Section 22. Repeals s. 229.515, F.S., relating to the Commissioner of Education's general rulemaking authority.**

**Present Situation:**

This section provides for the Commissioner's general rulemaking authority to implement certain provisions of the school code.

**Effect of Proposed Changes:**

The bill repeals the Commissioner of Education's general rulemaking authority.

**Section 23. Creates s. 229.516, F.S., relating to additional duties for the Commissioner.**

**Present Situation:**

While other organizations have published grades for the states, CEPRI is not currently required to issue a report card.<sup>2</sup> CEPRI's responsibilities include providing state policymakers with information that supports the K-20 education system. The long-range master plan for education must include consideration of quality fundamental educational goals and evaluate the capacity of existing programs in public and independent institutions to respond to identified needs. CEPRI is required to annually report on the progress of public schools and postsecondary education toward meeting educational goals.

The Commissioner must now direct Florida school districts to participate in the administration of the National Assessment of Educational Progress (NAEP), or a similar national assessment program, both for the national sample and for any state-by-state comparison programs which may be initiated. These assessments must be included in the Commissioner's annual report. According to the Department of Education, Florida will participate in NAEP during January through March of this year.

**Effect of Proposed Changes:**

The bill creates duties for the Commissioner of Education to independently perform, including: serving as the primary source of information to the Legislature; developing and implementing a process for receiving and processing requests for the allocation of PECO funds for qualified

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<sup>2</sup> For example, the annual edition of "Quality Counts," produced with support from the Pew Charitable Trusts, charts progress in educational improvement and grades the states in three areas, including standards and accountability.

postsecondary education projects; and integrally working with the boards of trustees of the universities, colleges, and community colleges. The Commissioner must also work with the Legislature to recommend funding priorities for the distribution of capital outlay funds for postsecondary institutions, based on specific priorities.

Also, the Commissioner must recommend to the State Board performance goals addressing the K-20 educational needs of the state. CEPRI must develop a report card assigning grades to reflect Florida's progress toward meeting those goals. The report card must contain specific information. By January 1 each year, CEPRI must submit the report card to the Legislature, the Governor, and the public. The Commissioner must present to the Legislature a corrective action plan to address any deficiencies identified in the report card.

**Section 24. Reenacts and amends s. 229.551, F.S., relating to educational management.**

**Present Situation:**

This section specifies responsibilities for the Department of Education, the Commissioner, and the Articulation Coordinating Committee. Although the Articulation Coordinating Committee is mentioned in s. 229.551, F.S., it is not specifically created in statute. Rather, it is created in administrative rule (See Rule 6A-10.024, F.A.C.) and is charged with specific responsibilities in both law and rule. Current rules include the following requirements for the Committee:

- Function as the statewide entity responsible for relationships between school districts, community colleges, and universities;
- Recommend plans for articulation relationships and articulation accountability measures to the Commissioner;
- Recommend procedures to improve articulation, experimental programs, and the priority of certain research;
- Develop suggested guidelines for interinstitutional agreements;
- Establish groups of representatives to facilitate articulation in specific academic subject areas;
- Review instances of student transfer and admissions difficulties; and
- Collect and disseminate information on successful cooperative articulation programs.

The department is currently responsible for identifying those functions that contribute to or comprise part of the state's education accountability system. The section contains a public records exemption for tests and related documents developed by the Department of Education to measure and diagnose student achievement of college-level communication and computation skills.

**Effect of Proposed Changes:**

The bill creates in statute the 17-member Articulation Coordinating Committee, appointed by the Commissioner and provides for the committee's composition and mission. The Committee's membership represents students and public and nonpublic institutions. The State Board may adopt rules for the Committee to perform specified functions. These functions are based on the contents of current administrative rule. Also, the bill now references the statewide course numbering system rather than the common course numbering and designation system.

The bill: includes references to the K-20 education system and colleges and state universities; deletes references to the State University System and the Board of Regents; and removes

obsolete dates. The State Board rather than the Board of Regents is responsible for specific functions:

- Of the courses required for each baccalaureate degree, at least half of the credit hours required for the degree must be achieved through courses designated as lower division courses, except in degree programs approved by the State Board of Education.
- The State Board of Education must be notified by the Articulation Coordinating Committee when significant differences remain in course prerequisites, including course substitutions, when common prerequisites cannot be established for degree programs across all institutions.
- Common degree program prerequisites must be offered and accepted by all state universities, colleges, and community colleges, except in cases approved by the State Board.

The Commissioner is provided with the responsibility for working with the universities, colleges, and community colleges to develop a centralized database that lists courses and course substitutions meeting the prerequisite requirements for each baccalaureate program. This responsibility was previously assigned to the State Board of Community Colleges and the Board of Regents. The bill amends the public records exemption for tests and related documents developed by the Department of Education to include a technical reference to the State Constitution.

**Section 25. Amends s. 229.555, F.S., relating to educational planning and information systems.**

**Present Situation:**

This section requires the Commissioner to develop and implement an integrated information system for educational management and specifies its purpose. The responsibilities for the Commissioner and school districts are enumerated in this section.

**Effect of Proposed Changes:**

The bill includes references to postsecondary institutions. Each board of trustees for a community college, college, and university must maintain a continuing system of planning and budgeting to assist with identifying and meeting the educational needs of students and the public. The bill specifies other requirements for the system.

**Section 26. Amends s. 229.565(2), F.S., relating to educational evaluation procedures.**

**Present Situation:**

The Commissioner or the Auditor General must periodically evaluate procedures, records, and programs in each district for compliance with laws and rules. This includes procedures for identifying and placing students in alternative programs who are disruptive or unsuccessful in the normal school environment and for diagnosing and placing students in special programs for exceptional students. The evaluation's purpose is to determine if the district is following the criteria for placement established by rules of the State Board and the Commissioner and the placement procedures of the district and the Commissioner.

**Effect of Proposed Changes:**

The bill references State Board rules in place of the Commissioner's rules.

**Section 27. Amends s. 229.57, F.S., relating to the student assessment program.**

**Present Situation:**

- Student Assessment

The Commissioner must design and implement a statewide program of educational assessment for the public schools. The assessment program is designed for specific purposes, including assessing the annual learning gains of each student toward achieving the Sunshine State Standards appropriate for the student's grade level. This assessment is primarily conducted through the Florida Comprehensive Assessment Test (FCAT).

All 11th grade students must take the Florida High School Competency Test (HSCT) developed by the State Board to test minimum student performance skills and competencies in reading, writing, and mathematics. However, students who enroll in 9th grade in the fall of 1999 and thereafter must earn a passing score on the 10th grade FCAT instead of the high school competency test. To earn a regular high school diploma, the student must earn the passing score in reading, writing, and mathematics.

- **School and District Performance Grades**

The law establishes timeframes and criteria for school performance grade categories. The Commissioner of Education must annually prepare reports of the results of the statewide assessment program that describe student achievement in the state, each district, and each school. Beginning with the 1998-1999 school year's student and school performance data, the annual statewide assessment program report must identify schools as being in one of the following grade categories:

- "A," schools making excellent progress;
- "B," schools making above average progress;
- "C," schools making satisfactory progress;
- "D," schools making less than satisfactory progress;
- "F," schools failing to make adequate progress.

Beginning with the 2001-2002 school year, a school's performance grade category designation is based on a combination of student achievement scores, student learning gains as measured by annual FCAT assessments in grades 3 through 10, and improvement of the lowest 25th percentile of students in the school in reading, math, or writing on the FCAT, including Florida Writes, unless these students are performing above satisfactory performance. The law requires an annual report to include school district performance grades, consisting of weighted district average grades (by level) for all elementary, middle, and high schools in the district.

Schools that sustain high performance or that demonstrate exemplary improvement due to innovation and effort are eligible for recognition and financial awards. Schools that receive an "A" or schools that improve at least two grades are eligible for increased autonomy. Depending on the availability of funds appropriated and the number and size of the schools chosen, all selected schools receive financial awards.

**Effect of Proposed Changes:**

The bill deletes the provision requiring 11<sup>th</sup> grade students to take the high school competency test and removes an obsolete reference for students enrolled in grade 9 in the fall of 1999. The bill removes obsolete references to the timeframes associated with the criteria for designating a schools' performance grade category and for the annual report.

**Section 28. Repeals s. 229.5701, F.S., relating to monitoring and reporting on the methodology used to identify student learning gains.**

**Present Situation:**

Current law requires the Department of Education, in consultation with the Office of Program Policy Analysis and Government Accountability and others, to participate in monitoring and reporting on the implementation of the methodology used to identify student learning gains. According to the Office of Program Policy Analysis and Government Accountability, this provision is no longer needed.

**Effect of Proposed Changes:**

The bill repeals this requirement.

**Section 29. Amends s. 229.59, F.S., relating to educational improvement projects.**

**Present Situation:**

Each district school board or principal (through the board) may submit to the Commissioner, for approval, a proposal to implement an educational improvement project. This must be done according to rules adopted by the Commissioner.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education.

**Section 30. Reenacts and amends s. 229.592, F.S., relating to implementation of the state system of school improvement and education accountability.**

**Present Situation:**

Current law provides general and specific authority for the Commissioner of Education to waive state laws and rules. The provisions of s. 229.592(9), F.S., allow the Commissioner to waive the requirements of chapters 230 through 239, F.S., for instruction and school operations, to facilitate innovative practices and to allow local selection of educational methods. Waivers may not be granted to school districts for specific provisions of law related to:

- civil rights, student health, safety, and welfare, and protection of the public interest;
- the allocation and appropriation of state and local funds for public education;
- the election, compensation, and organization of school board members and superintendents;
- graduation and state accountability standards;
- financial reporting requirements;
- reporting of out-of-field teaching assignments under s. 231.095, F.S.;
- public meetings or public records; or
- due process hearings governed by chapter 120, F.S.

Prior to approval under s. 229.592(9), F.S., the Commissioner must report pending waiver requests to the State Board on a monthly basis. Upon request of any member of the State Board, the Commissioner must bring a waiver request to the state board for consideration. If, within 2 weeks of receiving the report, no member requests that a waiver be considered by the State Board, the Commissioner may act on the original waiver request.

The law also allows school districts to request waivers granted by the Commissioner from State Board rules related to curriculum frameworks and credits for courses and programs in the Course Code Directory. Also, the law provides for school boards to request waivers to implement districtwide improvements and school improvement plans and specifies provisions of law and rule that may not be waived. The waivers of rule, if granted, are effective for five years.

Deregulated status, as specified in s. 228.0565(5),(7),(8),(9), and (10), F.S., may be given to schools designated as school performance category "A" and those schools that have improved at least 2 school performance grade categories and that meet the criteria for the Florida School Recognition Program. Current administrative rules allow districts to provide waivers to eligible public schools that request deregulated status. The rules also require school districts to develop guidelines for implementing waivers to schools granted by the district and specify the conditions for continuing the waiver.

According to the Department of Education, most of the waivers granted for 1998-1999 through 2000-2001 for ss. 228.0565 and 229.592(9), F.S., relate to second chance schools and the certification requirements in ss. 231.095, 231.15, and 231.3505, F.S. The waivers related to certification generally provided flexibility in hiring or assigning qualified noncertified staff, using out of field state certified teachers, and allowing teachers with other than specialized certification to serve a variety of students.

**Effect of Proposed Changes:**

The bill reenacts and amends this section to revise the current process for waiving law and rules in subsection (9). The State Board, upon request by a school board, may allow the Commissioner to waive State Board rules for instruction and school operation, with specific exceptions. The bill removes the requirement for the Commissioner, upon request, to bring pending waivers to the State Board for consideration. The bill clarifies the provisions related to the status of schools designated with certain performance grade categories. These provisions are exceptions to law.

**Section 31. Repeals s. 229.601, F.S., the "Florida Career Education Act."**

**Present Situation:**

This section establishes a career education program in the state educational system, administered by the Commissioner of Education or his or her staff. The stated purpose of the program is to promote positive career opportunities for all students. The law specifies the Commissioner's duties for administering this program. However, the term "career education" no longer has the meaning assigned to it in this section. The program governed by this section no longer exists.

**Effect of Proposed Changes:**

The bill repeals the "Florida Career Education Act."

**Section 32. Amends s. 229.602, F.S., relating to private and public education partnerships.**

**Present Situation:**

The Commissioner of Education must annually report to the Legislature prior to the legislative session on the status of private sector and education partnership programs and provide any recommendations to improve their efficiency and growth. The requirement was to begin January 1, 1989.

**Effect of Proposed Changes:**

The bill amends this section to remove the reference to an obsolete date.

**Section 33. Transfers and renumbers s. 229.604, F.S., relating to the transition to teaching program.**

**Present Situation:**

This section provides legislative intent for the creation of this program.



**Effect of Proposed Changes:**

The bill transfers this section and renumbers it as s. 231.425, F.S.

**Section 34. Transfers and renumbers s. 229.6041, F.S., relating to grants for career changing professionals.**

**Present Situation:**

The Commissioner of Education must design the process for receiving and evaluating grant proposals in accordance with state and federal appropriations guidelines. These grants may be awarded only to the extent that funding is provided. This section specifies the contents of the grant applications and provides requirements related to evaluating the program’s progress and effectiveness.

**Effect of Proposed Changes:**

The bill transfers this section and renumbers it as s. 231.426, F.S.

**Section 35. Transfers and renumbers s. 229.6042, F.S., relating to training program implementation.**

**Present Situation:**

This section requires applicants to estimate the funds needed for the proposed program. All funds provided for a program must be used as authorized in federal guidelines. Eligible applicants are encouraged to implement the program by including specific activities.

**Effect of Proposed Changes:**

The bill transfers this section and renumbers it as s. 231.427, F.S.

**Section 36. Transfers and renumbers s. 229.6043, F.S., relating to requirements for teacher preparation programs.**

**Present Situation:**

Recipients of grants to pursue a teacher preparation program must agree to teach in an eligible school district in Florida for at least 3 years after certification. This section also specifies the eligibility requirements for school districts. The commissioner must establish the conditions for a participant to repay all or a portion of the training stipend if he or she fails to complete his or her service obligation.

**Effect of Proposed Changes:**

The bill transfers this section and renumbers it as s. 231.428, F.S.

**Section 37. Amends s. 229.805, F.S., relating to educational television.**

**Present Situation:**

This section establishes state policy for educational television. The Department of Education is responsible for extending educational services to all of the state system of public education. This is accomplished through educational television and other electronic media. However, the department’s role in providing these services is limited to providing equipment, funds, and other services as specified in ss. 229.805(1) (c) and 229.8051(1), F.S., for the State University System. All stations must be qualified by the Corporation for Public Broadcasting. According to the Department of Education, public broadcasting stations are located at the following sites:

Location	Television	FM Radio
Miami-Dade County School Board	WLRN	WLRN
Pensacola Junior College	WSRE	
Gulf Coast Community College		WKGC

Brevard Community College	WBCC	
Indian River Community College		WQCS
Florida Gulf Coast University	WGCU	WGCU
University of South Florida	WUSF	WUSF
Florida State University	WFSU	WFSU
University of Florida	WUFT	WUFT
University of West Florida		WUWF
WJCT, Inc.	WJCT	WJCT
Community Communications, Inc.	WMFE	WMFE
Coastal Educational Broadcasters, Inc.	WCEU	
Florida West Coast Public Broadcasting, Inc.	WEDU	
Nathan B. Stubblefield Foundation, Inc.		WMNF
Barry Telecommunications, Inc.	WXEL	WXEL
Community Television Foundation of South Florida, Inc.	WPBT	

New stations eligible for funding must meet statutory requirements or provide a significant new program service as defined in rules of the Commissioner.

The department must identify needs related to developing and producing materials used in instruction and may commission or contract for new materials. The Commissioner must adopt rules for enforcing and executing these provisions.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education and replaces the reference to “regulations” with “rules.” Also, the bill extends the Department of Education’s television and other media services to universities.

**Section 38. Amends s. 229.8051, F.S., relating to the public broadcasting system.**

**Present Situation:**

The Department of Education must administer the public broadcasting system in accordance with policies adopted by the Commissioner. The program system must include support for existing Corporation for Public Broadcasting-qualified educational radio and television stations and certain new stations providing a significant new service as defined by rule of the Commissioner.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education.

**Section 39. Creates s. 229.8076, F.S., relating to the Office of Nonpublic Schools and Home Education Programs within the Department of Education.**

**Present Situation:**

Current law provides for a Division of Independent Education within the Department of Education and an executive director for this division. The law delineates the executive director’s responsibilities. The division’s purpose is to serve as an advocate and liaison to independent education providers and institutions, including home education programs that meet specific criteria, certain private K-12 institutions, private postsecondary career preparation/vocational training institutions, and some independent colleges and universities.

**Effect of Proposed Changes:**

The bill establishes the Office of Nonpublic Schools and Home Education Programs within the Department of Education. The Department of Education and the Commissioner of Education have no authority over the institutions or students served by the office. The bill recognizes the contributions of nonpublic schools and home education programs in providing alternatives to public school education and states that these nongovernmental educational systems serve the public. However, the systems must not be construed to be a part of the public system of education. The bill specifies the responsibilities for the office: serving the interests of students and the parents of students in nonpublic schools and home education programs, as well as the interests of nonpublic institutions; and providing general information to the public. The Commissioner of Education must appoint an executive director for the office who must perform specific duties.

**Section 40. Amends s. 229.8333, F.S., relating to the school-related employee of the year program.**

**Present Situation:**

By rule, the Department of Education must provide for a school-related employee of the year program. This section specifies the contents of the rule.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.

**Section 41. Reenacts s. 229.8341, F.S., relating to regional diagnostic and learning resource centers.**

**Present Situation:**

The Florida Diagnostic and Learning Resources System is a network of centers that provide support services to persons involved in the education of students with disabilities and students who are gifted, including educators, families, and community agencies. The target population includes infants and preschool children who are high risk or who have disabilities.

This section allows regional diagnostic and learning resource centers to provide testing and evaluation services for high-risk or handicapped infants and preschool children. The centers may also assist districts in providing training and resources for the parents of these children, as well as day care and preschool programs. According to the Department of Education, these provisions are related to the federal Individuals with Disabilities Education Act (IDEA). For purposes of Part B of IDEA, the department is the lead agency and supports school districts and other agencies to provide special education programs for students with disabilities ages 3 through 21.

**Effect of Proposed Changes:**

The bill reenacts this section, allowing regional diagnostic and learning resource centers to provide services for infants and preschool children.

**Section 42. Repeals s. 229.8343, F.S., relating to a model rule.**

**Present Situation:**

The law requires the Department of Education to develop a model rule that will allow an entity adopting it to deny participation in sports or other extracurricular activities to any person who has been determined by a court to be delinquent in paying a child support obligation. The law allows the model rule to be adopted by any district school board for all schools under its

jurisdiction, any community college district board of trustees, or any institution in the State University System. The General Counsel's Office in the Florida Department of Education drafted a model rule in 1996 and provided copies to district school boards, community college boards of trustees, and the Board of Regents.

**Effect of Proposed Changes:**

The bill repeals the requirement for developing the rule and the authority for specific entities to adopt it.

**Section 43. Amends s. 233.015, F.S., relating to the purge of listed courses not taught for 5 years.**

**Present Situation:**

The Commissioner must adopt rules providing for scheduled purges of courses listed in the statewide common course numbering system or institutional catalog that have been inactive for the preceding 5 years. The rules must include certain waiver provisions.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education.

**Section 44. Amends s. 233.056, F.S., relating to instructional programs for visually impaired students and deaf or hard of hearing students.**

**Present Situation:**

The law allows the Division of Public Schools and Community Education in the Department of Education to establish a coordinating unit and instructional materials centers. The coordinating unit must operate under the rules of the Commissioner.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education. The bill also amends the reference to the Division of Public Schools and Community Education with a reference to the Division of Public Schools.

**Section 45. Amends s. 233.058, F.S., relating to English language instruction for limited English proficient students.**

**Present Situation:**

This section requires school districts to follow procedures related to planning and providing students with instruction and establishes other requirements. The Commissioner must adopt rules to implement this section.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education.

**Section 46. Amends s. 233.39, F.S., relating to the renovation and repair of textbooks.**

**Present Situation:**

The Commissioner must adopt rules for the Department of Education to arrange for the renovation and repair of books. The Commissioner must prescribe rules related to contracts for these services. The department must enter into a contract following a competitive sealed bidding process.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education.

**Section 47. Amends s. 236.02, F.S., relating to the minimum requirements for the Florida Education Finance Program (FEFP).**

**Present Situation:**

School districts must operate all schools for a minimum number of actual teaching days (180) as set forth in s. 228.041(13), F.S., or the equivalent on an hourly basis as specified by the Commissioner each school year. School board rules for the appointment, promotion, transfer, suspension, and dismissal of personnel must conform to applicable law and the Commissioner's rules. Also, other school board rules that must conform to the Commissioner's rules or regulations are the required months of service for principals and instructional staff, salary schedules, and budgets.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education. The term "regulations" is replaced with the term "rules."

**Section 48. Amends s. 236.025, F.S., relating to a revised funding model for exceptional student education programs.**

**Present Situation:**

The law specifies the components of the funding model and how funds are generated. The Department of Education must adopt rules to implement the revised funding model.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.

**Section 49. Amends s. 236.081, F.S., relating to funds for the operation of schools.**

**Present Situation:**

A school district's full-time equivalent membership must be computed and maintained in accordance with the Commissioner's regulations. Beginning with the 1999-2000 school year, a district was required to document the daily attendance of each student by school and by district. For purposes of inservice personnel training, courses for exempted programs must be arranged and conducted in compliance with procedures cooperatively developed by the Department of Education and the Board of Regents, as well as those included in State Board rule.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education. The term "regulations" is replaced with the term "rules." Also, the bill removes an obsolete reference to a date.

**Section 50. Amends s. 236.1225, F.S., relating to gifted education exemplary program grants.**

**Present Situation:**

The grant program must be administered by the Commissioner in accordance with the Commissioner's rules. Proposed programs may be submitted according to the Commissioner's policies and rules.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner of Education with the State Board of Education.

**Section 51. Amends s. 237.081(4), F.S., relating to public hearings on budgets submitted to the Department of Education.**

**Present Situation:**

The Commissioner may adopt rules for the specific advertising format requirements for budgets.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 52. Amends s. 237.211(5), F.S., relating to payment and withdrawal from school depositories.**

**Present Situation:**

The Commissioner must adopt rules prescribing minimum security measures that must be implemented by a school board prior to establishing a direct deposit system.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 53. Amends s. 237.40(4), F.S., relating to direct support organizations.**

**Present Situation:**

Each direct-support organization must provide for an annual financial audit that is conducted by an independent C.P.A., according to the rules of the Auditor General and the Commissioner.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 54. Amends s. 316.615(3), F.S., relating to physical requirements for school bus drivers.**

**Present Situation:**

A school bus drivers may not transport school children unless he or she meets the physical examination requirements established by law and rule of the Commissioner.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 55. Amends s. 411.224(10), F.S., relating to the family support planning process.**

**Present Situation:**

The Department of Children and Family Services, the Department of Health, and the Department of Education must adopt necessary rules.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.

**Section 56. Amends s. 446.609(4), (7), and (12), F.S., relating to Jobs for Florida's Graduates Act.**

**Present Situation:**

The school to work program must be operated according to the process and outcome standards of Jobs for America's Graduates, Inc., unless otherwise provided for by law or rule of the Department of Education. The Board of Directors of the Florida Endowment Foundation for Florida's Graduates must operate within the limits prescribed by law and rule of the Department of Education, including meetings and conducting business. The board must recommend rules for adoption to the department. The department is required to adopt necessary rules.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.

**Section 57. Amends s. 489.125, F.S., relating to prequalifications for certified construction contractors.****Present Situation:**

Part II of chapter 489, F.S., relates to the regulation of construction contractors by the Department of Business and Professional Regulation. Certified contractors are prequalified to bid by a district school board under uniform prequalification criteria adopted by rule of the Commissioner of Education.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 58. Amends s. 937.023, F.S., relating to missing school children.****Present Situation:**

The Department of Education must provide by rule for a program to identify and locate missing school children who are enrolled in Florida's K-12 public schools.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.

**Section 59. Amends s. 984.05, F.S., relating to habitual truancy.****Present Situation:**

The Department of Education and the Department of Juvenile Justice must adopt rules needed to implement ss. 232.19 (relating to court procedures and penalties), 984.03(27), and 985.03(25) (relating to the definition of a habitual truant), F.S.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.

**Section 60.** Effective January 7, 2003, ss. 229.003(5) and 229.0074(3), F.S., are repealed. Section 229.003(5), F.S., contain the following provisions that were effective July 1, 2001:

- the abolishment of the Board of Regents and the State Board of Community Colleges with a type two transfer of all of the powers, duties, functions, records, personnel, and property; unexpended balances of appropriations, allocations, and other funds; administrative authority; administrative rules; pending issues; and existing contracts of the boards to the Florida Board of Education.

- the abolishment of the Postsecondary Education Planning Commission (PEPC), the creation of the Council for Education Policy Research and Improvement (CEPRI) as an independent office under the Office of Legislative Services, and the transfer to CEPRI of all PEPC personnel, unexpended balances of appropriations, and allocations.
- the type two transfer from the Department of Education to the Florida Board of Education of the Articulation Coordinating Committee and the Education Standards Commission.
- the provision requiring the Commissioner of Education and the Secretary of the Florida Board of Education to work together to begin the reorganization of the Department of Education.
- the merger of the powers, duties, and staffs of the State Board of Independent Colleges and Universities and the State Board of Nonpublic Career Education (except as relating to any independent nonprofit college or university whose students are eligible to receive the William L. Boyd, IV, Florida resident access grants) into a single Commission for Independent Education administratively housed within the Division of Independent Education.

Section 229.0074(3), F.S., combined and transferred to a single board the powers and duties of the State Board of Independent Colleges and Universities and the State Board of Nonpublic Career Education (except as relating to any independent nonprofit college or university whose students are eligible to receive the William L. Boyd, IV, Florida resident access grants pursuant to s. 240.605). The single board, the Commission for Independent Education, must authorize granting of certificates, diplomas, and degrees for independent postsecondary education institutions through exemption, registration, authorization, and licensing.

**Section 61. Amends s. 228.041, F.S., relating to definitions of terms used in the school code.**

**Present Situation:**

The law provides definitions of terms that are used in the school code and includes references to rulemaking by the Commissioner. The law still contains references to the State Board of Community Colleges, the Board of Regents, and the State University System.

**Effect of Proposed Changes:**

The bill revises the following definitions that are used in the school code: “public schools” (replacing the reference to the state university system with a reference to universities that control developmental research schools); “community colleges” (replacing the reference to the state university system with a reference to colleges and universities); “school centers” and “school day” (replacing the references to rulemaking by the Commissioner with the State Board of Education); “exceptional student” (deleting the reference to rulemaking by the Commissioner); and “tuition” (deleting reference to rulemaking by the State Board of Community Colleges and the Board of Regents).

**Section 62. Amends s. 228.055, F.S., relating to regional autism centers.**

**Present Situation:**

The Department of Education, in cooperation with the regional autism centers, must adopt needed rules.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Department of Education with the State Board of Education.



**Section 63. Amends s. 228.062, F.S., relating to migrant education programs.****Present Situation:**

The Commissioner of Education must prescribe rules needed for the participation by the state in the federal migratory child compensatory education program.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 64. Amends s. 228.195, F.S., relating to school food service programs.****Present Situation:**

The Commissioner of Education must prescribe rules and standards covering all phases of the administration and operation of the school food service program.

**Effect of Proposed Changes:**

The bill replaces the references to rulemaking and standards by the Commissioner with the State Board of Education.

**Section 65. Amends s. 230.23, F.S., relating to powers and duties of school boards.****Present Situation:**

This section prohibits students from receiving special instruction or services as an exceptional student until after he or she has been properly evaluated, classified, and placed as prescribed by the Commissioner's rules. Parents or guardians of exceptional students who are evaluated, placed, or denied placement in a special education program must be notified of each evaluation, placement, or denial and may appeal decisions.

Also, this section contains other references to the Commissioner's rules, including those related to renting education facilities, exceptions for insurance for school property, required reports, school district consortia, enforcement of law and rules, and the school lunch program.

**Effect of Proposed Changes:**

The bill provides for the State Board of Education rather than the Commissioner to make rules related to: placement of exceptional students and due process hearings; rental of education facilities; exceptions for insurance for school property; required reports; school district consortia; enforcement; and the school lunch program. The term "regulations" is replaced with the term "rules."

**Section 66. Amends s. 230.2316, F.S., F.S., relating to dropout prevention.****Present Situation:**

Second chance schools are school district programs provided through cooperative agreements between the Department of Juvenile Justice, private providers, state or local law enforcement agencies, or other state agencies for students who have been disruptive or violent or who have committed serious offenses.

Second chance schools are eligible for waivers by the Commissioner from the provisions of chapters 230 through 235, and 239, F.S., and State Board of Education rules that prevent the provision of appropriate education services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings. Programs in second chance schools must operate under rules adopted by the Department of Education. The department has general rulemaking authority for this section.

**Effect of Proposed Changes:**

The bill deletes the eligibility for waivers of law (chapters 230 through 235 and 239) by second chance schools. These schools will still be eligible for waivers by the Commissioner of Education of State Board rules that prevent the provision of appropriate education services to violent, severely disruptive, or delinquent students in small nontraditional settings or in court-adjudicated settings. Also, programs in second chance schools must operate under rules adopted by the State Board rather than the Department of Education. The bill also provides general rulemaking authority for this section to the State Board.

**Section 67. Amends s. 230.23161, F.S., relating to educational services in Department of Juvenile Justice programs.****Present Situation:**

The Department of Education may adopt rules needed to implement this section, including uniform curriculum, funding, and second chance schools.

**Effect of Proposed Changes:**

The bill provides rulemaking authority to the State Board rather than the Department of Education.

**Section 68. Amends s. 230.23166, F.S., relating to teenage parent programs.****Present Situation:**

The Commissioner must adopt rules needed to implement this section.

**Effect of Proposed Changes:**

The bill requires the adoption of rules by the State Board rather than the Commissioner of Education.

**Section 69. Amends s. 231.700, F.S., relating to the Florida Mentor Teacher School Pilot Program.****Present Situation:**

The Commissioner may adopt rules needed to implement this section and approval of the mentor teacher school program.

**Effect of Proposed Changes:**

The bill allows the State Board rather than the Commissioner to adopt rules.

**Section 70. Amends s. 232.01, F.S., relating to compulsory school attendance.****Present Situation:**

The Commissioner must adopt rules for identifying established conditions for children birth through 2 years of age and developmental delays for children birth through age 5. The Commissioner has rulemaking authority for the transfer of specific out-of-state students.

**Effect of Proposed Changes:**

The bill requires the State Board rather than the Commissioner to adopt rules for identifying established conditions for children birth through 2 years of age and developmental delays for children birth through age 5. The bill provides for rulemaking authority by the State Board (rather than the Commissioner) for the transfer of specific out-of-state students.

**Section 71. Amends s. 232.0315, F.S., relating to school health entry examinations.****Present Situation:**

The Department of Education, subject to the concurrence of the Department of Health, must adopt rules governing medical examinations.

**Effect of Proposed Changes:**

The bill provides rulemaking authority to the State Board rather than the Department of Education. The bill retains the requirement for the rules to be adopted with the concurrence of the Department of Health.

**Section 72. Amends s. 232.23, F.S., relating to procedures for maintaining and transferring pupil records.**

**Present Situation:**

Principals must maintain permanent records for each student enrolled in public school. The record must contain the data specified in rules of the Commissioner of Education. Also, the procedure for transferring and maintaining records, and the acceptance of transfer work and credit must be prescribed by the Commissioner's rules.

**Effect of Proposed Changes:**

The bill provides rulemaking authority to the State Board rather than the Commissioner of Education. The term "regulations" is replaced with the term "rules."

**Section 73. Amends s. 232.245, F.S., relating to pupil progression, remedial instruction, and reporting requirements.**

**Present Situation:**

The Commissioner must adopt rules to administer this section.

**Effect of Proposed Changes:**

The bill requires rules adopted by the State Board rather than the Commissioner of Education.

**Section 74. Amends s. 232.25, F.S., relating to circumstances under which students are subject to the control of the school.**

**Present Situation:**

The law specifies the circumstances under which students are subject to the control of the school, as provided by law, regulations, and rules of the school board and the Commissioner. By rule, the Commissioner or school district may subject students to the control of a principal or teacher under certain circumstances.

**Effect of Proposed Changes:**

The bill deletes the references to the Commissioner's rules and replaces these references with the State Board.

**Section 75. Amends s. 234.02, F.S., relating to the safety and health of students and transportation.**

**Present Situation:**

District school superintendents must notify the school board of any school bus that does not meet the requirements of law and the Commissioner's regulations. The Department of Education may determine whether the bus meets the requirements in law and rule and take action if it does not. Each school bus route must meet the requirements in the Commissioner's rules. The Commissioner may adopt rules to implement this section.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education. The bill replaces the term "regulations" with "rules."

**Section 76. Amends s. 234.301, F.S., relating to pool purchases of school buses.****Present Situation:**

The Commissioner may adopt rules to implement this section, to maintain the integrity of the program, and to ensure the best and lowest price for purchases.

**Effect of Proposed Changes:**

The bill replaces the reference to rulemaking by the Commissioner with the State Board of Education.

**Section 77. Amends s. 229.567, F.S., relating to school readiness uniform screening.****Present Situation:**

The Department of Education must adopt the school readiness uniform screening developed by the Florida Partnership for School Readiness. The department must also require school districts to administer the kindergarten uniform screening to each kindergarten student in the district when the student enter kindergarten. Children who enter public school for the first time must have a Partnership-approved uniform screening for first grade. Section 411.01, F.S., also contains provisions related to school readiness screening.

**Effect of Proposed Changes:**

The bill incorporates the following provisions from s. 411.01, F.S.: expectations for school readiness; planning for children with disabilities; and requirements for the Department of Education to implement school readiness uniform screening.

**Section 78. Amends s. 229.0074, F. S., relating to the Division of Independent Education in the Department of Education.****Present Situation:**

This section establishes the Division of Independent Education in the Department of Education with an executive director and the Commission for Independent Education. It also contains the transitional activities that are now complete (e.g., abolished, created, transferred, and merged entities) and the Commission's regulatory authority.

**Effect of Proposed Changes:**

The bill eliminates the Division of Independent Education in the Department of Education and the appointment of members of the Commission for Independent Education. To conform, the section is re-titled the Commission for Independent Education.

**Section 79. Amends s. 229.58, F.S., relating to district and school advisory councils.****Present Situation:**

School boards are required to establish an advisory council for each school in the district. Also, districts may establish a district advisory council. The law specifies the composition of and the duties for these councils. The duties include assisting in the preparation of school improvement plans and the school's annual budget. Section 239.229(3) , F.S., currently requires each area technical center operated by a school district to establish a center advisory council.

**Effect of Proposed Changes:**

Under the provisions of the bill, each area technical center operated by a school district must establish a center advisory council to assist with the preparation and evaluation of center improvement plans. At the request of the center's director, the council may assist in preparing the center's annual budget and other plans.

**Section 80. Amends s. 229.8075, F.S., relating to the Florida Education and Training Placement Information Program (FETPIP).****Present Situation:**

The Department of Education must develop and maintain this information management program to compile, maintain, and disseminate information on the educational histories, placement and employment, U.S. armed forces enlistments, and other measures of success of former participants in state educational and workforce development programs. Projects conducted by the department or the workforce development system must use information provided by FETPIP. They are prohibited from initiating automated matching of records that duplicate FETPIP's methods.

**Effect of Proposed Changes:**

For purposes of measuring and reporting program enrollments and completions, the department is required to use the data in the automated student data bases generated by public schools and community colleges. The data in reports generated by FETPIP must be used when the department measures and reports placement rates and the amount of earnings at the time of placement. The provisions of the bill allow for the use of alternative information when FETPIP placement information is not available. However, there are conditions for using the alternative information. The State Board, by rule, must specify uniform procedures for school districts to collect and report placement information that supplements FETPIP reports.

**Section 81. Repeals s. 229.8052, F.S., relating to the state satellite network.****Present Situation:**

This section creates the state satellite network consisting of compatible satellite receiving equipment at public educational institutions in each of the 28 community college regions. The Department of Education and the Department of Management Services must implement the law and coordinate the network. It specifies requirements for certain audio components and requires the State Board to adopt rules.

**Effect of Proposed Changes:**

The bill repeals this provision.

**Section 82. Repeals s. 229.008, F.S., relating to the boards of trustees of the state universities.****Present Situation:**

This section creates the boards of trustees of the state universities, provides for the appointment of members, and specifies their duties.

**Effect of Proposed Changes:**

The bill repeals this provisions. This will be addressed in chapter 240, F.S.

**Section 83. Repeals s. 229.0081, F.S., relating to the powers and duties of university boards of trustees.****Present Situation:**

This section creates the boards of trustees of the state universities, provides for the appointment of members, and specifies their duties.

**Effect of Proposed Changes:**

The bill repeals this provision. This will be addressed in chapter 240, F.S.

**Section 84. Repeals s. 229.0082, F.S., relating to the powers and duties of university presidents.**

**Present Situation:**

This section provides for the powers and duties of university presidents.

**Effect of Proposed Changes:**

The bill repeals this provision. This will be addressed in chapter 240, F.S.

**Section 85. Repeals s. 229.76, F.S., relating to functions of the Department of Education.**

**Present Situation:**

The Department of Education must be located in the offices of the Commissioner of Education. The department must provide professional leadership and guidance in executing the policies and procedures authorized by law or by the State Board, or as determined by the department to conform to the school code's objectives and purposes.

**Effect of Proposed Changes:**

The bill repeals the requirement for the Department of Education to be located in the Office of the Commissioner of Education and statutory duties for the department.

**Section 86. Repeals s. 229.8065, F.S., relating to expenditures for the Knott Data Center and projects, contracts, and grants programs.**

**Present Situation:**

This section establishes the program which is administered by the Department of Education. It provides for consultation with the legislative appropriations committees to approve estimated levels of expenditures, salary rates, and positions. The full appropriations committee must be notified of expenditures in excess of a specified threshold. The law prohibits the obligation of new state appropriations as a source of matching funds for potential federal or private contracts or grants. The state is not obligated to provided continued funding for personnel or project costs at the end of the contract or grant period. Current law provides for the repeal of this section on June 30, 2002.

**Effect of Proposed Changes:**

The bill repeals this provision.

**Section 87. Amends s. 233.17, F.S., relating to the terms of adoption for instructional materials.** The bill corrects a cross-reference to conform to other changes in the bill.

**Section 88. Creates an undesignated section of law, relating to an annual report card.**

**Present Situation:**

CEPRI is not currently required to issue a report card. The Commissioner must direct Florida school districts to participate in the administration of the National Assessment of Educational Progress (NAEP), or a similar national assessment program. These assessments must be included in the Commissioner's annual report.

**Effect of Proposed Changes:**

The Secretary of the Board, must recommend to the Florida Board of Education performance goals addressing the educational needs of the state for the K-20 education system. CEPRI must develop a report card assigning grades to reflect Florida's progress toward meeting those goals. The report card must contain specific information. By January 1, 2002, CEPRI must submit the report card to the Legislature, the Governor, and the public and the Commissioner must

subsequently present to the Legislature a corrective action plan. This provision takes effect July 1, 2002, and expires January 7, 2003.

**Section 89. Creates section 229.136, F.S., relating to rules.** The bill provides that all rules of the State Board of Education, the Commissioner of Education, and the Department of Education adopted pursuant to the provisions of law amended by this bill, in effect on January 2, 2003, remain in effect until specifically amended or repealed in the manner provided by law.

**Section 90.** The bill provides that, effective January 7, 2003, the administrative rules of the Department of Education and the Commissioner of Education will become the rules of the State Board of Education.

**Section 91.** The bill provides that, effective January 7, 2003, the administrative rules of the State Board of Education will become the rules of the appointed State Board of Education.

**Section 92.** The bill provides that all administrative rules of the State Board of Education, the Commissioner of Education, and the Department of Education are transferred by a type two transfer, as defined in s. 20.06(2), F. S., to the appointed State Board of Education.

**Section 93.** The bill provides that the act will not affect the validity of any judicial or administrative action involving the Department of Education, pending on January 7, 2003. Also, the act will not affect the validity of any judicial or administrative action involving the Commissioner of Education or the State Board of Education, pending on January 7, 2003, and the appointed State Board of Education will be substituted as a party of interest in any action.

**Sections 94-102. Creates nine undesignated sections of law, the “Education Investment Act,” effective July 1, 2002.**

**Present Situation:**

The law establishes timeframes and criteria for school performance grade categories. The Commissioner of Education must annually prepare reports of the results of the statewide assessment program that describe student achievement in the state, each district, and each school. The annual statewide assessment program report must identify schools as being in one of five grade categories, including:

- “C,” schools making satisfactory progress;
- “D,” schools making less than satisfactory progress;
- “F,” schools failing to make adequate progress.

The law requires an annual report to include school district performance grades, consisting of weighted district average grades (by level) for all elementary, middle, and high schools in the district. The law and administrative rule provide for assistance and intervention for schools designated as school performance grade “D” and “F.”

In February 2000, the Board of Regents adopted amendments to the rule on freshman admission to the State University System, incorporating Governor Jeb Bush’s One Florida Initiative known as the Equity in Education Plan. One component of that plan is the “Talented Twenty Percent” program, which, for the top ranked graduates of every public high school in Florida, guarantees

admission to one of the 10 public universities. Under the previous method, admissions officers considered test scores and the types of courses taken as well as high school grades.

**Effect of Proposed Changes:**

The bill creates a number of initiatives designed to assist graduates of low-performing high schools to succeed in university education. For implementing the “Talented Twenty Percent” admissions policy, the bill defines any self-contained program in a low-performing school as a separate school, including an open-enrollment magnet program. Also, the bill requires these programs to determine the top twenty percent in each graduating class and provides for those students who are eligible for any benefits.

The bill requires the Board of Education to identify low performing schools and to include schools at risk of falling beneath a school grade designation of “C.” A feeder-pattern school is one whose former students predominantly enroll in low-performing high schools. The bill suggests a number of improvements to low-performing high schools and their feeder-pattern middle and elementary schools, including:

- A longer school day;
- A longer school year;
- Consultants or mentors to assist teachers or improve curriculum;
- Additional teachers to reduce class size;
- Electronic access through the web-based FACTS system;
- After-school programs;
- Increased funding for special reading instruction; and
- Enhanced instruction in mathematics, reading, and writing skills.

The Board of Education will oversee the program and adopt measures to judge the program’s success. As an example, a teacher in a core subject should have responsibility for no more than 150 students per day. In addition, the Board’s responsibilities include:

- assisting any school program with a program that is unlikely to provide an adequate return on the investment;
- reporting to the Legislature the number of programs implemented with funds provided, the types of assistance provided, and the results of the productivity and accountability measures established;
- evaluating the ability of schools to adequately counsel students who would benefit from certain courses;
- analyzing district reports to determine which districts require intervention; and
- using, with districts, Preliminary Scholastic Assessment Test (PSAT) scores to adopt priorities for identifying students who could most benefit from a testing preparatory course.

The Board may adopt rules to select students for a test preparation and study skills program and must develop academic booster courses.

Districts must prepare reports, including those related to the Board of Education accountability measures for college preparatory courses. Low performing schools must make adjustments to the ratio of students per counselor under specified circumstances. A low-performing high school may not have more students per counselor than a high-performing school.



A number of enhancements are provided for students from low-performing high schools when they are at a university, including:

- Student services, with related requirements for funding;
- Test preparation courses;
- Fee waivers for certain students, if they attend graduate school.

Test preparation courses will be provided free for students interested in law school, if they graduated from a low-performing high school. Each of these provisions is contingent upon funding in the General Appropriations Act. The bill specifies priorities for certain students for fee waivers and test preparation courses.

The Board of Education must adopt rules for allocating fee waivers. The bill specifies how a university will select students to receive waivers if adequate funds are not provided for each student.

### **Section 103. Creates an undesignated section of law, related to foreign language instruction.**

#### **Present Situation:**

Currently all high schools and middle schools in Florida offer foreign language instruction in a range of languages. However, foreign language instruction on the elementary school level lags behind. According to representatives of the Office of Multicultural Student Language Education at the Department of Education (DOE), there are approximately fourteen elementary schools that teach a foreign language through the dual language method. That method involves teaching both English and the language of a group of Limited English Proficient (LEP) students to a class composed of both native English language speakers and the LEP students. Only four elementary schools actually teach a foreign language as a separate academic subject.

Section 233.061, F.S., requires that the school districts provide all classes required for graduation including foreign language courses. Section 229.565, F.S., requires that the State Board of Education create student performance standards for all courses. The lack of instruction on the elementary school level persists despite the existence of these statutory provisions and the adoption of the Sunshine State Standards in 1996 by the State Board of Education. Those standards currently outline a curriculum for language learning beginning in pre-kindergarten and ending with grade 12.

#### **Effect of Proposed Changes:**

District school boards must devise a plan for a K-12 foreign language curriculum to be implemented in the 2006-2007 school year and thereafter. The plan should address: an implementation strategy and timeline; professional development; and an estimated program budget. Once developed, the plan must be submitted to the Commissioner of Education (no later than June 30, 2004) who will prepare a summary of the plans for the Governor, President of the Senate, and the Speaker of the House (no later than January 1, 2005), including: progress made by districts in developing their plans; difficulties encountered in doing so; the availability of personnel and instructional resources to accomplish the purpose of this provision; and a projected budget for the first year of the program.

**Section 104.** The bill provides that except as otherwise provided, the act takes effect on January 7, 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:

Students from low-performing high schools and their feeder pattern elementary and middle schools would benefit from a number of opportunities in the “Education Investment Act” portion of the bill, should the Legislature address some of these provisions in coming years.

C. Government Sector Impact:

According to the Department of Education, there is no cost associated with extending to universities the television and other electronic media services of the department, as this is current practice. Implementation of the bill’s changes, targeted to implementing the new k-20 Public Education governance structure, should be budget neutral.

The “Education Investment Act” has a number of intent provisions to address low performing schools (see page 32), which could be costly. These, however, are dependent on future funding by the Legislature.

**VI. Technical Deficiencies:**

None.

**VII. Related Issues:**

- Duties of the appointed Commissioner

Section 229.512, F.S., enumerates the Commissioner's duties for administering the State School Fund and taking action on mineral rights. As a current Cabinet member, the Commissioner is also a member of the Board of Trustees of the Internal Improvement Trust Fund. As a result of the constitutional revisions to the Florida Cabinet, the Commissioner will no longer serve in this capacity. The provision related to mineral rights, as well as the responsibility for administering the School Fund, will need to be further refined to reflect changes in the State Constitution.

- Waivers

The provisions of sections 30 and 66 for waivers of State Board rule may need to be further refined to delineate in law the specific criteria that will be used by the Commissioner. As well, the specific areas for granting waivers may also need to be identified.

## **VIII. Amendments:**

None.

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This Senate staff analysis does not reflect the intent or official position of the bill's sponsor or the Florida Senate.

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