

1987

Session Law 87-329

Florida Senate & House of Representatives

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LEGISLATIVE SUPPLEMENT "B" - SESSION LAW ABSTRACT

Year 1987	Session Law No. 87-329	LOF Cite I, II, 2086, 2092	#pp 2
Prime Bill# SB. 799	Sponsor	Comp./Sim. Bills SB. 5, SB. 752, HB 15	
JLMC Hist. Lea. Cites	Senate pp.#s	House pp.#s	#pp
Committee of Ref.	Senate Education	House Education (K-12)	Previous versions?

Committee Records

H/S	Committee	Year	Record Series: Folder Title, etc.	Location Cite	#pp
H	Eds	1987	Bill file Apr 123, 1987	19/701	
"	"	"	Mar 1 = 21	"	
"	"	"	1.1.1.	"	
"	"	"	Bill file: PK 3	19/705	
"	"	"	HB 115	"	
"	"	"	SB 115	"	
S	Eds	1987	Bill file SB 115	18/784	4
"	"	"	SB 115	"	12

Senate/House Journals

Page	?	Date	#pp	Page	?	Date	#pp
21	X			HJ. 1-1			
11			2				

Tape Recordings

H/S	Floor	Committee/subcommittee	Date	# Tapes	Location Cite
H			4.23.87	1	214/6217

Other Documentation

Record series title, folder title, etc.	Location Cite	#pp

By Representative Irvine

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A bill to be entitled
An act relating to education; creating s.
232.2463, F.S.; providing for a standardized
grading system in public high schools;
providing for higher grade-point average values
for advanced classes; requiring state
universities to use this system in evaluating
applications for admission; providing
applicability; providing an effective date.

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

Section 1. Section 232.2463, Florida Statutes, is
created to read:

232.2463 High school grading system.--The grading
system and interpretation of letter grades used in public high
schools shall be as follows:

(1) Grade "A" equals 94 percent through 100 percent,
has a grade-point average value of 4, and is defined as
"outstanding progress."

(2) Grade "B" equals 87 percent through 93 percent,
has a grade-point average value of 3, and is defined as "above
average progress."

(3) Grade "C" equals 77 percent through 86 percent,
has a grade-point average value of 2, and is defined as
"average progress."

(4) Grade "D" equals 70 percent through 76 percent,
has a grade-point average value of 1, and is defined as
"lowest acceptable progress."

1	<u>(5) Grade "F" equals zero percent through 69 percent,</u>	1:1us
2	<u>has a grade-point average value of zero, and is defined as</u>	1:18
3	<u>"failure."</u>	
4	<u>(6) Grade "I" equals zero percent, has a grade-point</u>	1:19
5	<u>average value of zero, and is defined as "incomplete."</u>	1:qq
6	Section 2. <u>There shall be a weighted grading system</u>	1:20
7	<u>for public schools which provides that the grade-point average</u>	1:22
8	<u>value of a grade in an honors class shall be .5 above the</u>	1:23
9	<u>value of a comparable grade in basic and general classes. The</u>	1:24
10	<u>advanced placement grade-point average value shall be 1.0</u>	
11	<u>above basic and general grade classes. These courses shall be</u>	1:26
12	<u>designated in the State Course Code Directory. All state</u>	1:27
13	<u>universities shall use the standardized weighted grading</u>	
14	<u>system as a criterion for college admission. All districts</u>	1:29
15	<u>shall calculate the grade-point average at the end of the</u>	
16	<u>student's seventh semester. The district may approximate the</u>	1:30
17	<u>grade-point average at the end of the student's sixth</u>	
18	<u>semester.</u>	
19	Section 3. <u>This act shall first apply to students</u>	1:31
20	<u>entering the ninth grade in the 1987-1988 school year. This</u>	1:34
21	<u>act shall first apply to the State University System in the</u>	
22	<u>1990-1991 school year.</u>	1:35
23	Section 4. This act shall take effect upon becoming a	1:36
24	law.	
25		
26	*****	
27	SENATE SUMMARY	
28	Provides for a standardized grading system in public high	
29	schools. Requires state universities to use this system	
30	in evaluating applications for admission.	
31		

By Senators Thurman, Gordon, Ros-Lehtinen and Peterson

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A bill to be entitled
An act relating to education; creating s.
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"lowest acceptable progress "

1 (5) Grade "F" equals zero percent through 69 percent,
2 has a grade-point average value of zero, and is defined as
3 "failure."

4 (6) Grade "I" equals zero percent, has a grade-point
5 average value of zero, and is defined as "incomplete."

6 Section 2. There shall be a weighted grading system
7 for public schools which provides that the grade-point average
8 value of a grade in an honors class shall be .5 above the
9 value of a comparable grade in basic and general classes. The
10 advanced placement grade-point average value shall be 1.0
11 above basic and general grade classes. These courses shall be
12 designated in the State Course Code Directory. All state
13 universities shall use the standardized weighted grading
14 system as a criterion for college admission. All districts
15 shall calculate the grade-point average at the end of the
16 student's seventh semester. The district may approximate the
17 grade-point average at the end of the student's sixth
18 semester.

19 Section 3. This act shall first apply to students
20 entering the ninth grade in the 1987-1988 school year. This
21 act shall first apply to the State University System in the
22 1990-1991 school year.

23 Section 4. This act shall take effect upon becoming a
24 law.

25 *****

26
27 SENATE SUMMARY

28 Provides for a standardized grading system in public high
29 schools. Requires state universities to use this system
30 in evaluating applications for admission.
31

By the Committee on Education and Senators Thurman, Gordon,
Ros-Lehtinen and Peterson

A bill to be entitled

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232.2463, F.S.; providing for a standardized
grading system in public high schools;
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average value of zero, and is defined as "incomplete."

This publication was produced at an average cost of 1.5 cents per page for the information of members of the legislature and the public.

1 Section 2. Section 1 shall first apply to students
2 entering the ninth grade in the 1987-1988 school year.

3 Section 3. This act shall take effect upon becoming a
4 law.

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9 STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
10 COMMITTEE SUBSTITUTE FOR
 Senate Bill 115

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12 The committee substitute for SB 115 deletes the section of
13 the proposed legislation that would have created a standard
14 system of "weighted" grades and would have required
15 universities to use the weighted grades for admission
16 purposes.
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By Senator Kiser

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A bill to be entitled

An act relating to education; requiring district school boards to establish rules to waive adult education fees for certain state residents; limiting course participation for such persons to a space-available basis; providing an effective date.

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

Section 1. Each district school board shall establish rules to waive all application, course-registration, and fees related to tuition for any person 60 years of age or older who is a resident of this state for tuition purposes and who enrolls in an adult education course or program offered by the district. Such persons may participate at no charge in any adult education course or program offered by the district only on a space-available basis and only if such classes are not filled as of the third working day after classes commence. Credit may be awarded for any course or program offered. A district may limit or deny enrollment in courses or programs for which the board has established selective admissions criteria.

Section 2 This act shall take effect July 1, 1987, or upon becoming a law, whichever occurs later.

HOUSE SUMMARY

Requires district school boards to waive adult educational fees for state residents who are 60 years of age or older. Limits such enrollment to classes not filled as of the third working day after classes commence. Provides that a district may limit or deny enrollment in courses for which there is a selective admissions criteria.

By Senator Peterson

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A bill to be entitled

An act relating to education; amending ss. 228.041, 228.072, 229.132, 236.081, 240.359, F.S.; creating a lifelong learning program category within the Florida Education Finance Program to fund certain courses in adult education; defining lifelong learning student; providing for an annual determination of program cost factors in the General Appropriations Act; providing for allocation of full-time equivalents in the lifelong learning program category in school districts and community college districts; providing conforming language; providing an effective date.

WHEREAS, adult students in Florida may benefit from instruction offered by community colleges and district school boards under circumstances and for reasons that vary as individual needs vary, and

WHEREAS, sections 236.041, 236.081, 240.359, and 228.072, Florida Statutes, do not provide for adult students who enroll in certain courses to meet needs other than those relating to basic skills, employment, the award of a diploma, or recreation, and

WHEREAS, many adult students enroll in courses to improve their competencies in areas identified in the program courses standards, yet do not intend to improve basic skills, seek or upgrade employment, earn a diploma, or improve purely recreational skills, NOW, THEREFORE,

1 Be It Enacted by the Legislature of the State of Florida:

2
3 Section 1. Subsection (35) is added to section
4 228.041, Florida Statutes, 1986 Supplement, to read:

5 228.041 Definitions.--Specific definitions shall be as
6 follows, and wherever such defined words or terms are used in
7 the Florida School Code, they shall be used as follows:

8 (35) LIFELONG LEARNING STUDENT.--A lifelong learning
9 student is any adult who is enrolled in a course or
10 instructional activity listed in the State Course Code
11 Directory in order to improve his competencies or enhance his
12 quality of life, but not to seek or upgrade wage-earning
13 employment skills, earn a high school diploma or its
14 equivalent, or achieve basic skills.

15 Section 2. Paragraph (a) of subsection (4),
16 subsections (5) and (6), and paragraphs (b), (c), (d), and (f)
17 of subsection (7) of section 228.072, Florida Statutes, 1986
18 Supplement, are amended to read:

19 228.072 Adult general education.--

20 (4) DEFINITIONS.--The following terms, wherever used
21 or referred to in this section, have the following meanings:

22 (a) "Adult general education" means a program of
23 courses designed to serve the general educational needs of
24 adults as individuals, as parents, as members of a family, and
25 as citizens. Such programs shall serve as a linking agent to
26 lifelong learning opportunities and shall include:

27 1. Basic skills education courses in the language
28 arts, including English for persons who speak another
29 language; mathematics; natural and social sciences; health;
30 and consumer education, as well as courses that will enable
31

1 adults to acquire basic skills necessary to function in
2 society.

3 2. Secondary education courses for high school credit
4 leading to award of a high school diploma by the local
5 educational agency.

6 3. Review courses in preparation for taking the
7 general educational development tests to earn a Florida high
8 school diploma.

9 4. Courses and activities to provide the academic
10 skills needed to pursue postsecondary adult vocational
11 training to obtain employment. This category of courses shall
12 be known as vocational preparatory. Such instruction shall be
13 provided at vocational-technical centers and community
14 colleges pursuant to s. 233.0695 effective July 1, 1985.

15 5. Courses and activities to provide high school
16 graduates who intend to pursue degree-credit postsecondary
17 courses with additional academic preparation before such
18 pursuit. This category of courses shall be known as college
19 preparatory. College preparatory programs shall provide
20 competency-based instruction for the development of college-
21 entry competencies in reading, writing, mathematical
22 reasoning, and logical thinking. Participation in college
23 preparatory courses shall be limited to students who possess
24 high school diplomas, or the equivalent, who apply ~~intend~~ to
25 enroll in degree programs.

26 6. Courses and activities to provide any adult with
27 the opportunity to improve his competencies in any curriculum
28 frameworks identified in the State Course Code Directory.
29 This category of courses shall be known as lifelong learning.

30 7.6: Courses and activities available for certificate-
31 of-completion recipients by participation in the statewide

1 assessment program with utilization of state minimum
2 performance standards and the adult performance literacy
3 model.

4 (5) PRIORITY FOR ACADEMIC IMPROVEMENT SERVICES.--The
5 adult general education program shall provide academic
6 improvement services to students in the following priority:

7 (a) Students who demonstrate skills at or below the
8 eighth grade level, as measured by tests approved for this
9 purpose by the State Board of Education, and who are studying
10 to achieve literacy.

11 (b) Students who are earning credit required for high
12 school diplomas or preparing for the Test of General
13 Educational Development (GED).

14 (c) Students who have high school diplomas and require
15 specific improvement in academic or learning skills before
16 pursuing postsecondary educational goals:

17 1. To obtain or maintain employment or to benefit from
18 postsecondary adult vocational education programs; or

19 2. To pursue degree-credit collegiate academic
20 education or postsecondary vocational degree programs.

21 (d) Students who enroll in lifelong learning courses
22 or in courses designed for specific types of students but
23 which may also provide any adult with the opportunity to
24 improve his competencies in any curriculum framework. A
25 student is a lifelong learning student if he enrolls in an
26 adult basic or secondary education course or a vocational
27 preparatory course, has received a high school diploma, and
28 does not demonstrate skills at or below the eighth grade
29 level.

30 ~~(e)~~ (d) Students who enroll in noncredit courses and
31 participate in activities principally concerned with community

1 welfare in the areas of health, safety, human relations,
2 government, child rearing, consumer economics, and
3 environment.

4 (6) PROVISION OF INSTRUCTION.--Both community colleges
5 and school districts may offer adult basic education and
6 secondary high-school courses and adult vocational preparatory
7 and community instructional services courses and activities
8 within the same service area upon approval of the regional
9 coordinating council. College preparatory courses shall be
10 offered exclusively by the community colleges, however,
11 universities in which the percentage of incoming students who
12 require college preparatory instruction equals or exceeds the
13 average percentage of such students for the community college
14 system may offer a college preparatory program until 1990.
15 Nothing in this subsection prohibits area vocational-technical
16 centers from contracting with community colleges for the
17 provision of vocational preparatory instruction.

18 (7) FINANCING.--

19 (b) The following programs shall be evaluated and
20 funded as separate and distinct categories adult basic and
21 secondary education high-school, adult vocational preparatory,
22 adult college preparatory, lifelong learning, and community
23 instructional services.

24 (c)1. No matriculation or tuition fees shall be
25 charged for adult basic instruction for students who
26 demonstrate literacy skills below the eighth-grade level or
27 for adult basic or secondary education high-school instruction
28 for students who have not obtained high school diplomas. All
29 other students with high school diplomas or the equivalent who
30 are taking adult basic or secondary education high-school
31 instruction must pay matriculation and tuition fees in

1 accordance with s. 230.645 and the rules adopted by the State
2 Board of Education.

3 2. All students enrolled in vocational preparatory
4 programs shall be charged fees equivalent to the fees charged
5 for postsecondary adult vocational instruction; except that
6 students enrolled in vocational preparatory programs who have
7 not obtained high school diplomas or the equivalent or who
8 have basic skills which have been determined to be at or below
9 the eighth-grade level as provided by State Board of Education
10 rule are exempt from this requirement. When college
11 preparatory and vocational preparatory instruction are
12 provided in the same class section, the community college may
13 charge a single fee for both types of instruction.

14 3. All students enrolled in college preparatory
15 programs shall be charged fees equivalent to the fees charged
16 for credit courses at the community college.

17 4. No fees shall be charged for citizenship
18 instruction offered through community instructional services.

19 5. Fees for recreation and leisure time courses shall
20 be equivalent to the student's proportional share of the costs
21 associated with the provision of such instruction.

22 (d) ~~Effective July 1, 1985,~~ Expenditures for college
23 preparatory students shall be reported separately.
24 Allocations to community colleges for college preparatory and
25 lifelong learning instruction shall be based on actual full-
26 time equivalent enrollment. The results of program reviews
27 shall be included in the determination of subsequent
28 allocations. The completion by a student of such courses
29 shall not be counted for credit toward an associate or
30 baccalaureate degree.

1 (f) ~~By March 17, 1985,~~ The State Board of Education
 2 shall define by rule the level and courses of instruction to
 3 be funded through the college preparatory program. The state
 4 board shall coordinate the establishment of costs for college
 5 preparatory courses, the establishment of statewide standards
 6 which define required levels of competence, acceptable rates
 7 of student progress, and the maximum amount of time to be
 8 allowed for completion of college preparatory instruction.
 9 The state board shall further establish the program review
 10 criteria for such programs.

11 Section 3. Paragraph (g) of subsection (1) of section
 12 229.132, Florida Statutes, 1986 Supplement, is amended to
 13 read:

14 229.132 Registration of adult students.--

15 (1) Beginning with the 1987-1988 school year, each
 16 school district and community college shall be required to
 17 collect and maintain on file the following information for
 18 each student enrolled in an adult basic, adult high school,
 19 adult secondary, vocational preparatory, college preparatory,
 20 postsecondary adult vocational, or vocational supplemental
 21 course funded through the Florida Education Finance Program or
 22 the Community College Program Fund:

23 (g) Indication of whether the student is employed or
 24 unemployed. Students who are employed shall be requested to
 25 indicate their occupation. Students who are enrolling in
 26 vocational supplemental courses shall be requested to indicate
 27 the occupation for which they are training and whether they
 28 have current employment or a history of employment in an
 29 occupation related to such training.

1 Section 4. Paragraphs (c), (d), and (h) of subsection
2 (1) of section 236.081, Florida Statutes, 1986 Supplement, are
3 amended to read:

4 236.081 Funds for operation of schools.--The annual
5 allocation from the Florida Education Finance Program to each
6 district for operation of schools shall be determined as
7 follows:

8 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
9 OPERATION.--The following procedure shall be followed in
10 determining the annual allocation to each district for
11 operation:

12 (c) Determination of programs.--Cost factors based on
13 desired relative cost differences between the following
14 programs shall be ~~are hereby~~ established in the annual General
15 Appropriations Act for the fiscal years 1979-1980 and 1980-
16 1981. However, the application of cost factors in part-time
17 programs for exceptional students is limited to a maximum of
18 twelve twenty-fifths of a student membership in a given
19 program during a week. The criteria for qualification for the
20 special programs, including maximum case loads for part-time
21 programs, shall be determined by rules ~~regulations~~ of the
22 state board. However, the district may apply to the
23 department for an exemption to the maximums set above, and the
24 department may grant such exemptions when district size or
25 program dispersal would place an undue burden on the district.
26 Cost factors for special programs for exceptional students
27 shall be used to fund programs, approved by the department, as
28 provided by law for exceptional students under the minimum age
29 for enrollment in kindergarten.

	1979-80-----	1980-81
1		
2	1. Basic programs.--	Cost-Factor--Cost-Factor
3	a. Kindergarten and grades	
4	1, 2, and 3 4	1:234-----1:234
5	b. Grades 4, 5, 6, 7, and	
6	8 7 and 9	1:00-----1:00
7	c. Grades 9 4 , 10, 11, and 12 4	1:09-----1:08
8	d. Educational alternatives/	
9	<u>intensive English</u>	2:00-----2:00
10	2. Special programs for	
11	exceptional students --	
12	a. Educable mentally <u>handicapped</u> ,	
13	retarded	2:18-----2:12
14	b. Trainable mentally <u>handicapped</u> ,	
15	retarded	2:05-----2:78
16	c. Physically handicapped 4	3:51-----3:52
17	d. Physical and occupational	
18	therapy part-time 4	6:01-----6:02
19	e. <u>Speech, language, and hearing</u>	
20	therapy part-time 4	8:26-----7:39
21	<u>f. Speech, language, and hearing.</u>	
22	f. Deaf	3:01-----3:71
23	g. Visually handicapped	
24	part-time 4	10:77-----11:15
25	h. Visually handicapped 4	3:54-----3:56
26	i. Emotionally <u>handicapped</u>	
27	disturbed part-time 4	6:23-----5:59
28	j. Emotionally <u>handicapped</u> ,	
29	disturbed	3:41-----3:26
30	k. Specific learning disability	
31	part-time 4	5:01-----4:96

1	1. Specific learning		
2	disability_	2:32	2:32
3	m. Gifted part-time_	2:71	2:56
4	n. Hospital and homebound		
5	part-time_	14:84	14:76
6	o. Profoundly handicapped_	6:50	6:50
7	3. Special adult general education		
8	programs.--		
9	a. Adult basic education		
10	and adult <u>secondary education.</u>		
11	high-school_	1:15	1:08
12	<u>4. Lifelong learning.</u>		
13	<u>5.4. Special vocational-technical</u>		
14	programs-job preparatory.--		
15	a. Agriculture_	2:48	2:26
16	b. Office_	1:87	1:78
17	c. Distributive_	1:65	1:61
18	d. Diversified_	1:48	1:34
19	e. Health_	2:28	2:23
20	f. Public service_	2:68	3:12
21	g. Home economics_	1:83	1:65
22	h. Technical; trade; and		
23	Industrial_	2:28	2:18
24	i. Exploratory_	1:47	1:49

26 The State Board of Education may approve up to three cost
 27 categories for each special vocational-technical job
 28 preparatory program. However, the sum of the weighted full-
 29 time equivalent students for the levels of cost for a program
 30 may not exceed the product of the statutory cost factor

1 multiplied by unweighted full-time equivalent students for a
 2 program.

3
 4 5. Special vocational-technical-
 5 adult supplemental.--

6	a. Agriculture_	1:98	1:81
7	b. Office_	1:50	1:42
8	c. Distributive_	1:32	1:29
9	d. Health_	1:82	1:78
10	e. Public service_	2:14	2:50
11	f. Home economics_	1:46	1:32
12	g. Technical-trade and		
13	Industrial_	1:82	1:68

14
 15 (d) Allocation of full-time equivalents.--The
 16 department is authorized and directed to review all district
 17 programs in the areas of educational alternatives, exceptional
 18 student programs, special vocational-technical programs, and
 19 special adult general education programs. First priority in
 20 the assignment of full-time equivalent student membership
 21 shall be based on the request of the districts as submitted
 22 and approved by the department. Any unassigned full-time
 23 equivalent membership shall be allocated to those districts
 24 submitting supplemental requests, with priority to those
 25 districts with the lowest incidence of programs to students
 26 identified to be in need of such special programs.

27 1. The assigned weighted full-time equivalent student
 28 membership in special programs for exceptional students,
 29 educational alternative programs, part-time programs, special
 30 vocational-technical programs, and special adult general
 31 education programs, including adult basic education and adult

1 high school, in any school fiscal year shall not exceed the
2 maximum prescribed in the current year's General
3 Appropriations Act for such programs. The Department of
4 Education is directed to review the method of projecting
5 enrollment and determining incidence in all special programs
6 for exceptional students, special vocational-technical
7 programs, and special adult general education programs and to
8 report, at least 60 days prior to each regular session of the
9 Legislature, a 3-year projected enrollment of full-time
10 equivalent students in these programs.

11 2. In administering the maximums, the department shall
12 review each district's program and needs with each scheduled
13 student membership survey and may reassign the authorized
14 weighted membership within the maximums provided. In any
15 district in which, after the final assignment, the actual
16 full-time equivalent membership multiplied by the appropriate
17 cost factors exceeds the assigned maximum, such excess full-
18 time equivalent student membership shall be computed at a cost
19 factor of 1.00.

20 3. With respect to special programs for the visually
21 handicapped part-time (sub-subparagraph (c)2.g.), upon request
22 of a school board in any district or multidistrict area in
23 which there are five or more students receiving an appropriate
24 program, the Department of Education may assign three
25 unweighted full-time equivalent students for the special
26 program until such time as more than three full-time
27 equivalent students are generated.

28 4. When a student has been properly classified as an
29 exceptional student pursuant to s. 230.23(4)(m) and is
30 eligible for a full-time special program for exceptional
31 students identified in subparagraph (1)(c)2. and, as a

1 condition of such student's individualized educational plan,
2 is assigned to a basic program on a part-time basis with
3 required special services, aids, or equipment, the basic
4 program cost factor for such student shall be doubled for the
5 purpose of generating weighted full-time equivalent membership
6 for time served in the program.

7 (h) Calculation of full-time equivalent membership
8 with respect to instruction from community colleges or
9 universities, instruction outside required number of school
10 days, or instruction in home economics, or exploratory
11 vocational education, vocational supplemental courses, and
12 adult basic and secondary education courses.--

13 1. In those academic programs, which are not remedial
14 in nature, through which a student may earn credit towards
15 both a high school diploma and an associate or baccalaureate
16 degree, the student instruction time may be included in the
17 count of full-time equivalent student memberships for basic
18 programs for grades 9 through 12. Students enrolled in such
19 courses may be counted as full-time equivalent students by
20 community colleges and universities offering such instruction.
21 Such instruction may be provided by either a community college
22 or university, but it must take place at the high school site
23 unless the Commissioner of Education approves providing the
24 instruction at the community college or university site
25 because technical facilities are not available at the high
26 school site or because there are fewer than 15 students from
27 the high school who wish to be enrolled in a course. Such
28 instruction may not include physical education. A student
29 receiving instruction under the provisions of this
30 subparagraph may not be charged registration, matriculation,
31

1 or tuition fees, and community colleges and universities shall
2 waive all such fees.

3 2. Students in grades 9 through 12 may be counted as
4 full-time equivalent students for instruction provided outside
5 the required number of school days if such instruction counts
6 as credit toward a high school diploma.

7 3. Students in grades K through 12 who are enrolled
8 for more than six semesters in practical arts home economics
9 courses as defined in s. 228.041(22)(d) may not be counted as
10 full-time equivalent students for this instruction.

11 4. Students in grades 7 through 12 who are enrolled
12 for more than four semesters in exploratory vocational
13 education may not be counted as full-time equivalent students
14 for this instruction.

15 5. Effective for the 1985-1986 school year and
16 thereafter, district pupil progression plans shall provide for
17 the substitution of vocational courses for the nonelective
18 courses required for high school graduation pursuant to s.
19 232.246. A student in grades 9 through 12 who enrolls in and
20 satisfactorily completes a job preparatory program may
21 substitute credit for a portion of the required four credits
22 in English, three credits in mathematics, and three credits in
23 science. The credit substituted for English, mathematics, or
24 science earned through the vocational job preparatory program
25 shall be on a curriculum equivalency basis as provided for in
26 the State Course Code Directory. Upon adoption of curriculum
27 frameworks for vocational courses pursuant to s. 233.011, the
28 State Board of Education shall authorize by rule vocational
29 course substitutions not to exceed two credits in each of the
30 nonelective academic subject areas of English, mathematics,
31 and science. School districts shall provide for vocational

1 course substitutions not to exceed two credits in each of the
2 nonelective academic subject areas of English, mathematics,
3 and science, upon adoption of vocational student performance
4 standards by the school board pursuant to s. 232.2454. A
5 vocational program which has been used as a substitute for a
6 nonelective academic credit in one subject area may not be
7 used as a substitute for any other subject area. The one-half
8 credit in practical arts or exploratory vocational education
9 required for high school graduation pursuant to s.

10 232.246(1)(b)8. shall be funded as a vocational education
11 course.

12 6. Vocational supplemental courses and adult basic and
13 secondary education courses shall be made available to any
14 person who wishes to improve his competencies, provided that
15 the priorities established in s. 228.072(5) are maintained.

16 a. A student in an adult basic and secondary education
17 course shall be reported as an adult basic and secondary
18 education full-time equivalent student if he is pursuing a
19 program of studies to achieve literacy, prepare for the Test
20 of General Educational Development (GED), or earn a high
21 school diploma. A student in such a course who has received a
22 high school diploma and who does not demonstrate skills at or
23 below the eight-grade level, as measured by tests approved for
24 this purpose by the State Board of Education, shall be
25 reported for funding as a full-time equivalent student in the
26 lifelong learning category.

27 b. A student in a vocational supplemental course shall
28 be reported as a vocational supplemental full-time equivalent
29 student if he;
30
31

1 (I) Currently holds wage-earning employment and is
2 taking a course to enhance or upgrade skills related to that
3 employment; or

4 (II) Has a wage-earning employment history and enrolls
5 in a course related to that employment history with the intent
6 to seek employment in an occupation directly related to that
7 course and that employment history.

8
9 Any student enrolled in a vocational supplemental course who
10 does not meet one of the criteria of this sub-subparagraph
11 shall be reported for funding as a full-time equivalent
12 student in the lifelong learning category.

13 c. A student shall be reported for funding as a full-
14 time equivalent student in the lifelong learning category for
15 enrollment in a consumer home economics course unless that
16 course comprehensively addresses competencies identified in
17 the program courses standards as home and family management
18 competencies. Students in courses that comprehensively
19 address such competencies may be reported as full-time
20 equivalent students in the vocational supplemental category.

21 d. A student shall be reported as a lifelong learning
22 student for his enrollment in any course that he has
23 previously taken, unless it is a credit course in which he
24 earned a grade of 1.5 or less.

25 Section 5. Present paragraph (c) of subsection (1) of
26 section 240.359, Florida Statutes, 1986 Supplement, is
27 redesignated as paragraph (d), and a new paragraph (c) is
28 added to said subsection to read:

29 240.359 Procedure for determining state financial
30 support and annual apportionment of state funds to each
31 community college district.--The procedure for determining

1 state financial support and the annual apportionment to each
2 community college district authorized to operate a community
3 college under the provisions of s. 240.313 shall be as
4 follows:

5 (1) DETERMINING THE AMOUNT TO BE INCLUDED IN THE STATE
6 COMMUNITY COLLEGE PROGRAM FUND FOR THE CURRENT OPERATING
7 PROGRAM.--

8 (c) The funding category of lifelong learning is for
9 certain students in adult basic and secondary education
10 programs or in supplemental vocational program areas.

11 1. A student in an adult basic and secondary education
12 course is a lifelong learning student if he has received a
13 high school diploma and does not demonstrate skills at or
14 below the eighth-grade level.

15 2. A student in a supplemental vocational course is a
16 lifelong learning student unless he fulfills one of the
17 following criteria:

18 a. He currently holds wage-earning employment and is
19 taking a course to enhance or upgrade skills related to that
20 employment; or

21 b. He has a wage-earning employment history with
22 intent to seek employment in an occupation directly related to
23 that course and to that employment history.

24 3. A student shall be reported for funding as a
25 lifelong learning student for enrollment in a consumer home
26 economics course unless that course comprehensively addresses
27 competencies identified in the program courses standards as
28 home and family management competencies. Students in courses
29 that comprehensively address such competencies may be reported
30 as full-time equivalent students in the vocational
31 supplemental category.

1 4. A student shall be reported as a lifelong learning
2 student for his enrollment in any course that he has
3 previously taken, unless it is a credit course in which he
4 earned a grade of 1.5 or less.

5 Section 6. This act shall take effect upon becoming a
6 law.

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15 SENATE SUMMARY

16 Creates the lifelong learning program category within the
17 Florida Education Finance Program to fund adult education
18 in courses not included in adult basic education and
19 adult secondary or vocational supplemental categories.
20 Provides criteria for reporting full-time equivalent
21 enrollment in the lifelong learning program category.
22 Provides that the cost factors used to fund educational
23 program categories will be set annually by the
24 Legislature in the General Appropriations Act. See bill
25 for details.
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By the Committee on Education and Senators Peterson and Kiser

This publication was produced at an age cost of 1.5 cents per page for the information of members of the legislature and the public.

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A bill to be entitled

An act relating to education; amending ss. 228.041, 228.072, 229.132, 236.081, 240.359, F.S.; creating a lifelong learning program category within the Florida Education Finance Program to fund certain courses in adult education; defining lifelong learning student, providing for an annual determination of program cost factors in the General Appropriations Act; providing for allocation of full-time equivalents in the lifelong learning program category in school districts and community college districts; providing conforming language; providing an effective date.

WHEREAS, adult students in Florida may benefit from instruction offered by community colleges and district school boards under circumstances and for reasons that vary as individual needs vary, and

WHEREAS, sections 236.041, 236.081, 240.359, and 228.072, Florida Statutes, do not provide for adult students who enroll in certain courses to meet needs other than those relating to basic skills, employment, the award of a diploma, or recreation, and

WHEREAS, many adult students enroll in courses to improve their competencies in areas identified in the program courses standards, yet do not intend to improve basic skills, seek or upgrade employment, earn a diploma, or improve purely recreational skills, NOW, THEREFORE,

1 Be It Enacted by the Legislature of the State of Florida:

2
3 Section 1. Subsection (35) is added to section
4 228.041, Florida Statutes, 1986 Supplement, to read.

5 228.041 Definitions --Specific definitions shall be as
6 follows, and wherever such defined words or terms are used in
7 the Florida School Code, they shall be used as follows

8 (35) LIFELONG LEARNING STUDENT.--A lifelong learning
9 student is any adult who is enrolled in a course or
10 instructional activity listed in the State Course Code
11 Directory in order to improve his competencies or enhance his
12 quality of life, but not to seek or upgrade wage-earning
13 employment skills, earn a high school diploma or its
14 equivalent, or achieve basic skills.

15 Section 2. Paragraph (a) of subsection (4),
16 subsections (5) and (6), and paragraphs (b), (c), (d), and (f)
17 of subsection (7) of section 228.072, Florida Statutes, 1986
18 Supplement, are amended to read:

19 228.072 Adult general education.--

20 (4) DEFINITIONS.--The following terms, wherever used
21 or referred to in this section, have the following meanings:

22 (a) "Adult general education" means a program of
23 courses designed to serve the general educational needs of
24 adults as individuals, as parents, as members of a family, and
25 as citizens. Such programs shall serve as a linking agent to
26 lifelong learning opportunities and shall include.

27 1. Basic skills education courses in the language
28 arts, including English for persons who speak another
29 language; mathematics; natural and social sciences; health;
30 and consumer education, as well as courses that will enable
31

1 adults to acquire basic skills necessary to function in
2 society.

3 2. Secondary education courses for high school credit
4 leading to award of a high school diploma by the local
5 educational agency.

6 3. Review courses in preparation for taking the
7 general educational development tests to earn a Florida high
8 school diploma.

9 4. Courses and activities to provide the academic
10 skills needed to pursue postsecondary adult vocational
11 training to obtain employment. This category of courses shall
12 be known as vocational preparatory. Such instruction may
13 ~~shall~~ be provided at vocational-technical centers, adult
14 education centers, and community colleges pursuant to s.
15 233.0695 effective July 1, 1985.

16 5. Courses and activities to provide high school
17 graduates who intend to pursue degree-credit postsecondary
18 courses with additional academic preparation before such
19 pursuit. This category of courses shall be known as college
20 preparatory. College preparatory programs shall provide
21 competency-based instruction for the development of college-
22 entry competencies in reading, writing, mathematical
23 reasoning, and logical thinking. Participation in college
24 preparatory courses shall be limited to students who possess
25 high school diplomas, or the equivalent, who apply ~~intend~~ to
26 enroll in degree programs.

27 6. Courses and activities to provide any adult with
28 the opportunity to improve his competencies in any curriculum
29 frameworks identified in the State Course Code Directory.
30 This category of courses shall be known as lifelong learning.
31

1 7.6 Courses and activities available for certificate-
 2 of-completion recipients by participation in the statewide
 3 assessment program with utilization of state minimum
 4 performance standards and the adult performance literacy
 5 model.

6 (5) PRIORITY FOR ACADEMIC IMPROVEMENT SERVICES.--The
 7 adult general education program shall provide academic
 8 improvement services to students in the following priority:

9 (a) Students who demonstrate skills at or below the
 10 eighth grade level, as measured by tests approved for this
 11 purpose by the State Board of Education, and who are studying
 12 to achieve literacy.

13 (b) Students who are earning credit required for high
 14 school diplomas or preparing for the Test of General
 15 Educational Development (GED).

16 (c) Students who have high school diplomas and require
 17 specific improvement in academic or learning skills before
 18 pursuing postsecondary educational goals:

19 1. ~~To~~ obtain or maintain employment or to benefit from
 20 postsecondary adult vocational education programs, or

21 2. To pursue degree-credit collegiate academic
 22 education or postsecondary vocational degree programs.

23 (d) Students who enroll in lifelong learning courses
 24 or in courses designed for specific types of students but
 25 which may also provide any adult with the opportunity to
 26 improve his competencies in any curriculum framework. A
 27 student is a lifelong learning student if he enrolls in an
 28 adult basic or secondary education course or a vocational
 29 preparatory course, has received a high school diploma, and
 30 does not demonstrate skills at or below the eighth grade
 31 level.

1 (e)†d‡ Students who enroll in noncredit courses and
 2 participate in activities principally concerned with community
 3 welfare in the areas of health, safety, human relations,
 4 government, child rearing, consumer economics, and
 5 environment.

6 (6) PROVISION OF INSTRUCTION.--Both community colleges
 7 and school districts may offer adult basic secondary education
 8 ~~and-high-school~~ courses and adult vocational preparatory and
 9 community instructional services courses and activities within
 10 the same service area upon approval of the regional
 11 coordinating council. College preparatory courses shall be
 12 offered exclusively by the community colleges; however,
 13 universities in which the percentage of incoming students who
 14 require college preparatory instruction equals or exceeds the
 15 average percentage of such students for the community college
 16 system may offer a college preparatory program until 1990.
 17 Nothing in this subsection prohibits area vocational-technical
 18 centers from contracting with community colleges for the
 19 provision of vocational preparatory instruction.

20 (7) FINANCING.--

21 (b) The following programs shall be evaluated and
 22 funded as separate and distinct categories adult basic and
 23 secondary education ~~high-school~~, adult vocational preparatory,
 24 adult college preparatory, lifelong learning, and community
 25 instructional services.

26 (c)1. No matriculation or tuition fees shall be
 27 charged for adult basic instruction for students who
 28 demonstrate literacy skills below the eighth-grade level or
 29 for adult basic or secondary education ~~high-school~~ instruction
 30 for students who have not obtained high school diplomas. All
 31 other students with high school diplomas or the equivalent who

1 are taking adult basic or secondary education high-school
2 instruction must pay matriculation and tuition fees in
3 accordance with s. 230.645 and the rules adopted by the State
4 Board of Education.

5 2. All students enrolled in vocational preparatory
6 programs shall be charged fees equivalent to the fees charged
7 for postsecondary adult vocational instruction; except that
8 students enrolled in vocational preparatory programs who have
9 not obtained high school diplomas or the equivalent or who
10 have basic skills which have been determined to be at or below
11 the eighth-grade level as provided by State Board of Education
12 rule are exempt from this requirement. When college
13 preparatory and vocational preparatory instruction are
14 provided in the same class section, the community college may
15 charge a single fee for both types of instruction.

16 3. All students enrolled in college preparatory
17 programs shall be charged fees equivalent to the fees charged
18 for credit courses at the community college.

19 4. ~~No~~ fees shall be charged for citizenship
20 instruction offered through community instructional services.

21 5. Fees for recreation and leisure time courses shall
22 be equivalent to the student's proportional share of the costs
23 associated with the provision of such instruction.

24 (d) ~~Effective July 17, 1985,~~ Expenditures for college
25 preparatory students shall be reported separately.
26 Allocations to community colleges for college preparatory and
27 lifelong learning instruction shall be based on actual full-
28 time equivalent enrollment. The results of program reviews
29 shall be included in the determination of subsequent
30 allocations. The completion by a student of such courses
31

1 shall not be counted for credit toward an associate or
2 baccalaureate degree.

3 (f) ~~By March 17, 1985,~~ The State Board of Education
4 shall define by rule the level and courses of instruction to
5 be funded through the college preparatory program. The state
6 board shall coordinate the establishment of costs for college
7 preparatory courses, the establishment of statewide standards
8 which define required levels of competence, acceptable rates
9 of student progress, and the maximum amount of time to be
10 allowed for completion of college preparatory instruction.
11 The state board shall further establish the program review
12 criteria for such programs.

13 Section 3. Paragraph (g) of subsection (1) of section
14 229.132, Florida Statutes, 1986 Supplement, is amended to
15 read:

16 229.132 Registration of adult students.--

17 (1) Beginning with the 1987-1988 school year, each
18 school district and community college shall be required to
19 collect and maintain on file the following information for
20 each student enrolled in an adult basic, adult high school,
21 adult secondary, vocational preparatory, college preparatory,
22 postsecondary adult vocational, or vocational supplemental
23 course funded through the Florida Education Finance Program or
24 the Community College Program Fund:

25 (g) Indication of whether the student is employed or
26 unemployed. Students who are employed shall be requested to
27 indicate their occupation. Students who are enrolling in
28 vocational supplemental courses shall be requested to indicate
29 the occupation for which they are training and whether they
30 have current employment or a history of employment in an
31 occupation related to such training.

1 Section 4. Paragraphs (c), (d), and (h) of subsection
2 (1) of section 236.081, Florida Statutes, 1986 Supplement, are
3 amended to read:

4 236.081 Funds for operation of schools.--The annual
5 allocation from the Florida Education Finance Program to each
6 district for operation of schools shall be determined as
7 follows:

8 (1) COMPUTATION OF THE BASIC AMOUNT TO BE INCLUDED FOR
9 OPERATION.--The following procedure shall be followed in
10 determining the annual allocation to each district for
11 operation:

12 (c) Determination of programs.--Cost factors based on
13 desired relative cost differences between the following
14 programs shall be ~~are~~ hereby established in the annual General
15 Appropriations Act for the fiscal years 1979-1980 and 1980-
16 1981. However, the application of cost factors in part-time
17 programs for exceptional students is limited to a maximum of
18 twelve twenty-fifths of a student membership in a given
19 program during a week. The criteria for qualification for the
20 special programs, including maximum case loads for part-time
21 programs, shall be determined by rules ~~regulations~~ of the
22 state board. However, the district may apply to the
23 department for an exemption to the maximums set above, and the
24 department may grant such exemptions when district size or
25 program dispersal would place an undue burden on the district.
26 Cost factors for special programs for exceptional students
27 shall be used to fund programs, approved by the department, as
28 provided by law for exceptional students under the minimum age
29 for enrollment in kindergarten.

1		1979-80-----1980-81
2	1. Basic programs.--	Cost-Factor--Cost-Factor
3	a. Kindergarten and grades	
4	1, 2, and 3_	1:234-----1:234
5	b. Grades 4, 5, 6, 7, and	
6	<u>8, 7 and 9</u>	1:00-----1:00
7	c. Grades <u>9</u> , 10, 11, and 12_	1:09-----1:00
8	d. Educational alternatives/ <u>intensive English.</u>	2:00-----2:00
9	2. Special programs for	
10	exceptional students --	
11	a. Educable mentally <u>handicapped.</u>	
12	<u>retarded</u>	2:10-----2:12
13	b. Trainable mentally <u>handicapped.</u>	
14	<u>retarded</u>	2:05-----2:78
15	c. Physically handicapped_	3:51-----3:52
16	d. Physical and occupational	
17	therapy part-time_	6:01-----6:02
18	e. <u>Speech, language, and hearing</u>	
19	therapy part-time_	8:26-----7:39
20	f. <u>Speech, language, and hearing.</u>	
21	f. Deaf	3:01-----3:71
22	g. Visually handicapped	
23	part-time_	10:77-----11:15
24	h. Visually handicapped_	3:54-----3:56
25	i. Emotionally <u>handicapped</u>	
26	<u>disturbed</u> part-time_	6:23-----5:59
27	j. Emotionally <u>handicapped</u>	
28	<u>disturbed</u>	3:41-----3:26
29	k. Specific learning disability	
30	part-time_	5:01-----4:96
31		

1 1. Specific learning
 2 disability_2:32-----2:32
 3 m. Gifted part-time_2:71-----2:56
 4 n. Hospital and homebound
 5 part-time_14:84-----14:76
 6 o. Profoundly handicapped_6:50-----6:50
 7 3. Special adult general education
 8 programs.--
 9 a. Adult basic education
 10 and adult secondary education.
 11 high-school.....1:15-----1:08
 12 4. Lifelong learning.
 13 5.4 Special vocational-technical
 14 programs-job preparatory.--
 15 a. Agriculture_2:40-----2:26
 16 b. Office_1:87-----1:78
 17 c. Distributive_1:65-----1:61
 18 d. Diversified_1:40-----1:34
 19 e. Health_2:28-----2:23
 20 f. Public service_2:68-----3:12
 21 g. Home economics_1:83-----1:65
 22 h. ~~Technical, trade, and~~
 23 Industrial.2:28-----2:18
 24 i. Exploratory_1:47-----1:49

26 The State Board of Education may approve up to three cost
 27 categories for each special vocational-technical job
 28 preparatory program. However, the sum of the weighted full-
 29 time equivalent students for the levels of cost for a program
 30 may not exceed the product of the statutory cost factor
 31

1 multiplied by unweighted full-time equivalent students for a
2 program.

4 5. Special vocational-technical-

5 adult supplemental.--

6 a. Agriculture_1:90-----1:81

7 b. Office_1:50-----1:42

8 c. Distributive_1:32-----1:29

9 d. Health_1:82-----1:78

10 e. Public service_2:14-----2:50

11 f. Home economics_1:46-----1:32

12 g. ~~Technical; trade; and~~

13 Industrial_1:82-----1:68

15 (d) Allocation of full-time equivalents.--The

16 department is authorized and directed to review all district
17 programs in the areas of educational alternatives, exceptional
18 student programs, special vocational-technical programs, and
19 special adult general education programs. First priority in
20 the assignment of full-time equivalent student membership
21 shall be based on the request of the districts as submitted
22 and approved by the department. Any unassigned full-time
23 equivalent membership shall be allocated to those districts
24 submitting supplemental requests, with priority to those
25 districts with the lowest incidence of programs to students
26 identified to be in need of such special programs.

27 1. The assigned weighted full-time equivalent student
28 membership in special programs for exceptional students,
29 educational alternative programs, part-time programs, special
30 vocational-technical programs, and special adult general
31 education programs, including adult basic education and adult

1 high school, in any school fiscal year shall not exceed the
2 maximum prescribed in the current year's General
3 Appropriations Act for such programs. The Department of
4 Education is directed to review the method of projecting
5 enrollment and determining incidence in all special programs
6 for exceptional students, special vocational-technical
7 programs, and special adult general education programs and to
8 report, at least 60 days prior to each regular session of the
9 Legislature, a 3-year projected enrollment of full-time
10 equivalent students in these programs

11 2. In administering the maximums, the department shall
12 review each district's program and needs with each scheduled
13 student membership survey and may reassign the authorized
14 weighted membership within the maximums provided. In any
15 district in which, after the final assignment, the actual
16 full-time equivalent membership multiplied by the appropriate
17 cost factors exceeds the assigned maximum, such excess full-
18 time equivalent student membership shall be computed at a cost
19 factor of 1.00.

20 3. With respect to special programs for the visually
21 handicapped part-time (sub-subparagraph (c)2.g.), upon request
22 of a school board in any district or multidistrict area in
23 which there are five or more students receiving an appropriate
24 program, the Department of Education may assign three
25 unweighted full-time equivalent students for the special
26 program until such time as more than three full-time
27 equivalent students are generated.

28 4. When a student has been properly classified as an
29 exceptional student pursuant to s. 230.23(4)(m) and is
30 eligible for a full-time special program for exceptional
31 students identified in subparagraph (1)(c)2. and, as a

1 condition of such student's individualized educational plan,
2 is assigned to a basic program on a part-time basis with
3 required special services, aids, or equipment, the basic
4 program cost factor for such student shall be doubled for the
5 purpose of generating weighted full-time equivalent membership
6 for time served in the program.

7 (h) Calculation of full-time equivalent membership
8 with respect to instruction from community colleges or
9 universities, instruction outside required number of school
10 days, or instruction in home economics, or exploratory
11 vocational education, vocational supplemental courses, and
12 adult basic and secondary education courses --

13 1. In those academic programs, which are not remedial
14 in nature, through which a student may earn credit towards
15 both a high school diploma and an associate or baccalaureate
16 degree, the student instruction time may be included in the
17 count of full-time equivalent student memberships for basic
18 programs for grades 9 through 12. Students enrolled in such
19 courses ~~may be~~ counted as full-time equivalent students by
20 community colleges and universities offering such instruction.
21 Such instruction may be provided by either a community college
22 or university, but it must take place at the high school site
23 unless the Commissioner of Education approves providing the
24 instruction at the community college or university site
25 because technical facilities are not available at the high
26 school site or because there are fewer than 15 students from
27 the high school who wish to be enrolled in a course. Such
28 instruction may not include physical education. A student
29 receiving instruction under the provisions of this
30 subparagraph may not be charged registration, matriculation,
31

1 or tuition fees, and community colleges and universities shall
2 waive all such fees.

3 2. Students in grades 9 through 12 may be counted as
4 full-time equivalent students for instruction provided outside
5 the required number of school days if such instruction counts
6 as credit toward a high school diploma.

7 3. Students in grades K through 12 who are enrolled
8 for more than six semesters in practical arts home economics
9 courses as defined in s. 228.041(22)(d) may not be counted as
10 full-time equivalent students for this instruction.

11 4. Students in grades 7 through 12 who are enrolled
12 for more than four semesters in exploratory vocational
13 education may not be counted as full-time equivalent students
14 for this instruction.

15 5. Effective for the 1985-1986 school year and
16 thereafter, district pupil progression plans shall provide for
17 the substitution of vocational courses for the nonelective
18 courses required for high school graduation pursuant to s.
19 232.246. ~~A~~ student in grades 9 through 12 who enrolls in and
20 satisfactorily completes a job preparatory program may
21 substitute credit for a portion of the required four credits
22 in English, three credits in mathematics, and three credits in
23 science. The credit substituted for English, mathematics, or
24 science earned through the vocational job preparatory program
25 shall be on a curriculum equivalency basis as provided for in
26 the State Course Code Directory. Upon adoption of curriculum
27 frameworks for vocational courses pursuant to s. 233.011, the
28 State Board of Education shall authorize by rule vocational
29 course substitutions not to exceed two credits in each of the
30 nonelective academic subject areas of English, mathematics,
31 and science. School districts shall provide for vocational

1 course substitutions not to exceed two credits in each of the
 2 nonelective academic subject areas of English, mathematics,
 3 and science, upon adoption of vocational student performance
 4 standards by the school board pursuant to s. 232.2454. A
 5 vocational program which has been used as a substitute for a
 6 nonelective academic credit in one subject area may not be
 7 used as a substitute for any other subject area. The one-half
 8 credit in practical arts or exploratory vocational education
 9 required for high school graduation pursuant to s.
 10 232.246(1)(b)8. shall be funded as a vocational education
 11 course.

12 6. Vocational supplemental courses and adult basic and
 13 secondary education courses may be made available to any
 14 person who wishes to improve his competencies, provided that
 15 the priorities established in s. 228.072(5) are maintained.

16 a. A student in an adult basic and secondary education
 17 course shall be reported as an adult basic and secondary
 18 education full-time equivalent student if he is pursuing a
 19 program of studies to achieve literacy, prepare for the Test
 20 of General Educational Development (GED), or earn a high
 21 school diploma. A student in such a course who has received a
 22 high school diploma and who does not demonstrateskills at or
 23 below the eight-grade level, as measured by tests approved for
 24 this purpose by the State Board of Education, shall be
 25 reported for funding as a full-time equivalent student in the
 26 lifelong learning category

27 b. A student in a vocational supplemental course shall
 28 be reported as a vocational supplemental full-time equivalent
 29 student if he:
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1 (I) Currently holds wage-earning employment and is
 2 taking a course to enhance or upgrade skills related to that
 3 employment; or

4 (II) Has a wage-earning employment history and enrolls
 5 in a course related to that employment history with the intent
 6 to seek employment in an occupation directly related to that
 7 course and that employment history.

8
 9 Any student enrolled in a vocational supplemental course who
 10 does not meet one of the criteria of this sub-subparagraph
 11 shall be reported for funding as a full-time equivalent
 12 student in the lifelong learning category.

13 c. A student shall be reported for funding as a full-
 14 time equivalent student in the lifelong learning category for
 15 enrollment in a consumer home economics course unless that
 16 course comprehensively addresses competencies identified in
 17 the program courses standards as home and family management
 18 competencies. Students in courses that comprehensively
 19 address such competencies may be reported as full-time
 20 equivalent students in the vocational supplemental category.

21 d. A student shall be reported as a lifelong learning
 22 student for his enrollment in any course that he has
 23 previously taken, unless it is a credit course in which he
 24 earned a grade of 1.5 or less.

25 Section 5. Present paragraph (c) of subsection (1) of
 26 section 240.359, Florida Statutes, 1986 Supplement, is
 27 redesignated as paragraph (d), and a new paragraph (c) is
 28 added to said subsection to read:

29 240.359 Procedure for determining state financial
 30 support and annual apportionment of state funds to each
 31 community college district.--The procedure for determining

1 state financial support and the annual apportionment to each
2 community college district authorized to operate a community
3 college under the provisions of s. 240.313 shall be as
4 follows:

5 (1) DETERMINING THE AMOUNT TO BE INCLUDED IN THE STATE
6 COMMUNITY COLLEGE PROGRAM FUND FOR THE CURRENT OPERATING
7 PROGRAM.--

8 (c) The funding category of lifelong learning is for
9 certain students in adult basic and secondary education
10 programs or in supplemental vocational program areas.

11 1. A student in an adult basic and secondary education
12 course is a lifelong learning student if he has received a
13 high school diploma and does not demonstrate skills at or
14 below the eighth-grade level.

15 2. A student in a supplemental vocational course is a
16 lifelong learning student unless he fulfills one of the
17 following criteria:

18 a. He currently holds wage-earning employment and is
19 taking a course to enhance or upgrade skills related to that
20 employment; or

21 b. He has a wage-earning employment history with
22 intent to seek employment in an occupation directly related to
23 that course and to that employment history.

24 3. A student shall be reported for funding as a
25 lifelong learning student for enrollment in a consumer home
26 economics course unless that course comprehensively addresses
27 competencies identified in the program courses standards as
28 home and family management competencies. Students in courses
29 that comprehensively address such competencies may be reported
30 as full-time equivalent students in the vocational
31 supplemental category.

1 4. A student shall be reported as a lifelong learning
 2 student for his enrollment in any course that he has
 3 previously taken, unless it is a credit course in which he
 4 earned a grade of 1.5 or less.

5 Section 6. This act shall take effect upon becoming a
 6 law.

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 13 STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
 14 COMMITTEE SUBSTITUTE FOR
 15 Senate Bill 799 & 132

16
 17 The Committee Substitute differs from Senate Bill 799 in that
 18 it --

- 19 1. Provides permission rather than direction for school
 20 districts and community colleges to offer vocational
 21 supplemental, adult basic and secondary education, and
 22 vocational and college preparatory courses to lifelong
 23 learning students.
- 24 2. Authorizes vocational preparatory courses to be conducted
 25 at adult education centers as well as vocational
 26 technical centers and community colleges.

27 The Committee Substitute differs from Senate Bill 132 in that
 28 it provides for older people to take courses as lifelong
 29 learning students rather than providing fee waivers for them
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 31

By Senator Johnson

This publication was produced at an average cost of 1.5 cents per page for the information of members of the legislature and the public.

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A bill to be entitled

An act relating to education; amending s. 228.041, F.S.; revising the definition of "dropout"; amending s. 230.2313, F.S.; requiring each school district to implement a plan for providing student services; expanding guidance services and providing duties of counselors; providing for a district-level tracking system; amending s. 232.245, F.S., relating to the pupil progression program; requiring provisions for assisting students to achieve required grade point average; amending s. 232.246, F.S.; requiring school district policies designed to assist students in meeting the grade point requirement; providing for the award of a certificate of completion when grade point requirements are not met; creating s. 232.2463, F.S.; providing for a standardized grading system in public high schools; amending s. 232.301, F.S.; requiring the Department of Education to disseminate findings of model dropout prevention programs; providing an effective date.

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

Section 1. Subsection (29) of section 228.041, Florida Statutes, 1986 Supplement, is amended to read:

228.041 Definitions.--Specific definitions shall be as follows, and wherever such defined words or terms are used in the Florida School Code, they shall be used as follows:

1 (29) DROPOUT.--A dropout is a student who ~~dur~~ing a
2 particular school year, ~~is enrolled in a school and~~ leaves
3 such school for any reason except death before graduation or
4 completion of a program of studies and without transferring to
5 another public or private school or other educational
6 institution.

7 Section 2. Subsections (2), (4), and (6) and paragraph
8 (a) of subsection (3) of section 230.2313, Florida Statutes,
9 are amended to read:

10 230.2313 Student services programs.--

11 (2) It is the intent of the Legislature to articulate
12 the functions served by each of the components of a program of
13 student services. It is further the intent of the Legislature
14 that each school district develop and implement a plan for
15 providing student services to all students in the public
16 school system, including area vocational-technical centers.
17 Such plan shall be implemented no later than the 1988-1989
18 school year. Each school in a district shall submit a written
19 student services plan to the superintendent and the school
20 board annually. This school plan shall be jointly developed
21 by the principal, staff members, and school advisory
22 committee. These plans shall be designed to ensure effective
23 use of available resources and avoid unnecessary duplication.
24 It is the intent of the Legislature that student services
25 coordinators be given time to fulfill their responsibilities
26 under this section.

27 (3) A "student services program" is defined as a
28 coordinated effort which shall include, but is not limited to:

29 (a) Guidance services, which shall include, but are
30 not limited to, the availability of individual and group
31 counseling to all students; orientation programs for new

1 students at each level of education and for transferring
2 students; consultation with parents, faculty, and out-of-
3 school agencies concerning student problems and needs;
4 utilization of student records and files; supervision of
5 standardized testing and interpretation of results; the
6 following up of early school dropouts and graduates; a school-
7 initiated system of parental involvement; an organized system
8 of informational resources on which to base educational and
9 vocational decisionmaking; and educational and job placement,
10 including advising students on the availability of vocational
11 and alternative programs that could provide successful high
12 school completion opportunities for students at risk of
13 dropping out of school. School counselors shall spend at
14 least 75 percent of work time providing direct counseling
15 related to students, and shall devote no more than 25 percent
16 of work time to administrative activities, provided that such
17 activities relate to the provision of guidance services.

18 (4) Each school district shall develop and implement a
19 plan which ensures that individual student services are
20 coordinated in a manner utilizing such techniques as
21 differentiated staffing as to make maximum use of the
22 contribution of each service.

23 (6) Each school district plan shall provide for a
24 district-level tracking system for school dropouts. Such
25 tracking system shall include provisions for that student
26 services personnel in all schools to conduct an exit interview
27 of students who are dropping out of school and follow-up of
28 such students when possible.

29 Section 3. Subsection (3) is added to section 232.245,
30 Florida Statutes, to read:

31 232.245 Pupil progression.--

1 (3) Each district comprehensive program for pupil
2 progression shall reflect an effort to identify students at
3 each grade level in grades 9 through 12 who have attained a
4 cumulative grade point average of 1.5 or below. The program
5 shall further include provisions for assisting such students
6 to achieve the 1.5 cumulative grade point average required for
7 graduation pursuant to s. 232.246.

8 Section 4. Paragraph (d) of subsection (6) and
9 subsection (10) of section 232.246, Florida Statutes, 1986
10 Supplement, are amended to read:

11 232.246 General requirements for high school
12 graduation.--

13 (6) Each district school board shall establish
14 standards for graduation from its schools which shall include:

15 (a) Mastery of the minimum performance standards in
16 reading, writing, and mathematics for the 11th grade,
17 established pursuant to ss. 229.565 and 229.57, determined in
18 the manner prescribed after a public hearing and consideration
19 by the state board.

20 (b) Demonstrated ability to successfully apply basic
21 skills to everyday life situations as measured by a functional
22 literacy examination developed and administered in a manner
23 prescribed after a public hearing and consideration by the
24 state board.

25 (c) Completion of all other applicable requirements
26 prescribed by the district school board pursuant to s.
27 232.245.

28 (d) Effective for the 1986-1987 school year and each
29 year thereafter, a cumulative grade point average of 1.5 on a
30 4.0 scale, or its equivalent, for required courses for
31 graduation. Each district shall adopt policies which are

1 designed to assist students in meeting this requirement. Such
2 policies may include, but shall not be limited to;
3 Forgiveness policies, summer school attendance, special
4 counseling, volunteer and/or peer tutors, school-sponsored
5 help sessions, homework hotlines, study skills classes, and
6 special assistance to obtain a high school equivalency diploma
7 pursuant to s. 229.814 only in such cases where the student
8 has completed all requirements for graduation except the
9 attainment of a 1.5 cumulative grade point average.

10
11 The standards required in this subsection, and any subsequent
12 modifications thereto, shall be reprinted in the Florida
13 Administrative Code even though such standards are not defined
14 as "rules."

15 (10) A student who meets all requirements prescribed
16 in subsections (1), (5), and (6) shall be awarded a standard
17 diploma in a form prescribed by the state board; however, a
18 school board may, in lieu of the standard diploma, award
19 differentiated diplomas to those exceeding the prescribed
20 minimums. A student who completes the minimum number of
21 credits and other requirements prescribed by subsections (1)
22 and (5), but who is unable to meet the standards of paragraph
23 (6)(a) or paragraph (6)(b), and/or paragraph (6)(d), shall be
24 awarded a certificate of completion in a form prescribed by
25 the state board. However, any student who is otherwise
26 entitled to a certificate of completion may elect to remain in
27 the secondary school either as a full-time student or a part-
28 time student for up to 1 additional year and receive special
29 instruction designed to remedy his identified deficiencies.
30 This special instruction shall be funded from the state
31 compensatory education funds of the district.

1 Section 5. Section 232.2463, Florida Statutes, is
2 created to read:

3 232.2463 High school grading system.--The grading
4 system and interpretation of letter grades used in public high
5 schools shall be as follows:

6 (1) Grade "A" equals 94 percent through 100 percent,
7 has a grade-point average value of 4, and is defined as
8 "outstanding progress."

9 (2) Grade "B" equals 87 percent through 93 percent,
10 has a grade-point average value of 3, and is defined as "above
11 average progress."

12 (3) Grade "C" equals 77 percent through 86 percent,
13 has a grade-point average value of 2, and is defined as
14 "average progress."

15 (4) Grade "D" equals 70 percent through 76 percent,
16 has a grade-point average value of 1, and is defined as
17 "lowest acceptable progress."

18 (5) Grade "F" equals zero percent through 69 percent,
19 has a grade-point average value of zero, and is defined as
20 "failure."

21 (6) Grade "I" equals zero percent, has a grade-point
22 average value of zero, and is defined as "incomplete."

23
24 This section shall first apply to students entering the ninth
25 grade in the 1987-1988 school year.

26 Section 6. Subsections (3) and (4) of section 232.301,
27 Florida Statutes, are renumbered as subsections (4) and (5),
28 respectively, and a new subsection (3) is added to said
29 section to read:

30 232.301 Model programs for the prevention of student
31 failures and dropouts.--

1 (3) The Department of Education shall disseminate the
2 findings and results of projects and model programs, as
3 specified in subsection (2), to each school district and to
4 the Legislature. The department shall provide technical
5 assistance, upon request by the school district, to
6 incorporate the components of such programs into the
7 district's comprehensive dropout prevention program plan
8 pursuant to s. 230.2316.

9 Section 7. This act shall take effect upon becoming a
10 law.

LEGISLATIVE SUMMARY

With respect to the district school system, revises the definition of the term "dropout." Requires each school district to implement the plan for providing student services. Requires school counselors to spend at least 75% of work time providing direct counseling related to students. Requires a district-level tracking system for school dropouts. Requires the Department of Education to disseminate findings of model dropout prevention programs.

With respect to district pupil progression programs, requires provisions for assisting students to achieve the cumulative grade point average required for graduation. Requires school district policies designed to assist students in meeting such requirement. Provides for the award of a certificate of completion, rather than a standard diploma, when grade point requirements are not met.

Provides for a standardized grading system in public high schools.

By the Committee on Education and Senator Johnson

This publication was produced at an
average cost of 1.5 cents per page
for the information of members of the
legislature and the public.

1 A bill to be entitled
2 An act relating to education; amending s.
3 228.041, F.S.; revising the definition of
4 "dropout"; amending s. 230.2313, F.S.;
5 requiring each school district to implement a
6 plan for providing student services; expanding
7 guidance services and providing duties of
8 counselors; providing for a district-level
9 tracking system; amending s. 232.245, F.S.,
10 relating to the pupil progression program;
11 requiring provisions for assisting students to
12 achieve required grade point average; amending
13 s. 232.246, F.S.; specifying high school
14 graduation requirements; requiring school
15 district policies designed to assist students
16 in meeting the grade point requirement;
17 providing for the award of a certificate of
18 completion when grade point requirements are
19 not met; providing for the cessation of
20 awarding of certificates of completion after a
21 specified date; creating s. 232.2463, F.S.;
22 providing for a standardized grading system in
23 public high schools; amending s. 232.301, F.S.;
24 requiring the Department of Education to
25 disseminate findings of model dropout
26 prevention programs; providing an effective
27 date.

28
29 Be It Enacted by the Legislature of the State of Florida:
30
31

1 Section 1. Subsection (29) of section 228.041, Florida
2 Statutes, 1986 Supplement, is amended to read:

3 228.041 Definitions.--Specific definitions shall be as
4 follows, and wherever such defined words or terms are used in
5 the Florida School Code, they shall be used as follows:

6 (29) DROPOUT.--A dropout is a student who~~-during-a~~
7 ~~particular-school-year-is-enrolled-in-a-school-and~~ leaves
8 such school for any reason except death before graduation or
9 completion of a program of studies and without transferring to
10 another public or private school or other educational
11 institution.

12 Section 2. Subsections (2), (4), and (6) and paragraph
13 (a) of subsection (3) of section 230.2313, Florida Statutes,
14 are amended to read:

15 230.2313 Student services programs.--

16 (2) It is the intent of the Legislature to articulate
17 the functions served by each of the components of a program of
18 student services. It is further the intent of the Legislature
19 that each school district develop and implement a plan for
20 providing student services to all students in the public
21 school system, including area vocational-technical centers.
22 Such plan shall be implemented no later than the 1988-1989
23 school year. Each school in a district shall submit a written
24 student services plan to the superintendent and the school
25 board annually. This school plan shall be jointly developed
26 by the principal, staff members, and school advisory
27 committee. These plans shall be designed to ensure effective
28 use of available resources and avoid unnecessary duplication.
29 It is the intent of the Legislature that student services
30 coordinators be given time to fulfill their responsibilities
31 under this section.

1 (3) A "student services program" is defined as a
2 coordinated effort which shall include, but is not limited to:

3 (a) Guidance services, which shall include, but are
4 not limited to, the availability of individual and group
5 counseling to all students; orientation programs for new
6 students at each level of education and for transferring
7 students; consultation with parents, faculty, and out-of-
8 school agencies concerning student problems and needs;
9 utilization of student records and files; supervision of
10 standardized testing and interpretation of results; the
11 following up of early school dropouts and graduates; a school-
12 initiated system of parental involvement; an organized system
13 of informational resources on which to base educational and
14 vocational decisionmaking; and educational and job placement,
15 including advising students on the availability of vocational
16 and alternative programs that could provide successful high
17 school completion opportunities for students at risk of
18 dropping out of school. School districts shall have a goal of
19 school counselors spending at least 75 percent of work time
20 providing direct counseling related to students and no more
21 than 25 percent of work time to administrative activities,
22 provided that such activities relate to the provision of
23 guidance services.

24 (4) Each school district shall develop and implement a
25 plan which ensures that individual student services are
26 coordinated in a manner utilizing such techniques as
27 differentiated staffing as to make maximum use of the
28 contribution of each service.

29 (6) Each school district plan shall provide for a
30 district-level tracking system for school dropouts. Such
31 tracking system shall include provisions for that student

1 services personnel in all schools to conduct an exit interview
2 of students who are dropping out of school and follow-up of
3 such students when possible.

4 Section 3. Subsection (3) is added to section 232.245,
5 Florida Statutes, to read

6 232.245 Pupil progression.--

7 (3) Each district comprehensive program for pupil
8 progression shall reflect an effort to identify students at
9 each grade level in grades 9 through 12 who have attained a
10 cumulative grade point average of 1.5 or below. The program
11 shall further include provisions for assisting such students
12 to achieve the 1.5 cumulative grade point average required for
13 graduation pursuant to s. 232.246.

14 Section 4. Paragraph (d) of subsection (6) and
15 subsection (10) of section 232.246, Florida Statutes, 1986
16 Supplement, are amended to read:

17 232.246 General requirements for high school
18 graduation.--

19 (6) Each district school board shall establish
20 standards for graduation from its schools which shall include

21 (a) Mastery of the minimum performance standards in
22 reading, writing, and mathematics for the 11th grade,
23 established pursuant to ss. 229.565 and 229.57, determined in
24 the manner prescribed after a public hearing and consideration
25 by the state board.

26 (b) Demonstrated ability to successfully apply basic
27 skills to everyday life situations as measured by a functional
28 literacy examination developed and administered in a manner
29 prescribed after a public hearing and consideration by the
30 state board.

1 (c) Completion of all other applicable requirements
2 prescribed by the district school board pursuant to s.
3 232.245.

4 (d) Effective for the 1986-1987 school year and each
5 year thereafter until September 1, 1992, a cumulative grade
6 point average of 1.5 on a 4.0 scale, or its equivalent, for
7 required courses for graduation and, effective for the 1992-
8 1993 school year and each year thereafter, a cumulative grade
9 point average of 2.0 on a 4.0 scale, or its equivalent, for
10 required courses for graduation. Each district shall adopt
11 policies which are designed to assist students in meeting this
12 requirement. Such policies may include, but shall not be
13 limited to: Forgiveness policies, summer school attendance,
14 special counseling, volunteer or peer tutors, school-sponsored
15 help sessions, homework hotlines, study skills classes, and
16 special assistance to obtain a high school equivalency diploma
17 pursuant to s. 229.814 only in such cases where the student
18 has completed all requirements for graduation except the
19 attainment of a 1.5 cumulative grade point average.
20

21 The standards required in this subsection, and any subsequent
22 modifications thereto, shall be reprinted in the Florida
23 Administrative Code even though such standards are not defined
24 as "rules."

25 (10) A student who meets all requirements prescribed
26 in subsections (1), (5), and (6) shall be awarded a standard
27 diploma in a form prescribed by the state board; however, a
28 school board may, in lieu of the standard diploma, award
29 differentiated diplomas to those exceeding the prescribed
30 minimums. A student who does not meet all the requirements to
31 be awarded a standard diploma but who completes the minimum

1 number of credits and other requirements prescribed by
2 subsections (1) and (5) and paragraph (6)(c)~~but who is~~
3 ~~unable to meet the standards of paragraph (6)(a) or paragraph~~
4 ~~(6)(b)~~ shall be awarded a certificate of completion in a form
5 prescribed by the state board. However, any student who is
6 otherwise entitled to a certificate of completion may elect to
7 remain in the secondary school either as a full-time student
8 or a part-time student for up to 1 additional year and receive
9 special instruction designed to remedy his identified
10 deficiencies. This special instruction shall be funded from
11 the state compensatory education funds of the district.

12 Section 5. Section 232.2463, Florida Statutes, is
13 created to read:

14 232.2463 High school grading system.--The grading
15 system and interpretation of letter grades used in public high
16 schools shall be as follows:

17 (1) Grade "A" equals 94 percent through 100 percent,
18 has a grade-point average value of 4, and is defined as
19 "outstanding progress."

20 (2) Grade "B" equals 87 percent through 93 percent,
21 has a grade-point average value of 3, and is defined as "above
22 average progress."

23 (3) Grade "C" equals 77 percent through 86 percent,
24 has a grade-point average value of 2, and is defined as
25 "average progress."

26 (4) Grade "D" equals 65 percent through 76 percent,
27 has a grade-point average value of 1, and is defined as
28 "lowest acceptable progress."

29 (5) Grade "F" equals zero percent through 64 percent,
30 has a grade-point average value of zero, and is defined as
31 "failure."

1 (6) Grade "I" equals zero percent, has a grade-point
2 average value of zero, and is defined as "incomplete."
3

4 This section shall first apply to students entering the ninth
5 grade in the 1987-1988 school year.

6 Section 6. Subsections (3) and (4) of section 232.301,
7 Florida Statutes, are renumbered as subsections (4) and (5),
8 respectively, and a new subsection (3) is added to said
9 section to read:

10 232.301 Model programs for the prevention of student
11 failures and dropouts.--

12 (3) The Department of Education shall disseminate the
13 findings and results of projects and model programs, as
14 specified in subsection (2), to each school district and to
15 the Legislature. The department shall provide technical
16 assistance, upon request by the school district, to
17 incorporate the components of such programs into the
18 district's comprehensive dropout prevention program plan
19 pursuant to s. 230.2316.

20 Section 7. Subsection (10) of section 232.246, Florida
21 Statutes, 1986 Supplement, as amended by this act, is amended
22 to read:

23 232.246 General requirements for high school
24 graduation.--

25 (10) A student who meets all requirements prescribed
26 in subsections (1), (5), and (6) shall be awarded a standard
27 diploma in a form prescribed by the state board; however, a
28 school board may, in lieu of the standard diploma, award
29 differentiated diplomas to those exceeding the prescribed
30 minimums. A student who does not meet all the requirements to
31 be awarded a standard diploma but who completes the minimum

1 number of credits and other requirements prescribed by
2 subsections (1) and (5) and paragraph (6)(c) ~~shall be awarded~~
3 ~~a certificate of completion in a form prescribed by the state~~
4 ~~board. However, any student who is otherwise entitled to a~~
5 certificate of completion may elect to remain in the secondary
6 school either as a full-time student or a part-time student
7 for up to 1 additional year and receive special instruction
8 designed to remedy his identified deficiencies. This special
9 instruction shall be funded from the state compensatory
10 education funds of the district.

11 Section 8. This act shall take effect upon becoming a
12 law, except that section 7 shall take effect September 1,
13 1989.

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17 STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
18 COMMITTEE SUBSTITUTE FOR
19 Senate Bill 783

20 1. Would limit the availability of a certificate of
21 completion for students who completed all the requirements
22 for graduation except passing the state student assessment
23 tests and making a 1.5 grade point average. During the time
24 between when the legislation became a law in 1987 until
September 1, 1989, such students could receive a certificate
of completion, but after that date no certificates of
completion would be granted.

25 2. Would increase the grade point average required to
26 receive a diploma to 2.0, effective for the 1992-1993 school
27 year and thereafter.

By Committee on Education, K-12 and Representatives B L Johnson and Rush

This publication was produced at an average cost of 15 cents per single page in compliance with the Rules and for the information of members of the Legislature and the public

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A bill to be entitled
An act relating to education; amending s. 228.041, F.S.; revising the definition of "dropout"; amending s. 230.2313, F.S.; requiring each school district to implement a plan for providing student services; expanding guidance services and providing duties of counselors; providing for a district-level tracking system; amending s. 232.245, F.S., relating to the pupil progression program; requiring provisions for assisting students to achieve required grade point average; amending s. 232.246, F.S.; requiring school district policies designed to assist students in meeting the grade point requirement, providing for the award of a certificate of completion when grade point requirements are not met; creating s. 232.2463, F.S.; providing for a standardized grading system in public high schools; amending s. 232.301, F.S.; requiring the Department of Education to disseminate findings of model dropout prevention programs; providing an effective date.

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

Section 1. Subsection (29) of section 228.041, Florida Statutes, 1986 Supplement, is amended to read:

228.041 Definitions.--Specific definitions shall be as follows, and wherever such defined words or terms are used in the Florida School Code, they shall be used as follows:

1	(29) DROPOUT.--A dropout is a student who, during a	1.21
2	particular school year, is enrolled in a school and leaves	1.23
3	such school for any reason except death before graduation or	1.24
4	completion of a program of studies and without transferring to	1.25
5	another public or private school or other educational	1.26
6	institution.	
7	Section 2. Subsections (2), (4), and (6) and paragraph	1.27
8	(a) of subsection (3) of section 230.2313, Florida Statutes,	1.29
9	are amended to read:	
10	230.2313 Student services programs.--	1.30
11	(2) It is the intent of the Legislature to articulate	1.31
12	the functions served by each of the components of a program of	1.32
13	student services. It is further the intent of the Legislature	1.33
14	that each school district develop <u>and implement</u> a plan for	1.34
15	providing student services to all students in the public	1.35
16	school system, including area vocational-technical centers.	1.36
17	<u>Such plan shall be implemented no later than the 1988-1989</u>	1.1us
18	<u>school year.</u> Each school in a district shall submit a written	1.38
19	student services plan to the superintendent and the school	1.39
20	board annually. This school plan shall be jointly developed	1.40
21	by the principal, staff members, and school advisory	
22	committee. These plans shall be designed to ensure effective	1.42
23	use of available resources and avoid unnecessary duplication.	1.44
24	It is the intent of the Legislature that student services	1.45
25	coordinators be given time to fulfill their responsibilities	1.46
26	under this section.	
27	(3) A "student services program" is defined as a	1.47
28	coordinated effort which shall include, but is not limited to:	1.48
29	(a) Guidance services, which shall include, but are	1.49
30	not limited to, the availability of individual and group	1.50
31	counseling to all students; orientation programs for new	1.51

1	students at each level of education and for transferring	
2	students; consultation with parents, faculty, and out-of-	1.52
3	school agencies concerning student problems and needs;	1.53
4	utilization of student records and files; supervision of	
5	standardized testing and interpretation of results; the	1.55
6	following up of early school dropouts and graduates; a school-	1.56
7	initiated system of parental involvement; an organized system	
8	of informational resources on which to base educational and	1.57
9	vocational decisionmaking; and educational and job placement,	1.58
10	<u>including advising students on the availability of vocational</u>	
11	<u>and alternative programs that could provide successful high</u>	1.59
12	<u>school completion opportunities for students at risk of</u>	1.60
13	<u>dropping out of school. School counselors shall spend at</u>	1.61
14	<u>least 75 percent of work time providing direct counseling</u>	1.62
15	<u>related to students, and shall devote no more than 25 percent</u>	
16	<u>of work time to administrative activities, provided that such</u>	1.63
17	<u>activities relate to the provision of guidance services.</u>	1.64
18	(4) Each school district shall develop <u>and implement a</u>	1.66
19	plan which ensures that individual student services are	1.68
20	coordinated in a manner utilizing such techniques as	1.69
21	differentiated staffing as to make maximum use of the	
22	contribution of each service.	1.70
23	(6) Each school district plan shall provide <u>for a</u>	1.71
24	<u>district-level tracking system for school dropouts. Such</u>	1.72
25	<u>tracking system shall include provisions for that student</u>	1.73
26	services personnel in all schools <u>to</u> conduct an exit interview	1.74
27	of students who are dropping out of school and follow-up of	1.77
28	such students when possible.	1.78
29	Section 3. Subsection (3) is added to section 232.245,	1.81
30	Florida Statutes, to read:	
31	232.245 Pupil progression.--	1.82

1	<u>(3) Each district comprehensive program for pupil</u>	1:1us
2	<u>progression shall reflect an effort to identify students at</u>	1.84
3	<u>each grade level in grades 9 through 12 who have attained a</u>	
4	<u>cumulative grade point average of 1.5 or below. The program</u>	2.2
5	<u>shall further include provisions for assisting such students</u>	
6	<u>to achieve the 1.5 cumulative grade point average required for</u>	2.3
7	<u>graduation pursuant to s. 232.246.</u>	
8	Section 4. Paragraph (d) of subsection (6) and	2.4
9	subsection (10) of section 232.246, Florida Statutes, 1986	2.5
10	Supplement, are amended to read:	2.6
11	232.246 General requirements for high school	2.7
12	graduation.--	
13	(6) Each district school board shall establish	2.7
14	standards for graduation from its schools which shall include:	2.8
15	(a) Mastery of the minimum performance standards in	2.9
16	reading, writing, and mathematics for the 11th grade,	2.11
17	established pursuant to ss. 229.565 and 229.57, determined in	2.12
18	the manner prescribed after a public hearing and consideration	2.13
19	by the state board.	
20	(b) Demonstrated ability to successfully apply basic	2.14
21	skills to everyday life situations as measured by a functional	2.15
22	literacy examination developed and administered in a manner	
23	prescribed after a public hearing and consideration by the	2.16
24	state board.	
25	(c) Completion of all other applicable requirements	2.17
26	prescribed by the district school board pursuant to s.	2.18
27	232.245.	
28	(d) Effective for the 1986-1987 school year and each	2.19
29	year thereafter, a cumulative grade point average of 1.5 on a	2.20
30	4.0 scale, or its equivalent, for required courses for	
31	graduation. <u>Each district shall adopt policies which are</u>	1:1us

1	<u>designed to assist students in meeting this requirement. Such</u>	2.22
2	<u>policies may include, but shall not be limited to:</u>	
3	<u>Forgiveness policies, summer school attendance, special</u>	2.23
4	<u>counseling, volunteer and/or peer tutors, school-sponsored</u>	2.24
5	<u>help sessions, homework hotlines, study skills classes, and</u>	
6	<u>special assistance to obtain a high school equivalency diploma</u>	2.26
7	<u>pursuant to s. 229.814 only in such cases where the student</u>	
8	<u>has completed all requirements for graduation except the</u>	2.27
9	<u>attainment of a 1.5 cumulative grade point average.</u>	2.28
10		
11	The standards required in this subsection, and any subsequent	2.28
12	modifications thereto, shall be reprinted in the Florida	2.30
13	Administrative Code even though such standards are not defined	
14	as "rules."	1:qq
15	(10) A student who meets all requirements prescribed	2.32
16	in subsections (1), (5), and (6) shall be awarded a standard	2.36
17	diploma in a form prescribed by the state board; however, a	
18	school board may, in lieu of the standard diploma, award	2.37
19	differentiated diplomas to those exceeding the prescribed	
20	minimums. A student who completes the minimum number of	2.39
21	credits and other requirements prescribed by subsections (1)	2.40
22	and (5), but who is unable to meet the standards of paragraph	
23	(6)(a) or paragraph (6)(b), <u>and/or paragraph (6)(d)</u> , shall be	2.43
24	awarded a certificate of completion in a form prescribed by	
25	the state board. However, any student who is otherwise	2.44
26	entitled to a certificate of completion may elect to remain in	2.45
27	the secondary school either as a full-time student or a part-	
28	time student for up to 1 additional year and receive special	2.46
29	instruction designed to remedy his identified deficiencies.	2.47
30	This special instruction shall be funded from the state	2.48
31	compensatory education funds of the district.	2.49

1	Section 5. Section 232.2463, Florida Statutes, is	2.50
2	created to read:	2.51
3	<u>232.2463 High school grading system.--The grading</u>	1:1us
4	<u>system and interpretation of letter grades used in public high</u>	2.52
5	<u>schools shall be as follows:</u>	2.53
6	<u>(1) Grade "A" equals 94 percent through 100 percent,</u>	1:1us
7	<u>has a grade-point average value of 4, and is defined as</u>	2.55
8	<u>"outstanding progress."</u>	
9	<u>(2) Grade "B" equals 87 percent through 93 percent,</u>	1:qq
10	<u>has a grade-point average value of 3, and is defined as "above</u>	2.58
11	<u>average progress."</u>	
12	<u>(3) Grade "C" equals 77 percent through 86 percent,</u>	2.59
13	<u>has a grade-point average value of 2, and is defined as</u>	2.60
14	<u>"average progress."</u>	2.61
15	<u>(4) Grade "D" equals 70 percent through 76 percent,</u>	1:1us
16	<u>has a grade-point average value of 1, and is defined as</u>	2.63
17	<u>"lowest acceptable progress."</u>	2.64
18	<u>(5) Grade "F" equals zero percent through 69 percent,</u>	1:1us
19	<u>has a grade-point average value of zero, and is defined as</u>	2.66
20	<u>"failure."</u>	
21	<u>(6) Grade "I" equals zero percent, has a grade-point</u>	2.67
22	<u>average value of zero, and is defined as "incomplete."</u>	1:qq
23		
24	<u>This section shall first apply to students entering the ninth</u>	1:1us
25	<u>grade in the 1987-1988 school year.</u>	2.70
26	Section 6. Subsections (3) and (4) of section 232.301,	2.71
27	Florida Statutes, are renumbered as subsections (4) and (5),	2.72
28	respectively, and a new subsection (3) is added to said	
29	section to read:	2.73
30	232.301 Model programs for the prevention of student	2.73
31	failures and dropouts.--	2.74

1	<u>(3) The Department of Education shall disseminate the</u>	1:1us
2	<u>findings and results of projects and model programs, as</u>	2.76
3	<u>specified in subsection (2), to each school district and to</u>	
4	<u>the Legislature. The department shall provide technical</u>	2.78
5	<u>assistance, upon request by the school district, to</u>	
6	<u>incorporate the components of such programs into the</u>	2.79
7	<u>district's comprehensive dropout prevention program plan</u>	2.80
8	<u>pursuant to s. 230.2316.</u>	
9	Section 7. This act shall take effect July 1, 1987	2.81
10	*****	
11		
12	HOUSE SUMMARY	
13	With respect to the district school system, revises the	
14	definition of the term "dropout." Requires each school	
15	district to implement the plan for providing student	
16	services. Requires school counselors to spend at least	
17	75% of work time providing direct counseling related to	
18	students. Requires a district-level tracking system for	
19	school dropouts. Requires the Department of Education to	
20	disseminate findings of model dropout prevention	
21	programs.	
22	With respect to district pupil progression programs,	
23	requires provisions for assisting students to achieve the	
24	cumulative grade point average required for graduation.	
25	Requires school district policies designed to assist	
26	students in meeting such requirement. Provides for the	
27	award of a certificate of completion, rather than a	
28	standard diploma, when grade point requirements are not	
29	met.	
30	Provides for a standardized grading system in public high	
31	schools.	

By the Committees on Appropriations and Education, K-12 and
Representatives B. L. Johnson and Rush

This publication was produced at an average cost of 1.5 cents per
single page in compliance with the Rules and for the information
of members of the Legislature and the public.

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A bill to be entitled

An act relating to education; amending s.
228.041, F.S.; revising the definition of
"dropout"; amending s. 230.2313, F.S.;
requiring each school district to implement a
plan for providing student services; expanding
guidance services and providing duties of
counselors; providing for a district-level
tracking system; amending s. 232.245, F.S.,
relating to the pupil progression program;
requiring provisions for assisting students to
achieve required grade point average; amending
s. 232.246, F.S.; requiring school district
policies designed to assist students in meeting
the grade point requirement; providing for the
award of a certificate of completion when grade
point requirements are not met; creating s.
232.2463, F.S.; providing for a standardized
grading system in public high schools; amending
s. 232.301, F.S.; requiring the Department of
Education to disseminate findings of model
dropout prevention programs; requiring the
department to conduct a study relating to
certificates of completion and dropout
prevention; providing an effective date.

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

Section 1. Subsection (29) of section 228.041, Florida
Statutes, 1986 Supplement, is amended to read:

1	228.041 Definitions.--Specific definitions shall be as	1.19
2	follows, and wherever such defined words or terms are used in	1.21
3	the Florida School Code, they shall be used as follows:	
4	(29) DROPOUT.--A dropout is a student whor-during-a	1.23
5	particular-school-year,-is-enrolled-in-a-school-and leaves	1.25
6	such school for any reason except death before graduation or	1.26
7	completion of a program of studies and without transferring to	1.27
8	another public or private school or other educational	1.28
9	institution.	
10	Section 2. Subsections (2), (4), and (6) and paragraph	1.29
11	(a) of subsection (3) of section 230.2313, Florida Statutes,	1.31
12	are amended to read:	
13	230.2313 Student services programs.--	1.32
14	(2) It is the intent of the Legislature to articulate	1.33
15	the functions served by each of the components of a program of	1.34
16	student services. It is further the intent of the Legislature	1.35
17	that each school district develop <u>and implement</u> a plan for	1.36
18	providing student services to all students in the public	1.37
19	school system, including area vocational-technical centers.	1.38
20	<u>Such plan shall be implemented no later than the 1988-1989</u>	1:1us
21	<u>school year.</u> Each school in a district shall submit a written	1.40
22	student services plan to the superintendent and the school	1.41
23	board annually. This school plan shall be jointly developed	1.42
24	by the principal, staff members, and school advisory	
25	committee. These plans shall be designed to ensure effective	1.44
26	use of available resources and avoid unnecessary duplication.	1.46
27	It is the intent of the Legislature that student services	1.47
28	coordinators be given time to fulfill their responsibilities	1.48
29	under this section.	
30		
31		

1	(3) A "student services program" is defined as a	1.49
2	coordinated effort which shall include, but is not limited to:	1.50
3	(a) Guidance services, which shall include, but are	1.51
4	not limited to, the availability of individual and group	1.52
5	counseling to all students; orientation programs for new	1.53
6	students at each level of education and for transferring	
7	students; consultation with parents, faculty, and out-of-	1.54
8	school agencies concerning student problems and needs;	1.55
9	utilization of student records and files; supervision of	
10	standardized testing and interpretation of results; the	1.57
11	following up of early school dropouts and graduates; a school-	1.58
12	initiated system of parental involvement; an organized system	
13	of informational resources on which to base educational and	1.59
14	vocational decisionmaking; and educational and job placement,	1.60
15	<u>including advising students on the availability of vocational</u>	
16	<u>and alternative programs that could provide successful high</u>	1.61
17	<u>school completion opportunities for students at risk of</u>	1.62
18	<u>dropping out of school. School counselors shall spend at</u>	1.63
19	<u>least 75 percent of work time providing direct counseling</u>	1.64
20	<u>related to students, and shall devote no more than 25 percent</u>	
21	<u>of work time to administrative activities, provided that such</u>	1.65
22	<u>activities relate to the provision of guidance services.</u>	1.66
23	(4) Each school district shall develop <u>and implement a</u>	1.68
24	plan which ensures that individual student services are	1.70
25	coordinated in a manner utilizing such techniques as	1.71
26	differentiated staffing as to make maximum use of the	
27	contribution of each service.	1.72
28	(6) Each school district plan shall provide <u>for a</u>	1.73
29	<u>district-level tracking system for school dropouts. Such</u>	1.74
30	<u>tracking system shall include provisions for that student</u>	1.75
31	services personnel in all schools <u>to</u> conduct an exit interview	1.76

1	of students who are dropping out of school and follow-up of	1.79
2	such students when possible.	1.80
3	Section 3. Subsection (3) is added to section 232.245,	1.83
4	Florida Statutes, to read:	
5	232.245 Pupil progression.--	1.84
6	<u>(3) Each district comprehensive program for pupil</u>	1:lus
7	<u>progression shall reflect an effort to identify students at</u>	2.2
8	<u>each grade level in grades 9 through 12 who have attained a</u>	
9	<u>cumulative grade point average of 1.5 or below. The program</u>	2.4
10	<u>shall further include provisions for assisting such students</u>	
11	<u>to achieve the 1.5 cumulative grade point average required for</u>	2.5
12	<u>graduation pursuant to s. 232.246.</u>	
13	Section 4. Paragraph (d) of subsection (6) and	2.6
14	subsection (10) of section 232.246, Florida Statutes, 1986	2.7
15	Supplement, are amended to read:	2.8
16	232.246 General requirements for high school	2.9
17	graduation.--	
18	(6) Each district school board shall establish	2.9
19	standards for graduation from its schools which shall include:	2.10
20	(a) Mastery of the minimum performance standards in	2.11
21	reading, writing, and mathematics for the 11th grade,	2.13
22	established pursuant to ss. 229.565 and 229.57, determined in	2.14
23	the manner prescribed after a public hearing and consideration	2.15
24	by the state board.	
25	(b) Demonstrated ability to successfully apply basic	2.16
26	skills to everyday life situations as measured by a functional	2.17
27	literacy examination developed and administered in a manner	
28	prescribed after a public hearing and consideration by the	2.18
29	state board.	
30		
31		

1	(c) Completion of all other applicable requirements	2.19
2	prescribed by the district school board pursuant to s.	2.20
3	232.245.	
4	(d) Effective for the 1986-1987 school year and each	2.21
5	year thereafter, a cumulative grade point average of 1.5 on a	2.22
6	4.0 scale, or its equivalent, for required courses for	
7	graduation. <u>Each district shall adopt policies which are</u>	1:1us
8	<u>designed to assist students in meeting this requirement. Such</u>	2.26
9	<u>policies may include, but shall not be limited to:</u>	
10	<u>Forgiveness policies, summer school attendance, special</u>	2.27
11	<u>counseling, volunteer and/or peer tutors, school-sponsored</u>	2.28
12	<u>help sessions, homework hotlines, study skills classes, and</u>	
13	<u>special assistance to obtain a high school equivalency diploma</u>	2.30
14	<u>pursuant to s. 229.814 only in such cases where the student</u>	
15	<u>has completed all requirements for graduation except the</u>	2.31
16	<u>attainment of a 1.5 cumulative grade point average.</u>	2.32
17		
18	The standards required in this subsection, and any subsequent	2.32
19	modifications thereto, shall be reprinted in the Florida	2.34
20	Administrative Code even though such standards are not defined	
21	as "rules."	1:1qq
22	(10) A student who meets all requirements prescribed	2.36
23	in subsections (1), (5), and (6) shall be awarded a standard	2.40
24	diploma in a form prescribed by the state board; however, a	
25	school board may, in lieu of the standard diploma, award	2.41
26	differentiated diplomas to those exceeding the prescribed	
27	minimums. A student who completes the minimum number of	2.43
28	credits and other requirements prescribed by subsections (1)	2.44
29	and (5), but who is unable to meet the standards of paragraph	
30	(6)(a) or paragraph (6)(b), <u>and/or paragraph (6)(d), shall be</u>	2.47
31	awarded a certificate of completion in a form prescribed by	

1	the state board. However, any student who is otherwise	2.48
2	entitled to a certificate of completion may elect to remain in	2.49
3	the secondary school either as a full-time student or a part-	
4	time student for up to 1 additional year and receive special	2.50
5	instruction designed to remedy his identified deficiencies.	2.51
6	This special instruction shall be funded from the state	2.52
7	compensatory education funds of the district.	2.53
8	Section 5. Section 232.2463, Florida Statutes, is	2.54
9	created to read:	2.55
10	<u>232.2463 High school grading system.--The grading</u>	1:lus
11	<u>system and interpretation of letter grades used in public high</u>	2.56
12	<u>schools shall be as follows:</u>	2.57
13	<u>(1) Grade "A" equals 94 percent through 100 percent,</u>	1:lus
14	<u>has a grade-point average value of 4, and is defined as</u>	2.59
15	<u>"outstanding progress."</u>	
16	<u>(2) Grade "B" equals 85 percent through 93 percent,</u>	1:qq
17	<u>has a grade-point average value of 3, and is defined as "above</u>	2.62
18	<u>average progress."</u>	
19	<u>(3) Grade "C" equals 75 percent through 84 percent,</u>	2.63
20	<u>has a grade-point average value of 2, and is defined as</u>	2.64
21	<u>"average progress."</u>	2.65
22	<u>(4) Grade "D" equals 65 percent through 74 percent,</u>	1:lus
23	<u>has a grade-point average value of 1, and is defined as</u>	2.67
24	<u>"lowest acceptable progress."</u>	2.68
25	<u>(5) Grade "F" equals zero percent through 64 percent,</u>	1:lus
26	<u>has a grade-point average value of zero, and is defined as</u>	2.70
27	<u>"failure."</u>	
28	<u>(6) Grade "I" equals zero percent, has a grade-point</u>	2.71
29	<u>average value of zero, and is defined as "incomplete."</u>	1:qq
30		
31		

1	<u>This section shall first apply to students entering the ninth</u>	1:1us
2	<u>grade in the 1987-1988 school year.</u>	2.74
3	Section 6. Subsections (3) and (4) of section 232.301,	2.75
4	Florida Statutes, are renumbered as subsections (4) and (5),	2.76
5	respectively, and a new subsection (3) is added to said	
6	section to read:	2.77
7	232.301 Model programs for the prevention of student	2.77
8	failures and dropouts.--	2.78
9	<u>(3) The Department of Education shall disseminate the</u>	1:1us
10	<u>findings and results of projects and model programs, as</u>	2.80
11	<u>specified in subsection (2), to each school district and to</u>	
12	<u>the Legislature. The department shall provide technical</u>	2.82
13	<u>assistance, upon request by the school district, to</u>	
14	<u>incorporate the components of such programs into the</u>	2.83
15	<u>district's comprehensive dropout prevention program plan</u>	2.84
16	<u>pursuant to s. 230.2316.</u>	
17	Section 7. <u>The Department of Education shall conduct a</u>	3.1
18	<u>study to evaluate and make recommendations concerning the</u>	3.2
19	<u>usefulness of certificates of completion awarded to former</u>	
20	<u>students who were unable to satisfy the requirements for</u>	3.3
21	<u>receiving a standard diploma. The study should identify the</u>	3.4
22	<u>number of former students awarded a certificate of completion</u>	
23	<u>and provide appropriate student follow-up data. The</u>	3.6
24	<u>department shall include in its study and reports</u>	
25	<u>recommendations pursuant to s. 230.2316(6), Florida Statutes,</u>	3.7
26	<u>evaluation of dropout prevention programs, with an emphasis on</u>	
27	<u>programs which have successfully assisted at-risk students to</u>	3.8
28	<u>receive a high school diploma, as well as specific</u>	3.10
29	<u>recommendations regarding the awarding of a standard diploma</u>	
30	<u>or the certificate of completion to those students whose</u>	3.11
31	<u>cumulative grade point averages fall between a 1.0 and a 2.0</u>	

1	<u>on a 4.0 scale. An interim report shall be submitted to the</u>	3.12
2	<u>presiding officers of the Legislature by February 15, 1988,</u>	3.13
3	<u>with a final report to be submitted by February 15, 1989.</u>	
4	Section 8. This act shall take effect upon becoming a	3.14
5	law.	
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Journals
of the
Florida
House of Representatives



Sessions commencing on
November 18, 1986 Organization
February 4, 1987 Special "A"
April 7, 1987 Regular

**[Special Sessions are lettered from Organization Session
for two-year term of House of Representatives.]**

Yeas—97

The Chair	Frishe	Kelly	Reddick
Abrams	Gaffney	Langton	Rehm
Arnold	Garcia	Lawson	Renke
Bainter	Gardner	Lewis	Rochlin
Bankhead	Glickman	Liberti	Rudd
Bass	Gonzalez	Lippman	Rush
Bloom	Quevedo	Locke	Sample
Brown	Goode	Logan	Sanderson
Burnsed	Gordon	Lombard	Sansom
Carlton	Grindle	Mackenzie	Saunders
Carpenter	Guber	Mackey	Shelley
Casas	Gustafson	Martin	Silver
Clark	Hanson	Martinez	Simon
Clements	Hargrett	McEwan	Simone
Cosgrove	Harris	Meffert	Smith
Crady	Hawkins	Metcalf	Souto
Crotty	Healey	Mitchell	Stone
Dantzler	Holland	Morse	Thomas
Davis	Ireland	Mortham	Titone
Deutsch	Irvine	Ogden	Tobin
Diaz-Balart	Jamerson	Ostrau	Trammell
Drage	Jennings	Patchett	Wallace
Dunbar	Johnson, B L	Peeples	Young
Figg	Johnson, R C	Press	
Friedman	Jones, D L	Reaves	

Nays—13

Banjanin	Hill	Tobiassen	Woodruff
Bronson	Messersmith	Troxler	
Canady	Nergard	Upchurch	
Harden	Starks	Webster	

Votes after roll call

Yeas to Nays—B L Johnson, Carlton

Nays to Yeas—Messersmith

So the bill passed, as amended, and was immediately certified to the Senate after engrossment. Without objection, HB 42 was laid on the table.

THE SPEAKER IN THE CHAIR

Recessed

On motion by Rep. Carpenter, the House recessed at 3:05 p.m. to reconvene at 5:00 p.m. today or upon call of the Speaker.

Reconvened

The House was called to order by the Speaker at 5:52 p.m. A quorum was present.

Announcement

Rep. Carpenter announced that today was the thirtieth anniversary of his marriage to Marilyn Simmons Carpenter, and presented his wife, who was seated in the gallery. The Members recognized the occasion with a standing round of applause.

On motion by Rep. Carpenter, the House reverted to the order of—

Messages from the Senate

The Honorable Jon Mills, Speaker

I am directed to inform the House of Representatives that the Senate has refused to recede from Senate Amendments 1 and 2 to HB 1114, and again requests the House to concur.

Joe Brown, Secretary

HB 1114—A bill to be entitled An act relating to the Escambia County Utilities Authority, amending section 4 of chapter 81-376, Laws of Florida, as amended, revising the manner in which certain vacancies in the governing board of the authority are to be filled,

requiring that any person filling such vacancy be a resident of the district served, providing an effective date.

(Senate Amendments 1 and 2 attached to original bill and shown on page 1110, *House Journal*, June 3)

On motions by Rep. Tobiassen, the House again refused to concur in the Senate amendments and requested the Senate to recede therefrom. The action, together with HB 1114 and Senate amendments thereto, was immediately certified to the Senate.

The Honorable Jon Mills, Speaker

I am directed to inform the House of Representatives that the Senate has refused to recede from Senate Amendments 1 and 2 to HB 1115, and again requests the House to concur.

Joe Brown, Secretary

HB 1115—A bill to be entitled An act relating to the City of Pensacola, Escambia County, amending section 13 of chapter 80-579, Laws of Florida, as amended by chapter 83-501, Laws of Florida, relating to the Pensacola-Escambia Promotion and Development Commission, extending provisions relating to the funding of the commission by the city and county, providing an effective date.

(Senate Amendments 1 and 2 attached to original bill and shown on page 1109, *House Journal*, June 3)

On motions by Rep. Tobiassen, the House again refused to concur in the Senate amendments and requested the Senate to recede therefrom. The action, together with HB 1115 and Senate amendments thereto, was immediately certified to the Senate.

The Honorable Jon Mills, Speaker

I am directed to inform the House of Representatives that the Senate has passed CS/SBs 799 and 132, as amended, and requests the concurrence of the House.

Joe Brown, Secretary

By the Committee on Education and Senators Peterson and Kiser—

CS for SBs 799 and 132—A bill to be entitled An act relating to education, amending ss 228 041, 228 072, 229 132, 236 081, 240 359, F S, creating a lifelong learning program category within the Florida Education Finance Program to fund certain courses in adult education, defining lifelong learning student, providing for an annual determination of program cost factors in the General Appropriations Act, providing for allocation of full-time equivalents in the lifelong learning program category in school districts and community college districts, providing conforming language, providing an effective date.

—was read the first time by title. On motion by Rep. B. L. Johnson, the rules were waived by two-thirds vote and the bill was read the second time by title.

Representative B. L. Johnson offered the following amendment.

Amendment 1—On page 2, line 3, insert Section 1 Subsection (29) of section 228 041, Florida Statutes, 1986 Supplement, is amended to read

228 041 Definitions—Specific definitions shall be as follows, and wherever such defined words or terms are used in the Florida School Code, they shall be used as follows:

(29) DROPOUT—A dropout is a student who, during a particular school year, is enrolled in a school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution.

Section 2. Subsections (2), (4), and (6) and paragraph (a) of subsection (3) of section 230 2313, Florida Statutes, are amended to read

230 2313 Student services programs—

(2) It is the intent of the Legislature to articulate the functions served by each of the components of a program of student services. It is

further the intent of the Legislature that each school district develop and implement a plan for providing student services to all students in the public school system, including area vocational-technical centers. Such plan shall be implemented no later than the 1988-1989 school year. Each school in a district shall submit a written student services plan to the superintendent and the school board annually. This school plan shall be jointly developed by the principal, staff members, and school advisory committee. These plans shall be designed to ensure effective use of available resources and avoid unnecessary duplication. It is the intent of the Legislature that student services coordinators be given time to fulfill their responsibilities under this section.

(3) A "student services program" is defined as a coordinated effort which shall include, but is not limited to

(a) Guidance services, which shall include, but are not limited to, the availability of individual and group counseling to all students, orientation programs for new students at each level of education and for transferring students, class scheduling for students, consultation with parents, faculty, and out-of-school agencies concerning student problems and needs, utilization of student records and files, supervision of standardized testing and interpretation of results, the following up of early school dropouts and graduates, a school-initiated system of parental involvement, an organized system of informational resources on which to base educational and vocational decisionmaking, and educational and job placement, including advising students on the availability of vocational and alternative programs that could provide successful high school completion opportunities for students at risk of dropping out of school. School counselors shall spend at least 75 percent of work time providing direct counseling related to students, and shall devote no more than 25 percent of work time to administrative activities, provided that such activities relate to the provision of guidance services.

(4) Each school district shall develop and implement a plan which ensures that individual student services are coordinated in a manner utilizing such techniques as differentiated staffing as to make maximum use of the contribution of each service.

(6) Each school district plan shall provide for a district-level tracking system for school dropouts. Such tracking system shall include provisions for that student services personnel in all schools to conduct an exit interview of students who are dropping out of school and follow-up of such students when possible.

Section 3 Subsection (3) is added to section 232.245, Florida Statutes, to read

232.245 Pupil progression —

(3) Each district comprehensive program for pupil progression shall reflect an effort to identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average of 1.5 or below. The program shall further include provisions for assisting such students to achieve the 1.5 cumulative grade point average required for graduation pursuant to s. 232.246.

Section 4 Paragraph (d) of subsection (6) and subsection (10) of section 232.246, Florida Statutes, 1986 Supplement, are amended to read

232.246 General requirements for high school graduation —

(6) Each district school board shall establish standards for graduation from its schools which shall include

(a) Mastery of the minimum performance standards in reading, writing, and mathematics for the 11th grade, established pursuant to ss. 229.565 and 229.57, determined in the manner prescribed after a public hearing and consideration by the state board.

(b) Demonstrated ability to successfully apply basic skills to everyday life situations as measured by a functional literacy examination developed and administered in a manner prescribed after a public hearing and consideration by the state board.

(c) Completion of all other applicable requirements prescribed by the district school board pursuant to s. 232.245.

(d) Effective for the 1988-1989 ~~1986~~ 1987 school year and each year thereafter, a cumulative grade point average of 1.5 on a 4.0 scale, or its

equivalent, for required courses for graduation. Each district shall adopt policies which are designed to assist students in meeting this requirement. Such policies may include, but shall not be limited to, forgiveness policies, summer school attendance, special counseling, volunteer and/or peer tutors, school-sponsored help sessions, homework hotlines, study skills classes, and special assistance to obtain a high school equivalency diploma pursuant to s. 229.814 only in such cases where the student has completed all requirements for graduation except the attainment of a 1.5 cumulative grade point average.

The standards required in this subsection, and any subsequent modifications thereto, shall be reprinted in the Florida Administrative Code even though such standards are not defined as "rules."

(10) A student who meets all requirements prescribed in subsections (1), (5), and (6) shall be awarded a standard diploma in a form prescribed by the state board, however, a school board may, in lieu of the standard diploma, award differentiated diplomas to those exceeding the prescribed minimums. A student who completes the minimum number of credits and other requirements prescribed by subsections (1) and (5), but who is unable to meet the standards of paragraph (6)(a) or paragraph (6)(b), and/or paragraph (6)(d), shall be awarded a certificate of completion in a form prescribed by the state board. However, any student who is otherwise entitled to a certificate of completion may elect to remain in the secondary school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his identified deficiencies. This special instruction shall be funded from the state compensatory education funds of the district.

Section 5 Section 232.2463, Florida Statutes, is created to read

232.2463 High school grading system — The grading system and interpretation of letter grades used in public high schools shall be as follows:

(1) Grade "A" equals 94 percent through 100 percent, has a grade-point average value of 4, and is defined as "outstanding progress."

(2) Grade "B" equals 85 percent through 93 percent, has a grade-point average value of 3, and is defined as "above average progress."

(3) Grade "C" equals 75 percent through 84 percent, has a grade-point average value of 2, and is defined as "average progress."

(4) Grade "D" equals 65 percent through 74 percent, has a grade-point average value of 1, and is defined as "lowest acceptable progress."

(5) Grade "F" equals zero percent through 64 percent, has a grade-point average value of zero, and is defined as "failure."

(6) Grade "I" equals zero percent, has a grade-point average value of zero, and is defined as "incomplete."

This section shall first apply to students entering the ninth grade in the 1987-1988 school year.

Section 6 Subsections (3) and (4) of section 232.301, Florida Statutes, are renumbered as subsections (4) and (5), respectively, and a new subsection (3) is added to said section to read

232.301 Model programs for the prevention of student failures and dropouts —

(3) The Department of Education shall disseminate the findings and results of projects and model programs, as specified in subsection (2), to each school district and to the Legislature. The department shall provide technical assistance, upon request by the school district, to incorporate the components of such programs into the district's comprehensive dropout prevention program plan pursuant to s. 230.2316.

Section 7 The Department of Education shall conduct a study to evaluate and make recommendations concerning the usefulness of certificates of completion awarded to former students who were unable to satisfy the requirements for receiving a standard diploma. The study should identify the number of former students awarded a certificate of completion and provide appropriate student follow-up data. The department shall include in its study and reports recommendations pursuant to s. 230.2316(6), Florida Statutes, evaluation of dropout

NOTICE of COMMITTEE MEETING
House of Representatives

EDUCATION, K-12

Full Committee

April 23 12:15 p.m. 217 HOB

Workshop on Uniform Grading System

Received in the Office of
the Sergeant at Arms on

April 21 1987
at 3:50 p.m. (time).

Daniel Barron
Sergeant at Arms

Filed by me with the Sergeant
at Arms and the Clerk on

April 21, 1987

in compliance with Rule 6.

Jean C. Conkie
Committee Secretary

Distribution: Sergeant; Clerk (Calendar);
Leg. Info.; others as required by Rule 6.

H-14(85C)

COMMITTEE APPEARANCE RECORD

House of Representatives

4-23-87

(Date)

(Bill Number)

Name BARBARA HAMILTON

Address 208 W. PENSACOLA

City TALLAHASSEE State FL

Representing BELOWED TEACHERS UNION

Lobbyist (registered) Yes No

State employee Yes No

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject STATEWIDE - STANDARDIZED GRADING

H-16(1982)

19 1704

COMMITTEE APPEARANCE RECORD

House of Representatives

4/23/87

(Date)

H.R. 175

(Bill Number)

Name Andra Schaaf

Address 4455 Heaven Link Place

City Jacksonville State Florida

Representing Florida PTA

Lobbyist (registered) Yes No

State employee Yes No

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject Position statement in support

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

(Date)

HB1237
(Bill Number)

Name DOUG JAMERSON

Address 26 HOB

City _____ State _____

Representing DIST. 55

Lobbyist (registered) Yes _____ No _____

State employee Yes _____ No _____

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject _____

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

4/1/87
(Date)

Sub: Std. grading
(Bill Number)

Name JOHN RYAN

Address 213 S. Adams

City TALLAHASSEE State FL

Representing FTP-NEA

Lobbyist (registered) Yes No _____

State employee Yes _____ No

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject Uniform grading

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

April 23 1987
(Date)

Workshop
(Bill Number)

Name BILL NEWELL

Address 6379 ALDERWOOD ST

City SPRING HILL State FLA

Representing HERNANDO CO RETIRED EDUCATORS

Lobbyist (registered) Yes _____ No X

State employee Yes _____ No X

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject Uniform grading system

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

4/23/87
(Date)

(Bill Number)

Name Rodney Davis

Address 238 W. B... .. St

City Tallahassee State FLA

Representing FFA United

Lobbyist (registered) Yes / No _____

State employee Yes _____ No /

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject Standardized FFA

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

April 23, 1987
(Date)

(Bill Number)

Name ALZO T. REDDICK

Address 216 10th Ave.

City Orlando State FLA.

Representing FLA. House Dist # 40

Lobbyist (registered) Yes _____ No _____

State employee Yes _____ No _____

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject _____

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

4/23/87
(Date)

HB
(Bill Number)

Name Charles H. Clive

Address 9583 Beauclerc Cove Road

City Jacksonville State FL.

Representing Duval County Public Schools

Lobbyist (registered) Yes _____ No

State employee Yes _____ No

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject Standardized Grading System

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

4-23-87

(Date)

(Bill Number)

Name Jody Bond Smith

Address 926 SW Wood Creek Dr

City Palatka City State FL

Representing Martin Co. School Board

Lobbyist (registered) Yes _____ No

State employee Yes _____ No _____

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject Un. Farm Grading System

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

PLB 7

(Date)

(Bill Number)

Name Wayne Blanton

Address 203 S. Monroe

City Tallahassee State _____

Representing Fla. School Boards Assn.

Lobbyist (registered) Yes No _____

State employee Yes _____ No _____

I wish to speak

Proponent

Opponent

Information

Request of Chairman

Subject _____

H-16(1982)

COMMITTEE APPEARANCE RECORD

House of Representatives

(Date)

(Bill Number)

Name TERRY HERRIGAN

Address 2393 ST LUCIE BLVD

City STUART State FLA

Representing MARTIN COUNTY SCHOOLS

Lobbyist (registered) Yes _____ No _____

State employee Yes _____ No _____

Proponent

Opponent

Information

Request of Chairman

I wish to speak

Subject UNIFORM GRADING

Date: February 16, 1987
Revised: _____
Final: _____

HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION, K-12
STAFF ANALYSIS

BILL #: HB 175 ¹⁷ ~~1705~~
RELATING TO: Standardized High School Grading System
SPONSOR(S): Representative Irvine
EFFECTIVE DATE: Upon becoming law
COMPANION BILL(S): SB 115 (identical)
OTHER COMMITTEES OF REFERENCE: (1) Appropriations

I. SUMMARY:

A. Present Situation:

High school students are required to have a 1.5 minimum cumulative grade point average on a 4.0 scale both to graduate and to participate in extracurricular activities. Despite the references to grade point averages, no uniform grading scale exists in either statute or rule. A grade of 75 may be a "C" in one school district, but a "D" in another.

No uniform weighted grading system for enhancing the grade point average value of an honors or advanced placement course exists, although a Board of Regents rule requires universities, in computing the high school grade point average for purposes of admission, to assign additional weights to grades in honors or advanced placement courses. The value of the weights is not set by rule, but separately by each institution. Consequently, the value assigned to honors or advanced placement courses varies from university to university.

B. Effect of Proposed Changes:

The bill establishes the following standardized grading system in public high schools:

Letter Grade	Numerical Percentage	Grade Point
A	94-100	4.0
B	87-93	3.0
C	77-86	2.0
D	70-76	1.0
F	0-69	0.0
I	Incomplete	0.0

The measure also includes a weighted grading system for honors or advanced placement courses to be designated in the State Course Code Directory, and requires state universities to use the system in evaluating applications for admission.

The act first applies to those students entering the ninth grade in the 1987-88 school year, and to the State University System in the 1990-91 school year.

II. ECONOMIC IMPACT:

A. Public:

None.

B. Government:

Local: The school districts with a grading system different from the one in the proposed bill will probably incur additional non-recurring administrative expenses (new forms, informing teachers of the new scale) in converting to the new grading system.

Minimal expenses will also be incurred by the districts currently not including a weight factor for honors or advanced placement courses in calculating a student's grade point average.

State: On balance, the State University System probably will not experience any net increase or decrease in the administrative costs of processing applications for admission. The adjustment to a uniform high school grading system may result in a minimal non-recurring increase in costs (new forms, informing personnel of the new system), although once established, uniformity should reduce the expenses incurred in processing applications for admissions from in-state students.

On the other hand, the State University System will be relieved of the administrative expenses incurred in enhancing an applicant's grade point average for admissions purposes. An official at one university estimates two to three minutes of the approximately five minutes spent re-calculating every applicant's grade point average will be saved. Multiplying 2 1/2 minutes by the 31,524 in-state freshmen applications received by the State University System during the 1986 Spring, Summer, and Fall Semesters amounts to a savings of 54.7 work days per year.

III. STATE COMPREHENSIVE PLAN IMPACT:

None.

Page 3
Bill # HB 175
Date: February 16, 1987

IV. COMMENTS:

None.

V. AMENDMENTS:

None.

VI. PREPARED BY: Stephen Hogge SH

VII. STAFF DIRECTOR: Mary E. Wolfgang, Ph.D. *am. 3/1*

Date April 8, 1987

HOUSE AMENDMENT FOR DRAFTING ONLY

117-5

1 Amendment No. 2 Bill No. PCB ED-3

2 Committee on _____

3 Offered by Rep(s) Young

4

5 On page..6...., lines 6-20.,

6 strike all of said language

7

8 and insert:

9 (1) Grade "A" equals 93 percent through 100 percent,

10 has a grade-point average value of 4, and is defined as

11 "outstanding progress."

12 (2) Grade "B" equals 85 percent through 92 percent,

13 has a grade-point average value of 3, and is defined as "above

14 average progress."

15 (3) Grade "C" equals 75 percent through 84 percent,

16 has a grade-point average value of 2, and is defined as

17 "average progress."

18 (4) Grade "D" equals 65 percent through 74 percent,

19 has a grade-point average value of 1, and is defined as

20 "lowest acceptable progress."

21 (5) Grade "F" equals zero percent through 64 percent,

22 has a grade-point average value of zero, and is defined as

23 "failure."

24

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*Final
11/15*

Date: March 20, 1987
Revised: April 8, 1987
Final: _____

HOUSE OF REPRESENTATIVES
COMMITTEE ON EDUCATION, K-12
STAFF ANALYSIS

19 1705

BILL #: HB 1237 (PCB ED-3)
RELATING TO: Dropout Prevention and School Counselors
SPONSOR(S): Committee on Education, K-12
EFFECTIVE DATE: July 1, 1987
COMPANION BILL(S): None
OTHER COMMITTEES OF REFERENCE: (1) _____

I. SUMMARY:

A. Present Situation:

1. Definition of School Dropout

Section 228.041, Florida Statute, currently defines a "dropout" as a student who, during a particular school year is enrolled in a school and leaves such school for any reason except death before graduation or completion of a program of studies and without transferring to another public or private school or other educational institution. This definition is consistent with the definition used for federal data collection purposes. Under this language, however, a student who completes the school year but does not return to school in the fall is not considered a dropout.

2. Student Services Plan and Guidance Counseling

Under the Student Services Act (s. 230.2313, F.S.), each school district is required to develop a plan for providing student services to all students in the public school system. Student services include guidance services, psychological services, visiting teacher/school social work services, occupational and placement services, health services, and group conflict resolution services.

Counseling services include, among other tasks, consultation with parents and faculty concerning student problems and needs; following up on dropouts; supervision of standardized testing and interpretation of results; and educational and job placement for students.

Current law contains no requirement that school counselors spend a minimum percentage of time providing direct counseling services related to students.

The Student Service Act also requires each district plan to provide for exit interviews of students who are dropping out of school and follow-up of these students, when possible. A requirement for a district-level tracking system for such students is currently not required.

3. Policies Relating to Graduation Requirements, Pupil Progression Plan, and Certificate of Completion

Pursuant to section 232.246, F.S., a student must meet the following requirements in order to be awarded a standard high school diploma:

- (1) Pass the twenty-four state mandated courses and meet local district graduation requirements;
- (2) Master the minimum performance standards in reading, writing, and mathematics;
- (3) Pass the functional literacy test; and
- (4) Beginning with the 1986-87 school year, attain a cumulative grade point average (G.P.A.) of 1.5 on a 4.0 scale for the twenty-four required courses.

If a student does not meet standards (1), (2), or (3), he or she may obtain a certificate of completion in lieu of a standard diploma. Current law has no provision allowing a student who does not attain the 1.5 G.P.A. to receive a certificate of completion.

Section 232.245, F.S., requires each district to establish a comprehensive plan for progressing students from one grade to the next. The pupil progression plan is based upon an evaluation of each student's performance, including how well that student masters state minimum performance standards and local criteria.

Twenty-four districts currently describe in their pupil progression plan a "forgiveness policy" whereby a student may retake any course with a low or failing grade and replace the lower grade with the higher. In a few districts, the 1.5 G.P.A. must be calculated on all courses taken, even if a student has taken more than the required twenty-four.

School districts are currently under no mandate to include in their pupil progression plans measures to identify students who are at risk of not meeting the 1.5 cumulative G.P.A., or to adopt policies which are designed to assist such students in meeting the requirement.

4. Statewide Uniform Grading System

Under current law, each Florida school district may establish its own grading system. As a result, the numerical equivalent of each letter grade may differ from one district to the next. Letter grades are currently used to calculate grade point

averages, and minimum grade point averages are required for many state and national programs. A chart indicating the grading scales used in Florida's school districts is attached.

5. Model Prevention Programs

In 1984, the Legislature enacted measures to develop model programs for the prevention of student failures and dropouts. Under section 232.301, F.S., the Department of Education (DOE) was authorized to enter into contracts with public postsecondary institutions, school districts, or public or private entities to:

(1) Conduct research and validation projects during 1984-85 and 1985-86 school years aimed at establishing a data base and dropout profile for students in grades 4-8; and,

(2) Conduct and evaluate during the 1985-86 school year, up to ten Model Prevention Programs for public school students in grades 4-8.

No provision was included for DOE to disseminate findings to school districts or to provide technical assistance and advice to districts wishing to replicate successful programs.

B. Effect of Proposed Changes:

This proposal changes current law as follows:

1. Definition of School Dropout (Section 1)--Language is deleted in s. 228.041(29), F.S., which specifies that a student must leave school during the school year in order to be considered a dropout. A more accurate reflection of the dropout problem in Florida is anticipated as a result of this change.

2. Student Services Plan and Guidance Counseling (Section 2)--The Student Services Act (s. 230.2313, F.S.), is amended to require each district to implement the student services plan that has been developed by the district. A one-year time period is allowed for phasing in the plan with all plans expected to be in place no later than the 1988-89 school year.

The definition of school guidance counselor is broadened to include advising students on the availability of vocational and alternative programs that could provide successful high school completion opportunities for students at risk of dropping out of school. In addition, language is added to current law directing school guidance counselors to spend at least 75 percent of work time providing direct counseling related to students.

Finally, this section requires the district student services plan to include a district-level tracking system for school dropouts.

3. Policies Relating to Graduation Requirement, Pupil Progression Plans, and Certificate of Completion (Sections 3 and 4)--Section 232.245, F.S., is amended to require each school district's pupil progression plan to reflect an effort to

identify students at each grade level in grades 9 through 12 who have attained a cumulative grade point average (G.P.A.) of 1.5 or below. The plan must also include provisions to assist these "high risk" students in meeting the required 1.5 G.P.A. necessary for high school graduation.

Language is added to s. 232.246, F.S., compelling school districts to adopt policies designed to assist students to meet the grade point average requirement for graduation. Policies adopted are at the option of each district but may include such activities as study skills classes, peer/volunteer tutors, and summer school attendance.

Current law is amended to enable students who meet all graduation requirements except the cumulative 1.5 G.P.A. to obtain a certificate of completion.

4. Statewide Uniform Grading System (Section 5)--The measure establishes a uniform statewide grading scale by assigning the relationship between letter grades, numerical percentage points, and grade points, as follows:

LETTER GRADE	NUMERICAL PERCENT	GRADE POINT
A	94-100	4.0
B	87-93	3.0
C	77-86	2.0
D	70-76	1.0
F	0-69	0.0
I	Incomplete	0.0

5. Model Prevention Programs (Section 6)--Section 232.301, F.S., is amended to require the Department of Education to disseminate the findings of the model prevention programs to school districts and to provide technical assistance to districts wishing to implement components of such programs.

II. ECONOMIC IMPACT:

A. Public:

None

B. Government:

Minimal cost associated with the adoption of policies will be incurred by school districts as a result of this measure.

Additional costs to the district will depend on the extent and nature of programs that the district implements to assist students to meet the 1.5 cumulative G.P.A. requirement.

The cost of authorizing a certificate of completion to students who do not meet the 1.5 cumulative G.P.A. is indeterminate due to the unavailability of statistics identifying such students. It is reasonable, however, to assume that some students will not meet the requirement and, accordingly will be eligible to attend up to one additional year of compensatory education. The cost of one student attending one full year of compensatory education is \$2,013.10. (Base Student Allocation).

Some costs will be increased by school districts to implement a student services plan. The cost, however, will vary depending on the extent and nature of services offered.

The cost of limiting guidance counselors to spending 75% of their work time performing counseling related to students is indeterminate. Some districts may be required to hire ancillary personnel to free counselors from performing noncounseling activities.

The cost of implementing a district-level dropout tracking system is indeterminate at this time. According to the Department, the data element for computer tracking of dropouts is in place or will be in place shortly in all districts. The degree of implementation, however, is varied, depending upon the district. It is anticipated that some costs, both administrative and personnel, will be incurred with full implementation.

III. STATE COMPREHENSIVE PLAN IMPACT:

This measure is consistent with the following State Comprehensive Plan Goals and Policies:

EDUCATION (1)(b) 2--Develop effective mechanisms to assess achievement levels.

EDUCATION (1)(b)6--Provide alternatives to traditional teaching methods so that low achievers may experience educational success and create a work environment conducive to imaginative, creative teaching.

EDUCATION (1)(b)16.e.--Develop appropriate counseling for students at all educational levels.

EDUCATION (1)(b)16.g.--Identify and encourage policies which raise the expectations, performance, and motivation of socio-economically and academically disadvantaged students.

Page 6
Bill # PCB ED-3
Date: April 8, 1987

IV. COMMENTS:

None

V. AMENDMENTS:

None

VI. PREPARED BY: Carla J. Lunetta

cl

VII. STAFF DIRECTOR: Dr. Mary E. Wolfganq

md

Grading Scales

	A	B	C	D	F
Alachua	91-100	81-90	71-80	61-70	0-60
Baker	94-100	84-93	72-83	65-71	0-64
Bay	92-100	83-91	74-82	65-73	0-64
Bradford	94-100	85-93	76-84	70-75	0-69
Brevard	94-100	85-93	76-84	70-75	0-69
Broward	90-100	80-89	70-79	60-69	0-59
Calhoun	95-100	88-94	75-87	70-74	0-69
Charlotte	94-100	86-93	77-85	70-76	0-69
Citrus	92-100	83-91	73-82	65-72	0-65
Clay	93-100	85-92	73-84	65-72	0-64
Collier	92-100	83-91	74-82	65-73	0-64
Columbia	91-100	81-90	71-80	61-70	0-60
Dade	93-100	85-92	77-84	70-76	0-69
DeSoto	93-100	85-92	77-84	70-76	0-69
Duval	93-100	85-92	77-84	69-76	0-68
Escambia 1-8	94-100	86-93	76-85	70-75	0-69
9-12	95-100	88-94	76-87	70-75	0-69
Flagler	92-100	83-91	71-82	65-70	0-64
Gadsden	94-100	87-93	78-86	70-77	0-69
Glades	93-100	85-92	77-84	70-76	0-69
Gulf 1-6	91-100	81-90	71-80	61-70	0-69
7-12	95-100	85-94	75-84	65-74	0-64
Hamilton 9-12	95-100	85-94	75-84	70-74	0-69
K-8	93-100	85-92	77-84	70-76	0-69
Hardee	94-100	85-93	75-84	70-74	0-69

Hendry	93-100	85-92	77-84	70-76	0-69
Hernando	95-100	85-94	75-84	70-74	0-69
Highlands	94-100	85-93	75-84	70-74	0-69
Hillsborough	93-100	85-92	75-84	70-74	0-69
Holmes	95-100	85-94	75-84	65-74	0-64
Indian River	94-100	87-93	77-86	70-76	0-69
Jackson	95-100	85-94	75-84	70-74	0-69
Jefferson	94-100	85-93	76-84	70-75	0-69
Lafayette	91-100	81-90	71-80	61-70	0-60
Lake	94-100	87-93	75-86	70-74	0-69
Lee	94-100	85-93	75-84	70-74	0-69
Leon	94-100	87-93	77-86	70-76	0-69
Levy	93-100	86-92	77-85	70-76	0-69
Liberty	95-100	85-94	75-84	70-74	0-69
Manatee	94-100	87-93	77-86	70-76	0-69
Marion	94-100	88-93	77-87	70-76	0-69
Martin	93-100	85-92	77-84	70-76	0-69
Monroe	94-100	85-93	75-84	65-74	0-64
Nassau	93-100	83-92	73-82	65-72	0-64
Okaloosa	95-100	85-94	75-84	70-74	0-69
Okeechobee	93-100	85-92	77-84	70-76	0-69
Orange	94-100	87-93	76-86	70-75	0-69
Osceola	94-100	85-93	76-84	70-75	0-69
Palm Beach	94-100	86-93	77-85	70-76	0-69
Pasco	94-100	86-93	78-85	70-77	0-69
Pinellas	94-100	85-93	75-84	70-74	0-69

Polk	93-100	85-92	73-84	65-72	0-64
Putnam	93-100	85-92	77-84	70-76	0-69
St. Johns	93-100	85-92	77-84	70-76	0-69
St. Lucie	93-100	85-92	75-84	70-74	0-69
Santa Rosa	94-100	86-93	77-85	70-76	0-69
Sarasota	94-100	87-93	76-86	70-75	0-69
Seminole	94-100	86-93	76-85	70-75	0-69
Sumter	92-100	82-91	72-81	62-71	0-61
Suwannee	91-100	82-90	73-81	64-72	0-63
Taylor	93-100	85-92	77-84	69-76	0-68
Union	93-100	83-92	73-82	65-72	0-64
Volusia	93-100	85-92	77-84	70-76	0-69
Wakulla	2-8 90-100 9-12 93-100	80-89 85-92	70-79 75-84	60-69 65-74	0-59 0-64
Walton	95-100	85-94	75-84	70-74	0-69
Washington*	95-100	87-94	79-86	70-78	0-69

*Grading scale not listed in pupil progression plan.
 Provided by telephone interview.

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

	<u>ANALYST</u>	<u>STAFF DIRECTOR</u>	<u>REFERENCE</u>	<u>ACTION</u>
1.	White <i>[Signature]</i>	O'Farrell <i>[Signature]</i>	1. ED	_____
2.	_____	_____	2. _____	_____
3.	_____	_____	3. _____	_____
4.	_____	_____	4. _____	_____

SUBJECT:

Standardized Grading

BILL NO. AND SPONSOR:

SB 115 by
Senator Thurman & Others

I. SUMMARY:

A. Present Situation:

Each school district has established its own grading scale, causing variations in the percentage points assigned to each letter grade. Letter grades are used to figure grade point averages, and minimum grade point averages are required for many state and national programs. In addition, to graduate or receive a high school certificate of completion, a student must earn a minimum grade point average of 1.5, calculated by averaging grades for the 24 required courses (s. 232.246(6)(d), F.S.). To participate in interscholastic extracurricular activities such as sporting or artistic events, a student must maintain a grade point average of 1.5 (s. 232.425, F.S.). To be eligible for scholarships through the Florida Academic Scholars Fund (s. 240.402, F.S.), a student must earn a 3.5 grade point average.

Ten districts now practice "grade weighting," raising the grade for specified courses by an amount designated in the district's pupil progression plan.

The courses identified by districts for grade weighting include honors courses, advanced courses, advanced placement courses, and courses designated for students in the Florida Academic Scholars program and the International Baccalaureate program. Individual courses in each category are specified in the state Course Code Directory.

B. Effect of Proposed Changes:

This legislation would establish a uniform grading scale statewide by assigning the relationship between letter grades, numerical percentage points, and grade points:

LETTER GRADE	NUMERICAL PERCENT	GRADE POINT
A	94-100	4.0
B	87- 93	3.0
C	77- 86	2.0
D	70- 76	1.0
F	0- 69	0.0
I	Incomplete	0.0

The legislation would also establish a statewide system for increasing the grades for honors and advanced placement courses, by adding .5 to the grade point value earned in honors courses and 1.0 to the grade point value of advanced placement courses. Honors courses are designated by the state; advanced placement courses are programs of the national College Entrance Examination Board.

Under current law and rule, the weighted grade point average would not be used to determine eligibility for graduation, participation in interscholastic extracurricular events, or receipt of scholarships through the Florida Academic Scholarship fund, since the required grade point averages are based on a four point scale.

The legislation would require the weighted grade point averages to be used by state universities and colleges for admission purposes, not for the awarding of scholarships. The weighted grade point average would be used to identify each student's rank in his or her high school class.

II. ECONOMIC IMPACT AND FISCAL NOTE:

A. Public:

None.

B. Government:

The districts might have to reprint report cards. Districts, universities, and colleges would incur the costs of modifying records to collect weighted grades and compute two grade point averages.

III. COMMENTS:

None.

IV. AMENDMENTS:

None.

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

18/1584

	<u>ANALYST</u>	<u>STAFF DIRECTOR</u>	<u>REFERENCE</u>	<u>ACTION</u>
1.	White	O'Farrell	ED	FAV/CS
2.	_____	_____	_____	_____
3.	_____	_____	_____	_____
4.	_____	_____	_____	_____

SUBJECT:

Standardized Grading

BILL NO. AND SPONSOR:

CSSB 115 by Committee on Education & Senator Thurman & Other

I. SUMMARY:

A. Present Situation:

Each school district has established its own grading scale, causing variations in the percentage points assigned to each letter grade. Letter grades are used to figure grade point averages, and minimum grade point averages are required for many state and national programs. In addition, to graduate or receive a high school certificate of completion, a student must earn a minimum grade point average of 1.5, calculated by averaging grades for the 24 required courses (s. 232.246(6)(d), F.S.). To participate in interscholastic extracurricular activities such as sporting or artistic events, a student must maintain a grade point average of 1.5 (s. 232.425, F.S.). To be eligible for scholarships through the Florida Academic Scholars Fund (s. 240.402, F.S.), a student must earn a 3.5 grade point average.

B. Effect of Proposed Changes:

This legislation would establish a uniform grading scale statewide by assigning the relationship between letter grades, numerical percentage points, and grade points:

LETTER GRADE	NUMERICAL PERCENT	GRADE POINT
A	94-100	4.0
B	87- 93	3.0
C	77- 86	2.0
D	70- 76	1.0
F	0- 69	0.0
I	Incomplete	0.0

II. ECONOMIC IMPACT AND FISCAL NOTE:

A. Public:

None.

B. Government:

The districts might have to reprint report cards and amend their pupil progression plan.

III. COMMENTS:

None.

IV. AMENDMENTS:

None.

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

18/1584

ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1. White	O'Farrell	1. ED	_____
2. _____	_____	2. AP	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____

SUBJECT:

School Dropouts

BILL NO. AND SPONSOR:

SB 783 by
Senator Johnson

I. SUMMARY:

A. Present Situation:

Definition of School Dropout

The present definition of a school dropout in s. 228.041, F.S., includes only students who leave school during a particular school year, not students who do not return to school for the beginning of a school year. This definition is consistent with federal reporting requirements, but it does not give a full accounting of how many students in Florida leave school before completion.

Student Services Plan

The Student Services Act, s. 230.2313, F.S., describes student services that must be included in a plan for each school district and each high school in the district, including guidance and counseling services.

Guidance services include visiting teacher and school social work services, occupational and placement services, conflict resolution, health services, and suicide prevention awareness programs. Counseling services include consultation with parents, follow-up on dropouts, supervision and interpretation of standardized tests, and services to assist with student placement in postsecondary education or jobs.

The current law does not specifically state that the plan must be implemented, nor does it specify that people hired as school counselors must spend a specific amount of time counseling students directly. State Board of Education Rule 6A-6.07, F.A.C., provides more detailed descriptions of the services that must be included in each school district's student services plan, including student/staff ratios, expenditure regulations, staff certification requirements, and alternative methods for providing services. Career guidance, placement, and follow-up services for dropouts and vocational graduates are especially detailed.

Graduation Requirements

The 1983 Legislature prescribed graduation requirements that will be fully implemented for the first time with the Class of 1987. In order to earn a high school diploma, a student must:

1. Successfully complete 24 credits (specified in the law),

2. Pass both tests in the State Student Assessment program (SSAT I and SSAT II),
3. Achieve a grade point average of at least 1.5 for the 24 required credits, and
4. Complete any other requirements prescribed by the school district. Districts are encouraged to adopt requirements in excess of the minimum.

A student may receive a certificate of completion but not a diploma if he or she meets all the requirements except passing the assessment tests. A student who meets all the requirements except making a 1.5 grade point average on the required 24 courses may receive neither a diploma nor a certificate of completion. Any student who has not graduated or who has received a certificate of completion may choose to attend another year of high school.

Districts may write policies under which very few students will be denied a certificate of completion for having a grade point average under 1.5. Under a forgiveness policy, if a student fails a required course, that failing grade need not count in the grade point average used for graduation if the student retakes and passes the course or passes another course that will meet the requirement.

Twenty-four districts now have a forgiveness policy, and others are reconsidering their decision so as to allow a forgiveness policy. For instance, Dade County has a forgiveness policy, a total 12th grade membership of 13,233 students, and only 110 students who will be denied a certificate of completion due to low grade point averages. Broward County has no forgiveness policy, a total 12th grade membership of 7,239 students, and 450 students who are expected to fail to earn a certificate of completion because their cumulative grade point averages are under 1.5. If Broward County were to adopt the forgiveness policy of Dade County, only about 70 students would be denied a diploma or certificate of completion because of low grade point averages.

Although the grade point average requirement has not yet been implemented, some student services directors report that low achieving students become discouraged and might drop out of school as early as the 10th or 11th grade.

Pupil Progression Plan

School districts are required to develop plans for pupil progression that include remediation options for students who do not perform at grade level (s. 232.245, F.S.). A review of the plans shows that specified remediation in some districts is limited to allowing students to attend summer school if it is offered. The law does not specify how districts should identify students eligible for remedial programs.

Statewide Uniform Grading System

Each school district has established its own grading scale, so that the numerical equivalent of each letter grade may differ from one district to the next. The variations are from a high of A = 95 - 100 and C = 79 - 86, to a low of A = 90 - 100 and C = 70 - 79. A's are important in competition for awards and scholarships; C's are important because a student must make at least

a few C's to accumulate a 1.5 grade point average. In 45 districts, the minimum to make a C is lower than 77; in 22 districts, the minimum to make a C is 77 or above.

Model Dropout Prevention Programs

The 1984 Legislature passed a law to assure the development of model programs to prevent dropouts and failure in school. Section 232.301, F.S., authorized the Department of Education to enter into contracts with public postsecondary institutions, school districts, or public or private entities to:

1. Conduct projects during 1984-85 and 1985-86 to identify and validate characteristics of fourth through eighth graders at risk of failure and dropping out and
2. Using this research, conduct and evaluate up to 10 model prevention programs for public school students in grades 4 - 8.

The law required each school to establish a remedial program for potential school dropouts but did not require coordination between local school districts and the department. The department is not required to disseminate the results of the research projects or model programs to school districts or to provide technical assistance and advice for replicating programs.

B. Effect of Proposed Changes:

Definition of School Dropout

This legislation would delete language in s. 228.041(29), F.S., that specifies that a student must leave school during the school year in order to be a dropout. The result would be a more accurate estimate of the extent of the dropout problem.

Student Services Plan

Each school district would have to implement as well as develop the student services plan required by s. 230.2313, F.S. All plans would have to be implemented no later than the 1988-1989 school year and would have to provide for a district level tracking system for school dropouts.

Guidance services would be expanded to include advising at-risk students on the availability of vocational and alternative programs for high school completion. School guidance counselors would be directed to spend at least 75 percent of work time providing direct counseling related to students as opposed to doing administrative work.

Pupil Progression Plans

The plans required by s. 232.245, F.S., would have to include provisions to identify and assist students in grades 9 - 12 who have a grade point average low enough to prevent them from earning a diploma.

Graduation Requirements

Students who passed the 24 courses required for graduation would receive a certificate of completion even if they did not earn a 1.5 grade point average or pass the state assessment tests.

Grading System

The legislature would establish a statewide uniform grading system as follows:

LETTER GRADE	NUMERICAL PERCENT	GRADE POINT
A	94-100	4.0
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C	77-86	2.0
D	70-76	1.0
F	0-69	0.0
I	Incomplete	0.0

Model Dropout Prevention Programs

The Department of Education would have to disseminate the results of the research projects required by s. 232.301, F.S., and provide technical assistance to replicate the model dropout prevention programs in other school districts.

II. ECONOMIC IMPACT AND FISCAL NOTE:**A. Public:**

None.

B. Government:

The cost of programs of assistance to 9th through 12th graders who have low grade point averages would differ from one district to another but would probably increase in some districts.

Students who did not graduate but received certificates of completion would be eligible to attend another year of high school, at a cost of \$2,013 per student. Because this is the first graduating class to be affected by the new requirements, it is uncertain how many students would choose to repeat a grade rather than receive a certificate of completion. This legislation, however, would not affect the cost, since any student who has not received a diploma is eligible for free secondary education to enable him to earn one, whether or not he has a certificate of completion.

It is also difficult to estimate the costs of implementing the student services plans, since some districts may already be implementing them, and because the services offered in the plans differ.

The cost of requiring guidance counselors to spend 75 percent of their time in counseling might cause some districts to hire more clerks. Ironically, some of the provisions of this legislation would increase the administrative work load that has traditionally been assigned to counselors (calculating grade point averages, tracking dropouts).

The increased cost of the dropout tracking system would depend on the extent to which districts are currently tracking dropouts. The Occupational Identifier Pilot Project has been completed after three years of development and would offer a low cost computer tracking system that would locate all school dropouts employed in Florida or in the military. The cost of tracking unemployed dropouts would be more expensive and would depend on their number.

REVISED: _____

BILL NO. SB 783

DATE: April 23, 1987

Page 5

III. COMMENTS:

None.

IV. AMENDMENTS:

None.

SENATE STAFF ANALYSIS AND ECONOMIC IMPACT STATEMENT

18/1584

<u>ANALYST</u>	<u>STAFF DIRECTOR</u>	<u>REFERENCE</u>	<u>ACTION</u>
1. <u>White</u>	<u>O'Farrell</u>	1. <u>ED</u>	<u>Fav/CS</u>
2. _____	_____	2. <u>AP</u>	_____
3. _____	_____	3. _____	_____
4. _____	_____	4. _____	_____

SUBJECT:

School Dropouts

BILL NO. AND SPONSOR:

CSSB 783 by Com. on Ed.
& Senator Johnson

1. SUMMARY:

A. Present Situation:

Definition of School Dropout

The present definition of a school dropout in s. 228.041, F.S., includes only students who leave school during a particular school year, not students who do not return to school for the beginning of a school year. This definition is consistent with federal reporting requirements, but it does not give a full accounting of how many students in Florida leave school before completion.

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The current law does not specifically state that the plan must be implemented, nor does it specify that people hired as school counselors must spend a specific amount of time counseling students directly. State Board of Education Rule 6A-6.07, F.A.C., provides more detailed descriptions of the services that must be included in each school district's student services plan, including student/staff ratios, expenditure regulations, staff certification requirements, and alternative methods for providing services. Career guidance, placement, and follow-up services for dropouts and vocational graduates are especially detailed.

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The 1983 Legislature prescribed graduation requirements that will be fully implemented for the first time with the Class of 1987. In order to earn a high school diploma, a student must:

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2. Pass both tests in the State Student Assessment program (SSAT I and SSAT II),
3. Achieve a grade point average of at least 1.5 for the 24 required credits, and
4. Complete any other requirements prescribed by the school district. Districts are encouraged to adopt requirements in excess of the minimum.

A student may receive a certificate of completion but not a diploma if he or she meets all the requirements except passing the assessment tests. A student who meets all the requirements except making a 1.5 grade point average on the required 24 courses may receive neither a diploma nor a certificate of completion. Any student who has not graduated or who has received a certificate of completion may choose to attend another year of high school.

Districts may write policies under which very few students will be denied a certificate of completion for having a grade point average under 1.5. Under a forgiveness policy, if a student fails a required course, that failing grade need not count in the grade point average used for graduation if the student retakes and passes the course or passes another course that will meet the requirement.

Twenty-four districts now have a forgiveness policy, and others are reconsidering their decision so as to allow a forgiveness policy. For instance, Dade County has a forgiveness policy, a total 12th grade membership of 13,233 students, and only 110 students who will be denied a certificate of completion due to low grade point averages. Broward County has no forgiveness policy, a total 12th grade membership of 7,239 students, and 450 students who are expected to fail to earn a certificate of completion because their cumulative grade point averages are under 1.5. If Broward County were to adopt the forgiveness policy of Dade County, only about 70 students would be denied a diploma or certificate of completion because of low grade point averages.

Although the grade point average requirement has not yet been implemented, some student services directors report that low achieving students become discouraged and might drop out of school as early as the 10th or 11th grade.

Pupil Progression Plan

School districts are required to develop plans for pupil progression that include remediation options for students who do not perform at grade level (s. 232.245, F.S.). A review of the plans shows that specified remediation in some districts is limited to allowing students to attend summer school if it is offered. The law does not specify how districts should identify students eligible for remedial programs.

Statewide Uniform Grading System

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The 1984 Legislature passed a law to assure the development of model programs to prevent dropouts and failure in school. Section 232.301, F.S., authorized the Department of Education to enter into contracts with public postsecondary institutions, school districts, or public or private entities to:

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2. Using this research, conduct and evaluate up to 10 model prevention programs for public school students in grades 4 - 8.

The law required each school to establish a remedial program for potential school dropouts but did not require coordination between local school districts and the department. The department is not required to disseminate the results of the research projects or model programs to school districts or to provide technical assistance and advice for replicating programs.

B. Effect of Proposed Changes:

Definition of School Dropout

This legislation would delete language in s. 228.041(29), F.S., that specifies that a student must leave school during the school year in order to be a dropout. The result would be a more accurate estimate of the extent of the dropout problem.

Student Services Plan

Each school district would have to implement as well as develop the student services plan required by s. 230.2313, F.S. All plans would have to be implemented no later than the 1988-1989 school year and would have to provide for a district level tracking system for school dropouts.

Guidance services would be expanded to include advising at-risk students on the availability of vocational and alternative programs for high school completion. School guidance counselors would be directed to spend at least 75 percent of work time providing direct counseling related to students as opposed to doing administrative work.

Pupil Progression Plans

The plans required by s. 232.245, F.S., would have to include provisions to identify and assist students in grades 9 - 12 who have a grade point average low enough to prevent them from earning a diploma.

Graduation Requirements

From the time the legislation became a law in 1987 until September 1, 1989, students who passed the 24 courses required for graduation would receive a

certificate of completion even if they did not earn a 1.5 grade point average or pass the state assessment tests. After September 1, 1989, no certificates of completion would be available. Effective for the 1992-1993 school year and thereafter, a grade point average of 2.0 would be required for graduation.

Grading System

The legislature would establish a statewide uniform grading system as follows:

LETTER GRADE	NUMERICAL PERCENT	GRADE POINT
A	94-100	4.0
B	87-93	3.0
C	77-86	2.0
D	65-76	1.0
F	0-64	0.0
I	Incomplete	0.0

Model Dropout Prevention Programs

The Department of Education would have to disseminate the results of the research projects required by s. 232.301, F.S., and provide technical assistance to replicate the model dropout prevention programs in other school districts.

II. ECONOMIC IMPACT AND FISCAL NOTE:

A. Public:

None.

B. Government:

The cost of programs of assistance to 9th through 12th graders who have low grade point averages would differ from one district to another but would probably increase in some districts.

Students who did not graduate but received certificates of completion would be eligible to attend another year of high school, at a cost of \$2,013 per student. Because this is the first graduating class to be affected by the new requirements, it is uncertain how many students would choose to repeat a grade rather than receive a certificate of completion. This legislation, however, would not affect the cost, since any student who has not received a diploma is eligible for free secondary education to enable him to earn one, whether or not he has a certificate of completion.

It is also difficult to estimate the costs of implementing the student services plans, since some districts may already be implementing them, and because the services offered in the plans differ.

The cost of requiring guidance counselors to spend 75 percent of their time in counseling might cause some districts to hire more clerks. Ironically, some of the provisions of this legislation would increase the administrative work load that has traditionally been assigned to counselors (calculating grade point averages, tracking dropouts).

The increased cost of the dropout tracking system would depend on the extent to which districts are currently tracking dropouts. The Occupational Identifier Pilot Project has been completed after three years of

development and would offer a low cost computer tracking system that would locate all school dropouts employed in Florida or in the military. The cost of tracking unemployed dropouts would be more expensive and would depend on their number.

III. COMMENTS:

None.

IV. AMENDMENTS:

None.

BILL ACTION REPORT

(XX-85: File with Secretary of Senate)

BILL NO. SB 115

COMMITTEE ON Education

DATE March 4, 1987

DATE REPORTED March 4, 1987

TIME 9:00 A.M. - 12:00 Noon

FINAL ACTION:

PLACE Room A

Favorably with amendments

OTHER COMMITTEE REFERENCES:
(In order shown)

Favorably with Committee Substitute

Unfavorably

OTHER: Temporarily Passed

Reconsidered ¹⁸

Not Considered

1584

THE VOTE WAS:

FINAL BILL VOTE		SENATORS										
Aye	Nay		Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay
		Gordon										
		Johnson										
		Meek										
		Myers										
		Ros-Lehtinen										
		Thurman										
		Woodson										
		VICE CHAIRMAN										
		Peterson										
		CHAIRMAN										
		D. Childers										
x*		TOTAL										
Aye	Nay		Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay

*Present at the table without objection (Attach additional page if necessary)

Please Complete: The key sponsor appeared (x)
A Senator appeared ()
Sponsor's aide appeared ()
Other appearance ()

BILL VOTE SHEET

(VS-87: File with Secretary of Senate)

BILL NO. SB 783

COMMITTEE ON Education

DATE April 29, 1987

FINAL ACTION:

TIME 9:00 A.M. - 12:00 Noon

Favorably with amendments

PLACE Room A

Favorably with Committee Substitute

OTHER COMMITTEE REFERENCES:
(In order shown)

Unfavorably

AP _____

OTHER: Temporarily Passed

Reconsidered

Not Considered

THE VOTE WAS:

FINAL BILL VOTE		SENATORS										
Aye	Nay		Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay
x		Gordon										
x		Johnson										
x		Meek										
x		Myers										
x		Ros-Lehtinen										
x		Thurman										
x		Woodson										
x		VICE CHAIRMAN Peterson										
		CHAIRMAN D. Childers										
8	0	TOTAL										
Aye	Nay		Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay	Aye	Nay

18 1584


(Attach additional page if necessary)

Please Complete: The key sponsor appeared (x)
 A Senator appeared ()
 Sponsor's aide appeared ()
 Other appearance ()

STATEMENT OF SUBSTANTIAL CHANGES CONTAINED IN
COMMITTEE SUBSTITUTE FOR
Senate Bill 783

1. Would limit the availability of a certificate of completion for students who completed all the requirements for graduation except passing the state student assessment tests and making a 1.5 grade point average. During the time between when the legislation became a law in 1987 until September 1, 1989, such students could receive a certificate of completion, but after that date no certificates of completion would be granted.
2. Would increase the grade point average required to receive a diploma to 2.0, effective for the 1992-1993 school year and thereafter.

Committee on _____ Education _____



Staff Director

(FILE THREE COPIES WITH THE SECRETARY OF THE SENATE)

Date of meeting April 8, 1987

Time 1:15 - 3:15 PM

Place Room 214, Capitol

19/1705

FINAL ACTION: FAVORABLE
 FAVORABLE WITH _____ AMENDMENTS
 FAVORABLE WITH SUBSTITUTE
 UNFAVORABLE

VOTE:

YEA	MEMBER	NAY
x	Rep. Bronson	
x	Rep. Clark	
x	Rep. Davis	
	Rep. Gardner	
x	Rep. Glickman	
x	Rep. Ireland	
x	Rep. Long	
x	Rep. Mortham	
x	Rep. Nergard	
x	Rep. Rush	
x	Rep. Sansom	
x	Rep. Simon	
x	Rep. Starks	
x	Rep. Stone	
x	Rep. Tobiassen	

YEA	MEMBER	NAY
x	Rep. Young	
x	Rep. Johnson, Chr.	

Total Yeas 16

Total Nays 0

Edley A. Bronson
 Chairman

COMMITTEE APPEARANCE RECORD

The following persons (other than legislators) appeared before the committee during the consideration of this bill:

Name	Representing	Address
Laurey Stryker	Asst. Commissioner of Education	PLO8, DOE, Capitol, Tallahassee
Barbara Gallant	Florida School Board Assn.	1620 NW 19 Circle, Gainesville
Donald VanFleet	Pinellas County Schools	1960 E. Druid Rd., Clearwater
Mike Hill	FASA	206B S. Monroe, Tallahassee
Georgia Slack	Broward Co. School Board	1320 SW 4th St, Ft. Lauderdale

NOTE: Please indicate by an "X" any State employee appearing at the request of Committee Chairman.

(If additional persons, enter on reverse side and check here)

COMMITTEE REPORT/INFORMATION RECORD

House of Representatives

File with Parent Committee

To Chairman, Committee on Education, K-12

Subcommittee on Oversight

Date of meeting April 7, 1987

Time 3:30 - 5:30 PM

Place Room 214, Capitol

Bill No. PCB ED-3

FINAL ACTION: FAVORABLE
 FAVORABLE WITH 1 AMENDMENTS
 FAVORABLE WITH SUBSTITUTE
 UNFAVORABLE

VOTE:

YEA	MEMBER	NAY	YEA	MEMBER	NAY
X	Rep. Clark				
	Rep. Gardner				
X	Rep. Mortham				
X	Rep. Rush				
X	Rep. Starks				
X	Rep. Young, Chr.				
Total Yeas <u>5</u>			Total Nays <u> </u>		

W.C. Young
 Subcommittee Chairman

SUBCOMMITTEE APPEARANCE RECORD

The following persons (other than legislators) appeared before the subcommittee during consideration of this bill:

Name	Representing	Address
<u>Jody Fitzgerald</u>	<u>Fla. Ass. Counseling & Development</u>	<u></u>

(If additional persons, enter on reverse side and check here)

NOTE: Please indicate by an 'x' any State employee appearing at the request of Subcommittee Chairman.

Received by Parent Committee
 Date _____
 Received by _____