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# **Education Committee**

**Thursday, April 20, 2017**

**9:00 AM**

**Reed Hall**

**Action Packet**

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

### Summary:

#### Education Committee

Thursday April 20, 2017 09:00 am

CS/HB 233	Favorable With Committee Substitute	Yeas: 15	Nays: 0
	Amendment 089657 Adopted Without Objection		
CS/HB 525	Favorable	Yeas: 12	Nays: 0
CS/CS/HB 549	Favorable With Committee Substitute	Yeas: 12	Nays: 0
	Amendment 687241 Adopted Without Objection		
	Amendment 361741 Adopted Without Objection		
HB 955	Favorable	Yeas: 17	Nays: 0
HB 1229	Favorable	Yeas: 17	Nays: 0
HB 6017	Favorable	Yeas: 11	Nays: 0

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

Location: Reed Hall (102 HOB)

### Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Michael Bileca (Chair)	X		
Larry Ahern	X		
Bruce Antone	X		
Robert Asencio	X		
Karnia Brown	X		
Robert Cortes	X		
Manny Diaz, Jr.	X		
Byron Donalds	X		
Shevrin Jones	X		
Chris Latvala	X		
Larry Lee, Jr.	X		
Rene Plasencia	X		
Mel Ponder			X
Elizabeth Porter	X		
Jake Raburn	X		
Barrington Russell	X		
Charlie Stone	X		
Jennifer Sullivan	X		
<b>Totals:</b>	<b>17</b>	<b>0</b>	<b>1</b>

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**CS/HB 233 : Students with Disabilities in Public Schools**

Favorable With Committee Substitute

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Larry Ahern	X				
Bruce Antone	X				
Robert Asencio	X				
Kamia Brown	X				
Robert Cortes	X				
Manny Diaz, Jr.	X				
Byron Donalds	X				
Shevrin Jones	X				
Chris Latvala			X		
Larry Lee, Jr.			X		
Rene Plasencia	X				
Mel Ponder			X		
Elizabeth Porter	X				
Jake Raburn	X				
Barrington Russell	X				
Charlie Stone	X				
Jennifer Sullivan	X				
Michael Bileca (Chair)	X				
<b>Total Yeas: 15</b>		<b>Total Nays: 0</b>			

### CS/HB 233 Amendments

#### Amendment 089657

Adopted Without Objection

#### Appearances:

##### Proponent of Bill and Amendment

Janasiewicz, Jessica (Lobbyist) - Proponent  
 School Board of Broward County  
 119 S Monroe St Suite 202  
 Tallahassee FL 32301  
 Phone: (850) 681-6788

##### Boehme, Catherine (Lobbyist) - Proponent

Florida Education Association  
 Legislative Specialist  
 213 S Adams St  
 Tallahassee FL 32301  
 Phone: (850) 224-2078

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**CS/HB 233 : Students with Disabilities in Public Schools (continued)**

**Appearances: (continued)**

Hooper, Margaret (Lobbyist) - Information Only  
Florida Developmental Disabilities Council, Inc  
Public Policy Coordinator  
FL Developmental Disabilities Cncl 124 Marriott Dr Ste 203  
Tallahassee FL 32301-2981  
Phone: (850) 488-4180

DiCairano, Deb (General Public) - Proponent  
Crisis Prevention Institute  
Chief Revenue Officer  
10329 SW 23rd Ave  
Gainesville FL 32607

Wolf, Danielle (General Public) - Information Only  
Crisis Prevention Institute  
Director of Business Development  
2244 Beachcomber Trail  
Atlantic Beach FL 32232  
Phone: 904-654-7008

Mason, Marvin (General Public) - Waive In Support  
Crisis Prevention Institute  
Chief Marketing Officer  
10850 W Park Place, Suite 600  
Milwaukee WI  
Phone: 414-217-9650

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*Adopted without  
objection  
4/20/17*

COMMITTEE/SUBCOMMITTEE ACTION

- ADOPTED \_\_\_\_\_ (Y/N)
- ADOPTED AS AMENDED \_\_\_\_\_ (Y/N)
- ADOPTED W/O OBJECTION \_\_\_\_\_ (Y/N)
- FAILED TO ADOPT \_\_\_\_\_ (Y/N)
- WITHDRAWN \_\_\_\_\_ (Y/N)
- OTHER \_\_\_\_\_

1 Committee/Subcommittee hearing bill: Education Committee  
 2 Representative Edwards offered the following:

**Amendment (with title amendment)**

Remove everything after the enacting clause and insert:

Section 1. Section 1003.573, Florida Statutes, is amended to read:

1003.573 Seclusion and Use of restraint of and seclusion  
 on students with disabilities in public schools.-

(1) DEFINITIONS.-As used in this section, the term:

(a) "Department" means the Department of Education.

(b) "Exclusionary time" means the period during which an individual is removed from an event, activity, or instructional environment to encourage reflection on behavior and allow space and time for understanding of choices and consequences.



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16        (c) "Imminent risk of serious injury or death" means the  
17 impending risk of a significant injury, such as a laceration,  
18 bone fracture, substantial hematoma, or injury to an internal  
19 organ, or death.

20        (d) "Medical protective equipment" means health-related  
21 protective devices prescribed by a physician or dentist for use  
22 as student protection in response to an existing medical  
23 condition.

24        (e) "Nonexclusionary time" means a period during which the  
25 individual remains in the event or instructional environment but  
26 is redirected from the activities so that he or she has an  
27 opportunity to reflect on the behavior and is given space and  
28 time for understanding of choices and consequences.

29        (f) "Restraint" means the use of mechanical or physical  
30 restraint which may be used only when all other behavioral  
31 strategies and intervention techniques have been exhausted.

32        1. "Mechanical restraint" means the use of a device that  
33 restricts a student's freedom of movement. The term does not  
34 include the use of any of:

35            a. Medical protective equipment.

36            b. Behavioral protective equipment, including helmets,  
37 gloves, wraps, and other devices that are used temporarily to  
38 prevent severe tissue damage caused by behavioral excesses.

39            c. Physical equipment or orthopedic appliances, surgical  
40 dressings or bandages, or supportive body bands or other

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41 restraints necessary for ongoing medical treatment in the  
42 educational setting.

43 d. Devices used to support functional body position or  
44 proper balance, or to prevent a person from falling out of a bed  
45 or a wheelchair, except when such a device is used for a purpose  
46 other than supporting a body position or proper balance, such as  
47 coercion, discipline, convenience, or retaliation, to prevent  
48 imminent risk of serious injury or death of the student or  
49 others, or for any other behavior management reason.

50 e. Equipment used for safety during transportation, such  
51 as seatbelts or wheelchair tie-downs.

52 2. "Physical restraint" means the use of manual restraint  
53 techniques that involve significant physical force applied by a  
54 teacher or other staff member to restrict the movement of all or  
55 part of a student's body.

56 (g) "Seclusion" means the removal of a student from an  
57 educational environment, involuntarily confining the student in  
58 a room or area, and preventing the student from leaving the area  
59 by locking or artificially blocking the door. The term does not  
60 include exclusionary time.

61 (h) "Student" means a student with a functional behavioral  
62 assessment and an individualized behavior intervention plan.

63 (2) PHYSICAL RESTRAINT.--

64 (a) Physical restraint may be used only when there is an  
65 imminent risk of serious injury or death to the student or





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66 others and only for the period of time necessary to eliminate  
67 such risk.

68 (b) Notwithstanding the authority provided in s. 1003.32,  
69 physical restraint shall be used only to protect the safety of  
70 students, school personnel, or others and may not be used for  
71 student discipline, to correct student noncompliance, or for the  
72 convenience of school district staff. Physical restraint shall  
73 be used only for the period needed to provide such protection.

74 (c) The degree of force applied during physical restraint  
75 must be only that degree of force necessary to protect the  
76 student or others from serious injury or death.

77 (d) School personnel who have received training that is  
78 not associated with their employment with the school district,  
79 such as a former law enforcement officer who is now a teacher,  
80 shall receive training in the specific district-approved  
81 techniques and may not apply techniques or procedures acquired  
82 elsewhere.

83 (e) School personnel may not use any of the following  
84 physical restraint techniques on a student:

- 85 1. Pain inducement to obtain compliance.
- 86 2. Bone locks.
- 87 3. Hyperextension of joints.
- 88 4. Peer restraint.
- 89 5. Pressure or weight on the chest, lungs, sternum,  
90 diaphragm, back, or abdomen, causing chest compression.

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91 6. Straddling or sitting on any part of the body or any  
92 maneuver that places pressure, weight, or leverage on the neck  
93 or throat, on an artery, or on the back of the head or neck or  
94 that otherwise obstructs or restricts the circulation of blood  
95 or obstructs an airway.

96 7. Any type of choking, including hand chokes, and any  
97 type of neck or head hold.

98 8. A technique that involves spraying or pushing anything  
99 on or into the mouth, nose, eyes, or any part of the face or  
100 that involves covering the face or body with anything, including  
101 soft objects such as pillows or washcloths.

102 9. Any maneuver that involves punching, hitting, poking,  
103 pinching, or shoving.

104 (3) EXCLUSIONARY AND NONEXCLUSIONARY TIME.—

105 (a) School personnel may place a student in exclusionary  
106 or non-exclusionary time if all of the following conditions are  
107 met:

108 1. The exclusionary or nonexclusionary time is part of a  
109 positive behavioral intervention plan developed for the student  
110 from a functional behavioral assessment and referenced in the  
111 student's individualized behavior intervention plan.

112 2. There is documentation that the exclusionary or  
113 nonexclusionary time was preceded by the use of other positive  
114 behavioral supports that were not effective.



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115 3. The exclusionary or nonexclusionary time takes place in  
116 a classroom or in another environment where class educational  
117 activities are taking place.

118 4. The student is not physically prevented from leaving  
119 the exclusionary or nonexclusionary time area.

120 5. The student is observed on a constant basis by an adult  
121 for the duration of the exclusionary or nonexclusionary time.

122 6. The exclusionary or nonexclusionary time area and  
123 process are free of any action that is likely to embarrass or  
124 humiliate the student.

125 (b) Exclusionary or nonexclusionary time may not be used  
126 for a period that exceeds 1 minute for each year of a student's  
127 age or until the student is calm enough to return to his or her  
128 seat.

129 (c) Exclusionary or nonexclusionary time may not be used  
130 as a punishment or negative consequence of a student's behavior.

131 (4) TRAINING.-

132 (a) Each school district shall report its procedures for  
133 training in the use of restraint to the department by publishing  
134 the procedures in the district's special policies and procedures  
135 manual.

136 (b) Training in the use of restraint must include all of  
137 the following:



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138 1. Procedures for deescalating a problem behavior before  
139 the problem increases to a level or intensity necessitating  
140 physical intervention.

141 2. Information regarding the risks associated with  
142 restraint and procedures for assessing individual situations and  
143 students in order to determine whether the use of restraint is  
144 appropriate and sufficiently safe.

145 3. The actual use of specific techniques that range from  
146 the least to most restrictive, with ample opportunity for  
147 trainees to demonstrate proficiency in the use of such  
148 techniques.

149 4. Techniques for implementing restraint with multiple  
150 staff members working as a team.

151 5. Techniques for assisting a student in reentering the  
152 instructional environment and reengaging in learning.

153 6. Instruction in the district's documentation and  
154 reporting requirements.

155 7. Procedures to identify and deal with possible medical  
156 emergencies arising during the use of restraint.

157 8. Cardiopulmonary resuscitation.

158 (5) STUDENT-CENTERED FOLLOWUP.- If a student is restrained  
159 more than twice during a semester, the school shall conduct a  
160 review of:

161 (a) The incidents in which restraint was used and an  
162 analysis of how future incidents may be avoided;

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163           (b) The student's functional behavioral assessment and  
164 positive behavioral intervention plan by the school personnel  
165 and parent within two weeks of the end of the semester; and

166           (c) The training provided to school personnel concerning  
167 the use of restraint.

168           (6) ~~(1)~~ DOCUMENTATION AND REPORTING.—

169           (a) At the beginning of each school year, a school  
170 district shall publicly post its policies on all emergency  
171 procedures, including its policies on the use of restraint and  
172 seclusion.

173           (b) ~~(a)~~ A school shall prepare an incident report within 24  
174 hours after a student is released from ~~physical~~ restraint ~~or~~  
175 ~~seclusion~~. If the student's release occurs on a day before the  
176 school closes for the weekend, a holiday, or another reason, the  
177 incident report must be completed by the end of the school day  
178 on the day the school reopens.

179           (c) ~~(b)~~ The ~~the~~ following must be included in the incident  
180 report:

181           1. The name of the student restrained ~~or~~ ~~secluded~~.

182           2. The age, grade, ethnicity, and disability of the  
183 student restrained ~~or~~ ~~secluded~~.

184           3. The date and time of the event and the duration of the  
185 restraint ~~or~~ ~~seclusion~~.

186           4. The location at which the restraint ~~or~~ ~~seclusion~~  
187 occurred.



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188 5. A description of the type of restraint used in terms  
189 established by the department of ~~Education~~.

190 6. The name of the person using or assisting in the  
191 restraint ~~or seclusion~~ of the student and the date the person  
192 was last trained in the use of restraint on students.

193 7. The name of any nonstudent who was present to witness  
194 the restraint ~~or seclusion~~.

195 8. A description of the incident, including all of the  
196 following:

197 a. The context in which the restraint ~~or seclusion~~  
198 occurred.

199 b. The student's behavior leading up to and precipitating  
200 the decision to use ~~manual or physical~~ restraint ~~or seclusion~~,  
201 including an indication as to why there was an imminent risk of  
202 serious injury or death to the student or others.

203 c. The specific positive behavioral strategies used to  
204 prevent and deescalate the behavior.

205 d. What occurred with the student immediately after the  
206 termination of the restraint ~~or seclusion~~.

207 e. Any injuries, visible marks, or possible medical  
208 emergencies that may have occurred during the restraint ~~or~~  
209 ~~seclusion~~, documented according to district policies.

210 (d)-(e) A school shall notify the parent or guardian of a  
211 student each time ~~manual or physical~~ restraint ~~or seclusion~~ is  
212 used. Such notification must be in writing and provided before

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213 the end of the school day on which the restraint ~~or seclusion~~  
214 occurs. Reasonable efforts must also be taken to notify the  
215 parent or guardian by telephone or ~~computer~~ e-mail, or both, and  
216 these efforts must be documented. The school shall obtain, and  
217 keep in its records, the parent's or guardian's signed  
218 acknowledgment that he or she was notified of his or her child's  
219 restraint ~~or seclusion~~.

220 (e) ~~(d)~~ A school shall also provide the parent or guardian  
221 with the completed incident report in writing by mail within 3  
222 school days after a student was ~~manually or physically~~  
223 restrained ~~or secluded~~. The school shall obtain, and keep in its  
224 records, the parent's or guardian's signed acknowledgment that  
225 he or she received a copy of the incident report.

226 (7) ~~(2)~~ MONITORING.—

227 (a) ~~Monitoring of~~ The use of ~~manual or physical~~ restraint  
228 ~~or seclusion~~ on students shall be monitored ~~occur~~ at the  
229 classroom, building, district, and state levels.

230 (b) Any documentation prepared by a school pursuant to as  
231 ~~required in~~ subsection (6) ~~(1)~~ shall be provided to the school  
232 principal, the district director of Exceptional Student  
233 Education, and the bureau chief of the Bureau of Exceptional  
234 Education and Student Services electronically each month that  
235 the school is in session.

236 (d) ~~(e)~~ The department shall maintain aggregate data of  
237 incidents of ~~manual or physical~~ restraint ~~and seclusion~~ and

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238 disaggregate the data for analysis by county, school, student  
239 exceptionalty, and other variables, including the type and  
240 method of restraint ~~or seclusion~~ used. This information shall be  
241 updated monthly and made available to the public through the  
242 department's website beginning no later than October 1, 2017.

243 ~~(e)(d)~~ The department shall establish standards for  
244 documenting, reporting, and monitoring the use of ~~manual or~~  
245 ~~physical restraint or mechanical restraint, and occurrences of~~  
246 ~~seclusion~~. These standards shall be provided to school districts  
247 ~~by October 1, 2011.~~

248 ~~(8)(3)~~ SCHOOL DISTRICT POLICIES AND PROCEDURES.—

249 (a) School districts shall develop policies and procedures  
250 that provide for the physical safety and security of all  
251 students and school personnel and which treat all students with  
252 respect and dignity in an environment that promotes a positive  
253 school culture and climate. Such ~~Each school district shall~~  
254 develop policies and procedures must be that are consistent with  
255 this section and must that govern the following:

256 1. A description of escalating behavioral strategies that  
257 may be used.

258 2. Allowable use of restraint on students.

259 3. Training procedures.

260 4.1. Incident-reporting procedures.

261 5.2. Data collection and monitoring, including when,  
262 where, and why students are restrained and or secluded; the





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263 frequency of occurrences of such restraint ~~or seclusion, and the~~  
264 ~~prone or mechanical restraint that is most used.~~

265 6.3. Monitoring and reporting of data collected.

266 7.4. Training programs and procedures relating to ~~manual~~  
267 ~~or physical~~ restraint and ~~seclusion~~.

268 8.5. The district's plan for selecting personnel to be  
269 trained and the timeframe for completing such training pursuant  
270 to subsection (4).

271 9.6. The district's plan for reducing the use of  
272 restraint, ~~and seclusion~~ particularly in settings in which it  
273 occurs frequently or with students who are restrained  
274 repeatedly, ~~and for reducing the use of prone restraint and~~  
275 ~~mechanical restraint~~. The plan must include a goal for reducing  
276 the use of restraint ~~and seclusion~~ and must include activities,  
277 skills, and resources needed to achieve that goal. Activities  
278 may include, but are not limited to, all of the following:

- 279 a. Additional training in positive behavioral support and  
280 crisis management.†
- 281 b. Parental involvement.†
- 282 c. Data review.†
- 283 d. Updates of students' functional behavioral analysis and  
284 positive behavior intervention plans.†
- 285 e. Additional student evaluations.†
- 286 f. Debriefing with staff.†
- 287 g. Use of schoolwide positive behavior support.† ~~and~~

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288 h. Changes to the school environment.

289 10. Analysis of data to determine trends.

290 11. Ongoing reduction of the use of restraint.

291 (b) Any revisions a school district makes to its ~~to the~~  
292 ~~district's~~ policies and procedures, which must be prepared as  
293 part of the school district's ~~its~~ special policies and  
294 procedures, must be filed with the bureau chief of the Bureau of  
295 Exceptional Education and Student Services ~~no later than January~~  
296 ~~31, 2012.~~

297 (9)(4) PROHIBITED RESTRAINT.—School personnel may not use  
298 straitjackets or a mechanical restraint or a manual or physical  
299 restraint that restricts a student's breathing.

300 (10)(5) SECLUSION.—School personnel may not place a  
301 student in seclusion ~~close, lock, or physically block a student~~  
302 ~~in a room that is unlit and does not meet the rules of the State~~  
303 ~~Fire Marshal for seclusion time-out rooms.~~

304 Section 2. Subsections (1) and (2) of section 1012.582,  
305 Florida Statutes, are amended to read:

306 1012.582 Continuing education and inservice training for  
307 teaching students with developmental and emotional or behavioral  
308 disabilities.—

309 (1) The Commissioner of Education shall develop  
310 recommendations to incorporate instruction regarding autism  
311 spectrum disorder, Down syndrome, and other developmental  
312 disabilities, and emotional or behavioral disabilities into

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313 continuing education or inservice training requirements for  
314 instructional personnel. These recommendations shall address:

315 (a) Early identification of, and intervention for,  
316 students who have autism spectrum disorder, Down syndrome, or  
317 other developmental disabilities, or emotional or behavioral  
318 disabilities.

319 (b) Curriculum planning and curricular and instructional  
320 modifications, adaptations, and specialized strategies and  
321 techniques.

322 (c) The use of available state and local resources.

323 (d) The use of positive behavioral supports to deescalate  
324 problem behaviors.

325 (e) Appropriate use of ~~manual physical~~ restraint and  
326 seclusion techniques and effective classroom behavior management  
327 strategies, including, but not limited to, differential  
328 reinforcement, precision commands, minimizing attention or  
329 access to other reinforcers, and exclusionary and  
330 nonexclusionary time methods.

331 (2) In developing the recommendations, the commissioner  
332 shall consult with the State Surgeon General, the Director of  
333 the Agency for Persons with Disabilities, representatives from  
334 the education community in the state, and representatives from  
335 entities that promote awareness about autism spectrum disorder,  
336 Down syndrome, and other developmental disabilities, and  
337 emotional or behavioral disabilities and provide programs and

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338 services to persons with ~~developmental~~ disabilities, including,  
339 but not limited to, regional autism centers pursuant to s.  
340 1004.55.

341 Section 3. This act shall take effect July 1, 2017.

342

343 -----

344 T I T L E A M E N D M E N T

345 Remove lines 4-14 and insert:

346 to the use, prevention, and reduction of restraint and seclusion  
347 on students with disabilities; providing definitions; providing  
348 requirements for the use of restraint; prohibiting specified  
349 physical restraint techniques; providing requirements for the  
350 use of exclusionary and nonexclusionary time; providing  
351 requirements for school districts to report and publish training  
352 procedures; providing for student-centered followup; providing  
353 requirements for documenting, reporting, and monitoring the use  
354 of restraint and seclusion; revising school district policies  
355 and procedures relating to restraint and seclusion; amending s.  
356 1012.582, F.S.;

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

Location: Reed Hall (102 HOB)

CS/HB 525 : High School Graduation Requirements

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Larry Ahern	X				
Bruce Antone	X				
Robert Asencio			X		
Kamia Brown			X		
Robert Cortes	X				
Manny Diaz, Jr.	X				
Byron Donalds	X				
Shevrin Jones	X				
Chris Latvala			X		
Larry Lee, Jr.			X		
Rene Plasencia			X		
Mel Ponder			X		
Elizabeth Porter	X				
Jake Raburn	X				
Barrington Russell	X				
Charlie Stone	X				
Jennifer Sullivan	X				
Michael Bileca (Chair)	X				
<b>Total Yeas: 12</b>		<b>Total Nays: 0</b>			

### Appearances:

Watt, Andrew (Lobbyist) - Waive In Support  
School District of Palm Beach County, Florida, The  
3300 Forest Hill Blvd  
West Palm Beach FL 33406  
Phone: (561) 649-6895

Pickup-Crawford, Vernon (Lobbyist) - Waive In Support  
Charlotte & Collier School Districts  
Legislative Liaison  
571 Kingsbury Terrace  
Wellington FL 33414  
Phone: (561) 644-2439

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**CS/CS/HB 549 : Publication of Student Assessments**

Favorable With Committee Substitute

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Larry Ahern	X				
Bruce Antone	X				
Robert Asencio			X		
Kamia Brown			X		
Robert Cortes	X				
Manny Diaz, Jr.	X				
Byron Donalds	X				
Shevrin Jones	X				
Chris Latvala			X		
Larry Lee, Jr.			X		
Rene Plasencia			X		
Mel Ponder			X		
Elizabeth Porter	X				
Jake Raburn	X				
Barrington Russell	X				
Charlie Stone	X				
Jennifer Sullivan	X				
Michael Bileca (Chair)	X				
<b>Total Yeas: 12</b>		<b>Total Nays: 0</b>			

**CS/CS/HB 549 Amendments**

**Amendment 687241**

Adopted Without Objection

**Amendment 361741**

Adopted Without Objection

**Appearances:**

Proponent of AM 361741; waive is support on Bill  
 Liby-Schoonover, Alli (Lobbyist) (General Public) - Proponent  
 Seminole County Public School  
 119 S Monroe Street, Suite 200  
 Tallahassee FL - Florida 32301

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# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**CS/CS/HB 549 : Publication of Student Assessments (continued)**

**Appearances: (continued)**

Waive in support for both AM 361741 and the Bill

Dominguez, Alexandra (Lobbyist) - Waive In Support

Foundation for Florida's Future

Advocacy Associate

215 S. Monore Street

Tallahassee FL 32301

Phone: 786-955-7155

Proponent of AM 361741, waive in support on Bill

Frost, Shawn (General Public) - Proponent

Florida Coalition of School Board Members

President

113 S. Monroe St, Suite 1

Tallahassee FL 32301

Phone: 850-391-0421

AM 361741

Lawther, Nancy (General Public) - Information Only

Miami Dade County Council PTA/PTSA

VP of Advocacy and Legislation

9140 SW 59 Ave.

Miami FL 33156

Phone: (305) 665-6324

AM 361741

Boehme, Catherine (Lobbyist) - Opponent

Florida Education Association

213 S Adams St

Tallahassee FL 32301

Phone: (850) 224-2078

AM 361741

Overholt, Beth (General Public) - Opponent

Common Ground

4130 Faulkner Lane

Tallahassee FL 32311

Phone: 850-728-0587

AM 361741

Pylant, Spencer (Lobbyist) - Information Only

District School Board of Pasco County

Communications & Government Relations Liaison

7227 Land O' Lakes Blvd

Land O' Lakes FL 34638

Phone: (813) 794-2259

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**CS/CS/HB 549 : Publication of Student Assessments (continued)**

**Appearances: (continued)**

AM 361741

Pickup-Crawford, Vernon (Lobbyist) - Proponent

Charlotte, Collier, Sarasota & Treasure Coast School Districts

Legislative Liaison

571 Kingsbury Terrace

Wellington FL 33414

Phone: (561) 644-2439

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM





Amendment No. 1a

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

*Adopted without  
objection  
4/20/17*

1 Committee/Subcommittee hearing bill: Education Committee  
2 Representative Jones offered the following:

4 Amendment to Amendment (361741) by Representative Diaz, M.  
5 (with title amendment)

6 Remove lines 161-167 of the amendment and insert:  
7 indicating satisfactory performance on an assessment.

9 -----

10 T I T L E A M E N D M E N T

11 Remove lines 388-389 of the amendment and insert:  
12 assessment formats;



Amendment No. 1

COMMITTEE/SUBCOMMITTEE ACTION

ADOPTED	___	(Y/N)
ADOPTED AS AMENDED	___	(Y/N)
ADOPTED W/O OBJECTION	___	(Y/N)
FAILED TO ADOPT	___	(Y/N)
WITHDRAWN	___	(Y/N)
OTHER	_____	

*Adopted without  
objection  
4-20-17*

1 Committee/Subcommittee hearing bill: Education Committee

2 Representative Diaz, M. offered the following:

3

4 **Amendment (with title amendment)**

5 Remove lines 13-82 and insert:

6 Section 1. 1003.4282 Requirements for a standard high  
7 school diploma.—

8 (3) STANDARD HIGH SCHOOL DIPLOMA; COURSE AND ASSESSMENT  
9 REQUIREMENTS.—

10 (b) Four credits in mathematics.—A student must earn one  
11 credit in Algebra I and one credit in Geometry. A student's  
12 performance on the statewide, standardized Algebra I end-of-  
13 course (EOC) assessment constitutes 30 percent of the student's  
14 final course grade. A student must pass the statewide,  
15 standardized Algebra I EOC assessment, or earn a comparative  
16 score, in order to earn a standard high school diploma. A



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17 student's performance on the statewide, standardized Geometry  
18 EOC assessment constitutes 30 percent of the student's final  
19 course grade. ~~If the state administers a statewide, standardized~~  
20 ~~Algebra II assessment, a student selecting Algebra II must take~~  
21 ~~the assessment, and the student's performance on the assessment~~  
22 ~~constitutes 30 percent of the student's final course grade. A~~  
23 student who earns an industry certification for which there is a  
24 statewide college credit articulation agreement approved by the  
25 State Board of Education may substitute the certification for  
26 one mathematics credit. Substitution may occur for up to two  
27 mathematics credits, except for Algebra I and Geometry.

28 Section 2. 1003.4285 Standard high school diploma  
29 designations.—

30 (1) Each standard high school diploma shall include, as  
31 applicable, the following designations if the student meets the  
32 criteria set forth for the designation:

33 (a) Scholar designation.—In addition to the requirements  
34 of s. 1003.4282, in order to earn the Scholar designation, a  
35 student must satisfy the following requirements:

36 1. Mathematics.—Earn one credit in Algebra II and one  
37 credit in statistics or an equally rigorous course. Beginning  
38 with students entering grade 9 in the 2014-2015 school year,  
39 pass the ~~Algebra II~~ and Geometry statewide, standardized  
40 assessment assessments.



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41           2. Science.—Pass the statewide, standardized Biology I EOC  
42 assessment and earn one credit in chemistry or physics and one  
43 credit in a course equally rigorous to chemistry or physics.  
44 However, a student enrolled in an Advanced Placement (AP),  
45 International Baccalaureate (IB), or Advanced International  
46 Certificate of Education (AICE) Biology course who takes the  
47 respective AP, IB, or AICE Biology assessment and earns the  
48 minimum score necessary to earn college credit as identified  
49 pursuant to s. 1007.27(2) meets the requirement of this  
50 subparagraph without having to take the statewide, standardized  
51 Biology I EOC assessment.

52           3. Social studies.—Pass the statewide, standardized United  
53 States History EOC assessment. However, a student enrolled in an  
54 AP, IB, or AICE course that includes United States History  
55 topics who takes the respective AP, IB, or AICE assessment and  
56 earns the minimum score necessary to earn college credit as  
57 identified pursuant to s. 1007.27(2) meets the requirement of  
58 this subparagraph without having to take the statewide,  
59 standardized United States History EOC assessment.

60           4. Foreign language.—Earn two credits in the same foreign  
61 language.

62           5. Electives.—Earn at least one credit in an Advanced  
63 Placement, an International Baccalaureate, an Advanced  
64 International Certificate of Education, or a dual enrollment  
65 course.

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66 Section 3. 1008.22 Student assessment program for public  
67 schools.—

68 (3) STATEWIDE, STANDARDIZED ASSESSMENT PROGRAM.—The  
69 Commissioner of Education shall design and implement a  
70 statewide, standardized assessment program aligned to the core  
71 curricular content established in the Next Generation Sunshine  
72 State Standards. The commissioner also must develop or select  
73 and implement a common battery of assessment tools that will be  
74 used in all juvenile justice education programs in the state.  
75 These tools must accurately measure the core curricular content  
76 established in the Next Generation Sunshine State Standards.  
77 Participation in the assessment program is mandatory for all  
78 school districts and all students attending public schools,  
79 including adult students seeking a standard high school diploma  
80 under s. 1003.4282 and students in Department of Juvenile  
81 Justice education programs, except as otherwise provided by law.  
82 If a student does not participate in the assessment program, the  
83 school district must notify the student's parent and provide the  
84 parent with information regarding the implications of such  
85 nonparticipation. The statewide, standardized assessment program  
86 shall be designed and implemented as follows:

87 (b) End-of-course (EOC) assessments.—EOC assessments must  
88 be statewide, standardized, and developed or approved by the  
89 Department of Education as follows:



## Amendment No. 1

90 1. EOC assessments for Algebra I, Geometry, Algebra ~~II~~,  
91 Biology I, United States History, and Civics shall be  
92 administered to students enrolled in such courses as specified  
93 in the course code directory.

94 2. Students enrolled in a course, as specified in the  
95 course code directory, with an associated statewide,  
96 standardized EOC assessment must take the EOC assessment for  
97 such course and may not take the corresponding subject or grade-  
98 level statewide, standardized assessment pursuant to paragraph  
99 (a). Sections 1003.4156 and 1003.4282 govern the use of  
100 statewide, standardized EOC assessment results for students.

101 3. The commissioner may select one or more nationally  
102 developed comprehensive examinations, which may include  
103 examinations for a College Board Advanced Placement course,  
104 International Baccalaureate course, or Advanced International  
105 Certificate of Education course, or industry-approved  
106 examinations to earn national industry certifications identified  
107 in the CAPE Industry Certification Funding List, for use as EOC  
108 assessments under this paragraph if the commissioner determines  
109 that the content knowledge and skills assessed by the  
110 examinations meet or exceed the grade-level expectations for the  
111 core curricular content established for the course in the Next  
112 Generation Sunshine State Standards. Use of any such examination  
113 as an EOC assessment must be approved by the state board in  
114 rule.



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115 4. Contingent upon funding provided in the General  
116 Appropriations Act, including the appropriation of funds  
117 received through federal grants, the commissioner may establish  
118 an implementation schedule for the development and  
119 administration of additional statewide, standardized EOC  
120 assessments that must be approved by the state board in rule. If  
121 approved by the state board, student performance on such  
122 assessments constitutes 30 percent of a student's final course  
123 grade.

124 5. All statewide, standardized EOC assessments must be  
125 administered online except as otherwise provided in paragraph  
126 (c).

127 (d) Computer-based assessments.— ~~Implementation schedule.~~

128 1. ~~The Commissioner of Education shall establish and~~  
129 ~~publish on the department's website an implementation schedule~~  
130 ~~to transition from the statewide, standardized Reading and~~  
131 ~~Writing assessments to the ELA assessments and to the revised~~  
132 ~~Mathematics assessments, including the Algebra I and Geometry~~  
133 ~~EOC assessments. The schedule must take into consideration~~  
134 ~~funding, sufficient field and baseline data, access to~~  
135 ~~assessments, instructional alignment, and school district~~  
136 ~~readiness to administer the assessments online. All such~~  
137 statewide, standardized assessments, including statewide end-of-  
138 course assessments, ~~must be delivered through computer-based~~  
139 ~~testing, however, the following assessments must be delivered in~~



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140 a computer-based format; however, beginning with the 2018-2019  
141 school year, statewide, standardized ELA and mathematics  
142 assessments for grades 3 through 6 must be delivered in a paper-  
143 based format only, ~~as follows: the grade 3 ELA assessment,~~  
144 ~~beginning in the 2017-2018 school year; the grade 3 Mathematics~~  
145 ~~assessment beginning in the 2016-2017 school year; the grade 4~~  
146 ~~ELA assessment, beginning in the 2015-2016 school year; and the~~  
147 ~~grade 4 Mathematics assessment, beginning in the 2016-2017~~  
148 ~~school year.~~

149 2. The Department of Education shall publish minimum and  
150 recommended technology requirements that include specifications  
151 for hardware, software, networking, security, and broadband  
152 capacity to facilitate school district compliance with the  
153 requirements of this section ~~requirement that assessments be~~  
154 ~~administered online.~~

155 (e) Assessment scores and achievement levels.—

156 1. All statewide, standardized EOC assessments and ELA,  
157 mathematics, and Science assessments shall use scaled scores and  
158 achievement levels. Achievement levels shall range from 1  
159 through 5, with level 1 being the lowest achievement level,  
160 level 5 being the highest achievement level, and level 3  
161 indicating satisfactory performance on an assessment. Beginning  
162 with any new contract for the statewide, standardized ELA and  
163 mathematics assessments entered into after July 1, 2017,  
164 achievement level 3 shall be defined as on grade level for each





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165 new assessment. Students who score on grade level may still need  
166 additional support to achieve the Next Generation Sunshine State  
167 Standards for the next grade level.

168 2. The state board shall designate by rule a passing score  
169 for each statewide, standardized assessment.

170 3. If the commissioner seeks to revise a statewide,  
171 standardized assessment and the revisions require the state  
172 board to modify performance level scores, including the passing  
173 score, the commissioner shall provide a copy of the proposed  
174 scores and implementation plan to the President of the Senate  
175 and the Speaker of the House of Representatives at least 90 days  
176 before submission to the state board for review. Until the state  
177 board adopts the modifications by rule, the commissioner shall  
178 use calculations for scoring the assessment that adjust student  
179 scores on the revised assessment for statistical equivalence to  
180 student scores on the former assessment. The state board shall  
181 adopt by rule the passing score for the revised assessment that  
182 is statistically equivalent to the passing score on the  
183 discontinued assessment for a student who is required to attain  
184 a passing score on the discontinued assessment. The commissioner  
185 may, with approval of the state board, discontinue  
186 administration of the former assessment upon the graduation,  
187 based on normal student progression, of students participating  
188 in the final regular administration of the former assessment. If  
189 the commissioner revises a statewide, standardized assessment

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190 and the revisions require the state board to modify the passing  
191 score, only students taking the assessment for the first time  
192 after the rule is adopted are affected.

193 (7) ASSESSMENT SCHEDULES AND REPORTING OF RESULTS.-

194 (a) The Commissioner of Education shall establish  
195 schedules for the administration of statewide, standardized  
196 assessments and the reporting of student assessment results. The  
197 commissioner shall consider the observance of religious and  
198 school holidays when developing the schedules. The assessment  
199 and reporting schedules must provide the earliest possible  
200 reporting of student assessment results to the school districts,  
201 consistent with the requirements of paragraph (3)(g). Assessment  
202 results for the statewide, standardized ELA and mathematics  
203 assessments and all statewide, standardized EOC assessments must  
204 be made available no later than ~~the week of~~ June 30 ~~8~~, except  
205 for results ~~of~~ for the grade 3 statewide, standardized ELA  
206 assessment, which must be made available no later than May 31  
207 ~~assessments administered in the 2014-2015 school year.~~ School  
208 districts shall administer statewide, standardized assessments  
209 in accordance with the schedule established by the commissioner.

210 (b) By January ~~August~~ of each year, beginning in 2018  
211 ~~2016~~, the commissioner shall publish on the department's website  
212 a uniform calendar that includes the assessment and reporting  
213 schedules for, at a minimum, the next 2 school years. The  
214 uniform calendar must be provided to school districts in an



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215 electronic format that allows each school district and public  
216 school to populate the calendar with, at minimum, the following  
217 information for reporting the district assessment schedules  
218 under paragraph (e) ~~(e)~~:

219 1. Whether the assessment is a district-required  
220 assessment or a state-required assessment.

221 2. The specific date or dates that each assessment will be  
222 administered.

223 3. The time allotted to administer each assessment.

224 4. Whether the assessment is a computer-based assessment  
225 or a paper-based assessment.

226 5. The grade level or subject area associated with the  
227 assessment.

228 6. The date that the assessment results are expected to be  
229 available to teachers and parents.

230 7. The type of assessment, the purpose of the assessment,  
231 and the use of the assessment results.

232 8. A glossary of assessment terminology.

233 9. Estimates of average time for administering state-  
234 required and district-required assessments, by grade level.

235 (c) Beginning with the 2018-2019 school year, the spring  
236 administration of the statewide, standardized assessments in  
237 paragraphs (3)(a) and (3)(b), excluding assessment retakes, must  
238 be in accordance with the following schedule:

239 1. The grade 3 statewide, standardized ELA assessment, the



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240 writing portion of the statewide, standardized ELA assessments,  
241 and any statewide, standardized assessment delivered in a paper-  
242 based format must be administered no earlier than April 1 each  
243 year within an assessment window not to exceed 2 weeks.

244 2. With the exception of assessments identified in  
245 subparagraph (c)1., any statewide, standardized assessment  
246 delivered in a computer-based format shall be administered  
247 within a 4-week assessment window that opens no earlier than May  
248 1 each year, and each school district shall administer the  
249 assessment no earlier than 4 weeks before the last day of school  
250 for the district.

251 (d) Beginning with any new contract for the ELA assessment  
252 in grades 3 through 10 and the mathematics assessment in grades  
253 3 through 8 entered into after July 1, 2017, each new assessment  
254 shall be made available once per quarter for students who the  
255 school district has identified through competency-based  
256 education as having mastered the content and who are prepared to  
257 take the applicable assessment in accordance with s. 1003.4996.

258 (h) ~~(f)~~ A school district must provide a student's  
259 performance results on district-required local assessments to  
260 the student's teachers within 1 week and to the student's  
261 parents no later than 30 days after administering such  
262 assessments, unless the superintendent determines in writing  
263 that extenuating circumstances exist and reports the extenuating  
264 circumstances to the district school board.



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265 (i) The results of statewide, standardized ELA and  
266 mathematics assessments, including assessment retakes, shall be  
267 reported in an easy-to-read and understandable format and  
268 delivered in time to provide useful, actionable information to  
269 students, parents, and to each student's current teacher of  
270 record and teacher of record for the subsequent school year;  
271 however, in any case, the district shall provide the results  
272 pursuant to this paragraph within 1 week after receiving the  
273 results from the department. A report of student assessment  
274 results must, at a minimum, contain:

275 1. A clear explanation of the student's performance on the  
276 applicable statewide, standardized assessments.

277 2. Information identifying the student's areas of strength  
278 and areas in need of improvement.

279 3. Specific actions that may be taken, and the available  
280 resources that may be used, by the student's parent to assist  
281 his or her child based on the student's areas of strength and  
282 areas in need of improvement.

283 4. Longitudinal information, if available, on the  
284 student's progress in each subject area based on previous  
285 statewide, standardized assessment data.

286 5. Comparative information showing the student's score  
287 compared to other students in the school district, in the state,  
288 or, if available, in other states.



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289 6. Predictive information, if available, showing the  
290 linkage between the scores attained by the student on the  
291 statewide, standardized assessments and the scores he or she may  
292 potentially attain on nationally recognized college entrance  
293 examinations.

294 (8) PUBLICATION OF ASSESSMENTS.-To promote transparency in  
295 the statewide assessment program, the Department of Education,  
296 subject to appropriation, shall publish assessments on its  
297 website in accordance with this subsection.

298 (a) Beginning with the 2019-2020 school year, and every 3  
299 years thereafter, the department shall publish each assessment  
300 administered under paragraph (3) (a) and subparagraph (3) (b)1.,  
301 excluding retake assessments, at least once pursuant to a  
302 schedule determined by the Commissioner of Education. Each  
303 assessment, when published, must have been administered during  
304 the most recent school year.

305 (b) The initial publication of assessments must occur no  
306 later than June 30, 2020, and must include, at a minimum, the  
307 grade 3 ELA and mathematics assessments, the grade 10 ELA  
308 assessment, and the Algebra I EOC assessment.

309 (c) The department must provide materials on its website  
310 to help the public interpret assessment information published  
311 pursuant to this subsection.

312 Section 4. 1012.34 Personnel evaluation procedures and  
313 criteria.-



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314 (7) MEASUREMENT OF STUDENT PERFORMANCE.—  
315 (a) The Commissioner of Education shall approve a formula  
316 to measure individual student learning growth on the statewide,  
317 standardized assessments in English Language Arts and  
318 mathematics administered under s. 1008.22. The formula must be  
319 developed by a third party independent of the assessment  
320 administrator, which must verify the suitability of assessment  
321 results for annual student learning growth measures, and must  
322 take into consideration each student's prior academic  
323 performance. The commissioner shall provide schools access to  
324 individual student learning growth data in a user-friendly  
325 format that enables teachers to understand and evaluate the data  
326 and school administrators to improve instruction, evaluate  
327 programs, allocate resources, plan professional development, and  
328 communicate with stakeholders. The formula must not set  
329 different expectations for student learning growth based upon a  
330 student's gender, race, ethnicity, or socioeconomic status. In  
331 the development of the formula, the commissioner shall consider  
332 other factors such as a student's attendance record, disability  
333 status, or status as an English language learner. The  
334 commissioner may select additional formulas to measure student  
335 performance as appropriate for the remainder of the statewide,  
336 standardized assessments included under s. 1008.22 and continue  
337 to select formulas as new assessments are implemented in the  
338 state system. After the commissioner approves the formula to

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339 measure individual student learning growth, the State Board of  
340 Education shall adopt these formulas in rule.

341 (b) Each school district shall measure student learning  
342 growth using the formulas approved by the commissioner under  
343 paragraph (a) and the standards for performance levels adopted  
344 by the state board under subsection (8) for courses associated  
345 with the statewide, standardized assessments administered under  
346 s. 1008.22 no later than the school year immediately following  
347 the year the formula is approved by the commissioner. For grades  
348 and subjects not assessed by statewide, standardized  
349 assessments, each school district shall measure student  
350 performance using a methodology determined by the district.

351 Section 3. The Commissioner of Education shall contract  
352 for an independent study to determine whether the SAT and ACT  
353 may be administered in lieu of the grade 10 statewide,  
354 standardized ELA assessment and the Algebra I end-of-course  
355 assessment for high school students consistent with federal  
356 requirements under 20 U.S.C. s. 6311(b)(2)(H). The commissioner  
357 shall submit a report containing the results of such review and  
358 any recommendations to the Governor, the President of the  
359 Senate, the Speaker of the House of Representatives, and the  
360 State Board of Education by January 1, 2018.

361 Section 4. For the 2017-2018 fiscal year, the sum of  
362 \$339,611 in nonrecurring funds is appropriated from the General  
363 Revenue Fund to the Department of Education to implement section

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364 3 of this act; the sum of \$1,247,251 in recurring funds is  
365 appropriated from the General Revenue Fund to the Department of  
366 Education to implement the revisions made to s. 1008.22(7)(i) by  
367 this act; the sum of \$3,085,978 in recurring funds is  
368 appropriated from the General Revenue Fund to the Department of  
369 Education to implement the provisions in s. 1008.22(8) created  
370 by this act; the sum of \$11,200,000 in recurring funds is  
371 appropriated from the General Revenue Fund to the Department of  
372 Education to implement the revisions made to s. 1008.22(3)(d) of  
373 this act; and the sum of \$3,400,000 in recurring funds is  
374 appropriated from the General Revenue Fund to the Department of  
375 Education to implement section 4 of this act.

376  
377 -----  
378 **T I T L E   A M E N D M E N T**

379 Remove lines 3-9 and insert:

380 assessments; amending s. 1003.4282; deleting a provision  
381 requiring certain students to take the Algebra II end-of-course  
382 assessment; amending s. 1003.4285; deleting a provision  
383 requiring students to pass the Algebra II end-of-course  
384 assessment in order to earn a Scholar designation; amending s.  
385 1008.22, F.S.; deleting a provision requiring the Algebra II  
386 end-of-course assessment to be administered; revising provisions  
387 relating to assessment windows; revising requirements related to  
388 assessment formats; revising provisions relating to achievement

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389 levels for certain statewide, standardized assessments;  
390 conforming a cross-reference; revising provisions relating to  
391 achievement levels for certain statewide, standardized  
392 assessments; providing requirements for administration of the  
393 statewide, standardized English Language Arts and mathematics  
394 assessments in specified grades; revising provisions relating to  
395 reporting requirements for school district-required local  
396 assessments; providing reporting requirements for certain  
397 student assessment results; requiring the Department of  
398 Education to publish certain assessments on its website;  
399 providing requirements for such publication; requiring the  
400 department to provide materials regarding assessment information  
401 on its website; conforming a cross-reference; requiring the  
402 Commissioner of Education to review specified college entrance  
403 examinations to determine their alignment with the core  
404 curricular content for high school-level English Language Arts  
405 and mathematics established in state standards; requiring the  
406 commissioner to submit a report on the results of such review to  
407 the Governor, Legislature, and State Board of Education by a  
408 specified date; amending s. 1012.34, F.S.; requiring third party  
409 development and verification of a student learning growth  
410 formula; providing for access to student learning growth formula  
411 data for specified uses; providing appropriations; providing an  
412 effective date.

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

Location: Reed Hall (102 HOB)

### HB 955 : High School Graduation Requirements

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Larry Ahern	X				
Bruce Antone	X				
Robert Asencio	X				
Kamia Brown	X				
Robert Cortes	X				
Manny Diaz, Jr.	X				
Byron Donalds	X				
Shevrin Jones	X				
Chris Latvala	X				
Larry Lee, Jr.	X				
Rene Plasencia	X				
Mel Ponder			X		
Elizabeth Porter	X				
Jake Raburn	X				
Barrington Russell	X				
Charlie Stone	X				
Jennifer Sullivan	X				
Michael Bileca (Chair)	X				
<b>Total Yeas: 17</b>		<b>Total Nays: 0</b>			

#### Appearances:

Stafford, Sean (Lobbyist) - Waive In Support  
Florida Securities Dealers Association, Inc  
115 E Park Ave Ste 100  
Tallahassee FL 32303  
Phone: (850) 727-5000

Martin, Jennifer (Lobbyist) - Waive In Support  
Florida Credit Union Association  
3692 Coolidge Ct  
Tallahassee FL 32311  
Phone: (850) 558-1150

High School Graduation Requirements  
Diaz Lyon, Aimee (Lobbyist) (General Public) - Waive In Support  
Business Law Section of The Florida Bar  
Senior Policy Advisor  
109 South Monroe Street Suite 200  
Tallahassee FL  
Phone: 850-205-9000

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**HB 955 : High School Graduation Requirements (continued)**

**Appearances: (continued)**

Calhoun, Joseph (State Employee) - Proponent  
Florida Council on Economic Education  
Director, Stavros Center for Economic Education  
250 S Woodward Ave  
Tallahassee FL 32306  
Phone: 850-644-7723

Ericks, Candice (Lobbyist) - Waive In Support  
JM Family Enterprises, Inc  
205 S. Adams PO Box 10131  
Tallahassee FL 32301  
Phone: (954) 648-1204

Crofoot, Katie (Lobbyist) - Waive In Support  
Florida Bankers Association  
Assistant VP of Government Affairs  
1001 Thomasville Rd Suite 201  
Tallahassee FL 32303  
Phone: (850) 224-2265

Curran, Patrick (General Public) - Proponent  
Florida Council of Economic Education  
Educator  
12638 Stockwood Lane  
Jacksonville FL 32225  
Phone: 904-563-6381

Kelly, Steve (General Public) - Opponent  
Florida Music Education Association  
President-Elect  
Office Plaza  
Tallahassee FL 32306  
Phone: 850-644-4069

Anderson, Mark (Lobbyist) - Waive In Support  
Florida Council on Economic Education  
106 S Monroe St SUITE B  
Tallahassee FL 32301  
Phone: (813) 205-0658

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**HB 1229 : Committee on Early Grade Success**

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Larry Ahern	X				
Bruce Antone	X				
Robert Asencio	X				
Kamia Brown	X				
Robert Cortes	X				
Manny Diaz, Jr.	X				
Byron Donalds	X				
Shevrin Jones	X				
Chris Latvala	X				
Larry Lee, Jr.	X				
Rene Plasencia	X				
Mel Ponder			X		
Elizabeth Porter	X				
Jake Raburn	X				
Barrington Russell	X				
Charlie Stone	X				
Jennifer Sullivan	X				
Michael Bileca (Chair)	X				
<b>Total Yeas: 17</b>					
		<b>Total Nays: 0</b>			

**Appearances:**

Guse, Matt (General Public) - Waive In Support  
 Association of Early Learning Coalitions  
 2936 N Monroe St  
 Tallahassee FL 32302  
 Phone: 850-552-7338

Lawther, Nancy (General Public) - Waive In Support  
 Miami Dade County Council PTA/PTSA  
 VP of Advocacy and Legislation  
 9140 SW 59 Ave.  
 Miami FL 33156  
 Phone: (305) 665-6324

Scher, Jessica (Lobbyist) - Waive In Support  
 United Way of Miami-Dade  
 3250 S.W. 3rd Avenue  
 Miami Fl  
 Phone: 305-322-6143

Birken, Brittany (Lobbyist) - Proponent  
 Florida Children's Council  
 111 N Gadsden St Ste 300  
 Tallahassee FL 32301  
 Phone: (850) 921-4494 x301

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**HB 1229 : Committee on Early Grade Success (continued)**

**Appearances: (continued)**

Granger, Ted (Lobbyist) - Waive In Support

United Way of Fl  
307 E. 7th Avenue  
Tallahassee Fl 32303  
Phone: 850-488-8276

Overholt, Beth (General Public) - Opponent

Common Ground  
4130 Faulkner Lane  
Tallahassee FL 32311  
Phone: 850-728-0587

Holroyd, Robert (Lobbyist) - Waive In Support

Children's Services of Broward County  
Government Affairs Manager  
6600 W Commercial Blvd  
Lauderhill FL 33319  
Phone: (954) 803-0231

Duggan, Chris (General Public) - Waive In Support

FL Association for Education for Young Children  
Interim Ex. Director  
2045 Wahaiauw Nene  
Tallahassee FL 32301  
Phone: 850-264-9211

Ragbeer, Diana (Lobbyist) - Waive In Support

Children's Trust, The  
Director of Public Policy & Community Engagement  
3150 SW 3rd Ave, 8th Floor  
Miami FL 33129  
Phone: (305)571-5718

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM

# COMMITTEE MEETING REPORT

## Education Committee

4/20/2017 9:00AM

**Location:** Reed Hall (102 HOB)

**HB 6017 : Florida Center for the Partnerships for Arts Integrated Teaching**

Favorable

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Larry Ahern			X		
Bruce Antone	X				
Robert Asencio			X		
Kamia Brown			X		
Robert Cortes	X				
Manny Diaz, Jr.	X				
Byron Donalds	X				
Shevrin Jones	X				
Chris Latvala			X		
Larry Lee, Jr.			X		
Rene Plasencia			X		
Mel Ponder			X		
Elizabeth Porter	X				
Jake Raburn	X				
Barrington Russell	X				
Charlie Stone	X				
Jennifer Sullivan	X				
Michael Bileca (Chair)	X				
<b>Total Yeas: 11</b>		<b>Total Nays: 0</b>			

**Appearances:**

Welch, Casey (Lobbyist) - Waive In Support  
 University of South Florida Sarasota-Manatee  
 Government Relations  
 University of South Florida Sarasota-Manatee 8350 N Tamiami Tr SMCC316  
 Sarasota FL 34243  
 Phone: (941) 359-4720

Committee meeting was reported out: Thursday, April 20, 2017 11:26AM