PreK-12 Quality Subcommittee

March 27, 2017
102 HOB

Action Packet

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

Summary:

PreK-12 Quality Subcommittee

Monday March 27, 2017 12:30 pm

PCS for HB 233 Favorable		Yeas: 14	Nays: 0
PCS for HB 265 Favorable		Yeas: 14	Nays: 0
HB 955 Favorable		Yeas: 14	Nays: 0
PCS for HB 989 Favorable		Yeas: 14	Nays: 0
HB 1229 Favorable		Yeas: 15	Nays: 0

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

Attendance:

	Present	Absent	Excused
Jake Raburn (Chair)	X		
Bruce Antone	X		
Bryan Avila	X		
Kamia Brown	X		
Colleen Burton	X		
Tracie Davis	X		
Byron Donalds	X		
Erin Grall	X		
Don Hahnfeldt	X		
Shevrin Jones	X		
Mike La Rosa	X		
Bobby Payne	X		
Rene Plasencia	X		
Rick Roth	X		
Matt Willhite	X		
Totals:	**15**	**0**	**0**

Committee meeting was reported out: Monday, March 27, 2017   3:55PM

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

PCS for HB 233 : Students with Disabilities in Public Schools

X	*Favorable*

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Bruce Antone	X				
Bryan Avila	X				
Kamia Brown	X				
Colleen Burton	X				
Tracie Davis	X				
Byron Donalds	X				
Erin Grall			X		
Don Hahnfeldt	X				
Shevrin Jones	X				
Mike La Rosa	X				
Bobby Payne	X				
Rene Plasencia	X				
Rick Roth	X				
Matt Willhite	X				
Jake Raburn (Chair)	X				
Total Yeas: 14		**Total Nays: 0**			

Appearances:

Escallon, Enrique (General Public) – Information Only
  4371 SW 150 Court
  Miami FL 33185
  Phone: 305-761-7205

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

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

March 23, 2017

RE: HB 233

Dear Representative Edwards,

At the Crisis Prevention Institute (CPI), we understand you're working to pass HB 233, Students with Disabilities in Public Schools; which provides requirements for use of physical restraint & seclusion; prohibits use of physical restraint by school personnel who are not certified in specific techniques; revises school district policies & procedures; requires continuing education & inservice training relating to certain disabilities.

CPI is the global standard provider of person-centered, evidence-based strategies to nonviolently prevent and manage difficult behavior. We train educators and school staff in the language of behavior and equip them with proven techniques, skills, and understanding to safely resolve challenges like a non-voilent approach to de-escalating crisis amonst autistic and mentally ill children.

For more than 35 years we've been assisting schools with classrrom behavior management. CPI's mission is to reduce the likelihood and severity of school related violence to promote a positive culture of *Care, Welfare, Safety and Security*sm. Our austism and mental illness training addresses teacher and student communication skills (including both prevention and de-escalation), decision making, behavioral risk management, and postvention techniques to ensure the most important outcome — to keep students and staff safe.

CPI is utilized in approximately 46 of the Florida school districts. There are currently over 220 "certified trainers" who work in Florida school districs. Additionally, 21% of ALL US school districts (2,900) across the United States are utilizing CPI training, making us the largest provider of nonviolent crisis intervention training.

With more than 50 full-time trainers who travel the globe to deliver our programs in more than 170 North American cities and beyond, CPI is set to support large scale implementations. With flexible delivery options, including eLearning and in-person, our training programs can be implemented effectively and efficiently across multiple school districts.

We are the partner to support the state of Florida with HB-233. Together we will increase prevention and educate students, teachers, and parents on the Florida reduction of restraints and training guidlines — resulting in safer schools and preventing the needless injuries.

Every day, 2,000 people across the globe are trained in CPI's content, bringing a safer approach to communication and crisis de-escalation to over 10 million professionals in varying industries. We want to help you as you embark on this culture of safety in Florida education. We appreciate the opportunity to present this information and look forward to continuing the dialogue about how our proven expertise, time-tested solutions, and industry insight can benefit education.

Your contacts at CPI are as follows:

Danielle Wolf, Director of Business Development, Based in Jacksonville, FL

The person(s) authorized to sign and contractually obligate CPI:

Deb DiCairano, Chief Revenue Officer, Based in Gainesville, FL

[P]:   414.979.7133

[E]:   ddicairano@crisisprevention.com

Daniel Gugula, EVP of Operations and General Counsel, Based in Milwaukee, WI

[P]:   414.801.6169

[E]:   dgugala@CrisisPrevention.com

Sincerely,

Deb DiCairano
Chief Revenue Officer

Company Overview

The Crisis Prevention Institute, Inc. (CPI) is the international leader in managing aggressive and assaultive behaviors, and has been training professionals in evidence-based workplace violence prevention strategies since 1980. CPI's philosophy of *Care, Welfare, Safety and Security*[SM] is inherently person-centered and takes into consideration a multitude of variables within each population, such as trauma-informed care, autism spectrum disorders, mental health, and many other day-to-day factors that contribute to human behavior. Currently, CPI has nearly 300 diverse employees across the globe, with the majority working at the headquarters in Milwaukee, Wisconsin, USA. Among those employees are more than 50 fulltime international global professional instructors who train the content in open or onsite formats, as well as a dedicated consultation team to help organizations with implementation solutions and planning. CPI also fully staffs an instructor services support center to assist and direct callers regarding training, documentation, and database maintenance. When considering a partner in training to help with non-violent de-escalton classroom behavior management, CPI has the bandwidth and experience to build you exactly what you need to meet your goals and ROI.

CPI by the Numbers: Strong Today and Still Growing

35+
years of experience training professionals
in proven techniques, skills, and strategies that have stood the test of time.

235
employees who are always available
to provide service and support for all your organization's training needs.

50+
trainers who are full-time CPI employers
and travel the world to deliver our open and hosted programs.

30,000
Certified Instructors
who help build and maintain staff proficiency by delivering training within their organizations

17,000+
organizations across the globe
have CPI Certified Instructors who deliver the program at their workplaces.

10 million
professionals
in all types of service environments have participated in CPI programs since 1980.

680+
programs each year
ensure easy access to our training in more than 170 North American locations and beyond or right at your facility

325+
training resources for Certified Instructors
including webinars, electronic presentations, workbooks, facilitation tools, and access to an online Training Center

84,325
incoming phone calls
answered by CPI's helpful and knowledgeable Training Support Team in 2015.

Be a part of SOMETHING BIG!

Join the 17,000 organizations with more than 30,000 Certified Instructors who have taken one of 10 million professionals in CPI's training programs.
Now that really is something big!
Check out our video here
crisisprevention.com/somethingbig

104 Business
136 Diversity
1,721 Mental Health
6,749 Education
3,380 Health Care
106 Home Health
283 Long-Term Care
178 Government
170 Learning Disability
64 Corrections
34 Therapy Agency
183 Nursing Home
2,855 Human Services
85 Assisted Living
305 University
33 Library
615 Juvenile Facility

CPI provides unparalleled support for continued learning, live problem-solving, and access to industry trends and best practices.

- Professional toll-free consultation on content, delivery and implementation.
- A mobile APP to track training, document, and gain access to a variety of microlearnings.

- A legal team who stays current on legislation and industry trends
- Frequent communication around industry trends, maintaining certification, and more via the instructor accounts at www.crisisprevention.com
- A 24-hour Online Instructor Community for problem-solving, strategizing and networking across the globe with thousands of Certified Instructors in multiple industries
- Wide array of articles, newsletters, blogs and topic modules available on the CPI website – available to Instructors and their students.
- Variety in topics, videos and delivery options for retraining staff annually in the most effective, cost-efficient, and time-saving ways for organizations.
- Advanced training programs to grow knowledge and expertise.
- A dedicated training coordinator to generate bi-monthly report cards and be your organization's point person for trainings and materials

CPI vs. Our Competitors

When comparing CPI to other training providers, remember that you're investing in important outcomes—keeping people safe—and not just in the cost of a training event. That said, there are tangible cost savings to implementing CPI training that outshine the competition.

CPI is the only training provider with the depth of content and resources to support your Instructors and help ensure your organization achieves successful outcomes.

The risk-mitigation support we offer you and your organization is the best in the industry, bar none. CPI support includes:

- Knowledgeable and experienced employees ready to answer your Certified Instructor's call.

- Quality online and classroom training materials that assist in adult learning retention.

- Accessible documentation system that helps protect your organization should you need it.

The cost of implementing CPI training over four years is similar to that of other providers, especially when factoring in staff time away for training; however, we believe you will find a stronger ROI with CPI. When stacked against the competition, CPI stands alone and sets the industry standard as both a solid investment and an effective program.

And when you consider both the cost and the value of keeping people safe, there really is no comparison.
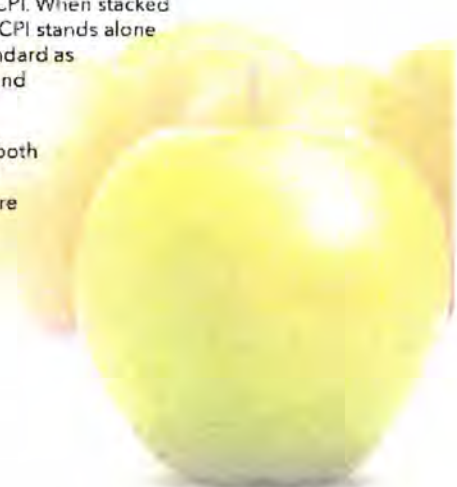
Listed below are all the school district in Florida that currently utlize CPI training in their schools:

Florida School District Name
Baker County School District
Bay District Schools
Brevard County School Board FDLRS East
Charlotte County Public Schools
Citrus County School District

Collier County School District
Columbia County School District
Escambia County School District
FDLRS Emerald Coast
FDLRS Galaxy
FDLRS Gulfcoast
FDLRS Heartland
FDLRS Hillsborough County Public Schools
FDLRS Miccosukee
FDLRS Northeast Florida Educational Consortium
FDLRS Panhandle Area Educational Consortium
Flagler County School District
Hardee County Schools
Hendry County Schools
Hernando County Schools
Indian River School District
Lafayette County School District
Lake County School Board
Lake Hill Schools
Leon County School District
Liberty County School Board
Martin County School District
Monroe County Public Schools
Okaloosa County School District
Orange County Public Schools
Pasco County Schools
Pinellas County School Board
Polk County Public Schools
Saint Johns County School District
Saint Lucie Public Schools
Santa Rosa County School District
School Board of Highlands County
School District of Osceola County
SEDNET
SEDNET 8B
SEDNET Region 13
Sumter District Schools
Suwannee County School District
The School Board of Sarasota County
Volusia County Schools

Risks
of
Restraints

Understanding
Restraint-Related
Positional Asphyxia

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Risks
of
Restraints

Understanding
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Editor's Note: In an effort to avoid the gender bias inherent in our language as well as the awkwardness of repeatedly using terms such as "he/she" and "him/her," we have chosen to alternate between male and female pronouns throughout this guide.

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In your job, there might be times when you are called upon to restrain individuals who have become dangerous to themselves or others. This pamphlet answers some common questions about physical restraints.

Q What does it mean to restrain someone?

A Anytime you restrict a person's freedom of movement by holding the person or by using a mechanical device, you are restraining that individual. Restraints can last for seconds, minutes, or hours.

Q Under what circumstances should individuals in my care be restrained?

A Sometimes a person needs to be restrained in order to receive medical or nursing care. For example, a confused patient may need restraints to prevent him from removing an IV that is providing needed medication.

Other than to receive medical or nursing care, individuals should be restrained only when **all** of the following guidelines are met:

- The person is an immediate danger to self or others.

- Other ways to manage the person's dangerous behavior have failed.

- Staff members are trained in the proper use of restraints.

There may be additional guidelines in your facility's policies and procedures, so be sure to check with your supervisor.

Q Should restraints be used as a means of punishment?

A Physical restraints should **never** be used for **any** of the following purposes:

- As a punishment.
- For the convenience of staff.
- As a way to inflict pain.

Q How long should a physical restraint last?

A A physical restraint should be used as a temporary emergency measure to take control of another person only until that person has regained control of her own behavior and is no longer a danger to herself or others.

Specific laws or regulations may govern your facility's use of restraints, so be sure to check your facility's policies and procedures for applicable time limitations.

Q Are physical restraints dangerous?

A All physical restraints involve some possibility of injury to the person being restrained and to staff. There is less risk of injury when staff members are well trained and safer techniques are used, but there is always the chance that an injury will occur.

There is also a psychological danger in using restraints. Being restrained can be a frightening—even traumatic—experience. Restraints can also interfere with the relationship between caregivers and the person being restrained. And if people are restrained often, they may begin to feel that they have no control over their own lives.

For these reasons, restraints should be used only when the person's behavior is MORE dangerous than the danger of using restraints.

Q How can we reduce the possibility of injury during a restraint?

A Injuries can be reduced in two important ways. First, staff members need to be trained in safer ways of restraining, and they need to practice those skills on a regular basis. A physical restraint is an emergency procedure—not very different from CPR or first aid. As with any emergency response procedure, staff members need to rehearse these skills on a regular basis.

Second, some restraints are more dangerous than others. By choosing safer restraint techniques, you and your facility can reduce the possibility of serious injury—or even death. In particular, you should avoid positions that can lead to *restraint-related positional asphyxia*.

Q What is *restraint-related positional asphyxia*?

A *Restraint-related positional asphyxia* occurs when a person being restrained is placed in a position in which he cannot breathe properly and is not able to take in enough oxygen. This lack of oxygen can lead to disturbances in the rhythm of the heart, and death can result.

Q What positions are most likely to cause *restraint-related positional asphyxia*?

A Higher-risk positions include facedown (prone) floor restraints, or any position in which a person is bent over in such a way that it is difficult to breathe. This includes a seated or kneeling position in which a person being restrained is bent over at the waist, and it also includes any facedown position on a bed or mat.

Staff members must be especially careful not to use their own bodies in a way that restricts someone's ability to breathe, such as sitting or lying across a person's back or stomach. When a person is lying facedown, even pressure to the arms and legs can interfere with a person's ability to move her chest or abdomen in order to breathe effectively.

High-Risk Positions for
Restraint-Related Positional Asphyxia

Illustrations are based on information from various individuals and resources.
See Resources and References on page 8.

All of these positions may interfere with a person's ability to breathe. While these positions are different, they share a common factor: When forcefully maintained, each of them could prevent the diaphragm (the largest muscle of respiration) from working. If the diaphragm is not allowed room to move down into the abdomen, breathing is seriously restricted. And when a forcefully maintained position hinders both chest and abdomen movement—the result can be fatal.

Q Are some people more at risk for *restraint-related positional asphyxia* than others?

A Yes. Contributing factors include:

- Obesity.

- Extreme physical exertion or struggling prior to, or during, restraint.

- Breathing problems, such as asthma or emphysema.

- Heart disease.

- Use of alcohol or other drugs.

Always keep in mind that people might have health problems that you don't know about, so everyone being restrained should be considered to be at risk for *restraint-related positional asphyxia*.

Q Is it a good idea to check on the physical status of a person while the person is being restrained?

A Yes, this is a good safety precaution, but it's also important to note that restrained individuals have gone from a state of no distress to death in a matter of moments. Monitoring the person's status is not a substitute for avoiding high-risk positions that interfere with breathing.

Q **What is the best way to avoid *restraint-related positional asphyxia*?**

A The very best way to avoid *restraint-related positional asphyxia* is to avoid the need to restrain in the first place. Get to know the people in your care. Be aware of changes in behavior that can be warning signs that an individual is anxious or upset. Intervene early.

Learn to set limits effectively. Avoid being drawn into power struggles. Work at least as hard at learning verbal intervention skills as you do at learning physical intervention skills.

Treat everyone with dignity and respect. The best way to eliminate the dangers of restraints—to you and to those in your care—is to eliminate the need for restraints at all.

CPI's *Nonviolent Crisis Intervention®* training is a comprehensive program focused on preventing the need for restraints. Staff members are taught how to intervene early–before a crisis reaches the point of physical violence. They are also taught what to do after a crisis in order to reduce the chance that the same situation will happen again.

The physical intervention procedures taught in the *Nonviolent Crisis Intervention®* program are designed to maximize safety and offer a safer alternative to techniques that rely on the floor to restrain an individual.

For more information on CPI's training programs or to find out how to become a Certified Instructor of the *Nonviolent Crisis Intervention®* program at your facility, call **800.558.8976**.

If you are a Certified Instructor of the *Nonviolent Crisis Intervention®* program and would like more detailed information to share with your staff regarding the physiological aspects of *restraint-related positional asphyxia*, please contact CPI's Instructor Support at **877.877.5390**.

Resources and References

American Psychiatric Association, American Psychiatric Nurses Association, & National Association of Psychiatric Health Systems. (2003). *Learning from each other: Success stories and ideas for reducing restraint/seclusion in behavioral health* [Electronic version]. Arlington, VA and Washington, D.C.: Authors.

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Lee, S., Wright, S., et al. (2001). Physical restraint training for nurses in English and Welsh psychiatric intensive care and regional secure units. *Journal of Mental Health, 10*, 151.

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O'Halloran, R. L., & Frank, J. G. (2000). Asphyxial death during prone restraint revisited: A report of 21 cases. *American Journal of Forensic Medicine and Pathology, 21*(1), 39-52.

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Weiss, E. M. (1998, October 11-15). Deadly restraint: A nationwide pattern of death. *Hartford Courant.*

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Who Are We?

CPI is the worldwide leader in providing training in crisis prevention and intervention to educators and other human service professionals. Over 10 million people throughout the world have participated in CPI's *Nonviolent Crisis Intervention*® training program, which teaches proven techniques to effectively manage disruptive and assaultive behavior.

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To order additional booklets:
Call: 800.558.8976 • Fax: 414.979.7098
888.758.6048 TTY (Deaf, hard of hearing, or speech impaired)
Email: info@crisisprevention.com • crisisprevention.com
10850 W. Park Place, Suite 600 • Milwaukee, WI 53224

CPI Quality Standards

Recommended Practices

.cpi

nonviolent crisis intervention

Table of Contents

Introduction

CPI has been dedicated to the development, delivery, and support of quality staff training programs since 1980. CPI training quality standards establish an expectation that training programs:

- **Educate** to address complex concepts efficiently, allowing staff to immediately apply new learning.

- **Empower** staff learners with principle-based problem-solving approaches.

- **Enrich** capabilities with options to expand upon existing knowledge and skills.

Organizations implementing CPI training programs have realized the significant benefits of CPI's training quality standards, including training events that result in the confident use of information and competent application of skills while providing the greatest value to an organization. Training programs may appear to meet requirements and seem convenient and enjoyable for staff—but yield no practical improvements for organizations. The establishment of CPI's training quality standards takes deliberate steps to avoid such consequences.

Training Quality

CPI's *Nonviolent Crisis Intervention®* training program is uniquely designed to teach staff critical skills for preventing and defusing disruptive and/or risk behavior, while promoting the immediate transfer of learning to workplace practice. Specific facilitation methods and course continuity structures provide a path for you to customize *Nonviolent Crisis Intervention®* training for staff, encouraging learning retention and preparedness. Your adherence to CPI's facilitation guidance has proven essential to achieving such learning transfer outcomes.

CPI's training quality standards fall into two categories and are designed to support the ideal use of proven instructional methods and structures. The first category supports **Training Continuity and Relevance** and reflects the multi-faceted purpose and intent of CPI's Instructor Certification model.

First, it offers an efficient way for organizations to provide *Nonviolent Crisis Intervention®* training to staff. This approach allows you to include policies/procedures and reference current, applicable issues during staff training. In support of this intent, you are authorized to instruct staff where you work.

Second, it provides a structure for validating and recording training authorized by CPI. To support this structure, you have access to CPI's Quality and Validation system, which maintains records of all organizational training and provides participants' credentials reflecting their successful completion of training.

Finally, CPI training quality standards specify your Base of Employment and establish the importance of using CPI-authorized training materials.

The second category of quality standards incorporates elements to promote **Instructor Proficiency**. CPI's Instructor Certification Program prepares you to teach the comprehensive *Nonviolent Crisis Intervention®* program. You then have flexible options for incorporating program components, to meet organizational objectives and customize courses for staff members, based on training needs.

Nonviolent Crisis Intervention® training addresses situations where staff responsibilities for care and safety intersect. Professional and regulatory obligations, specific to behavioral response protocol and the use of restrictive interventions, reflect expectations that staff will be competent in skills to prevent or minimize risk factors in these critical situations. CPI is committed to supporting Instructors working to develop such staff capabilities. CPI's training quality standards promote Instructor proficiency and program facilitation fluency, necessary for practical staff development.

The next section provides more detail about how CPI's training quality standards support *Nonviolent Crisis Intervention®* program integrity and training transfer.

CPI Standards for Training Continuity and Relevance

CPI's standards for training continuity and relevance guide the effective delivery of *Nonviolent Crisis Intervention*® program content and promote meaningful training experiences for staff participants. CPI recognizes your *Nonviolent Crisis Intervention*® training programs when you meet the standards detailed below.

A. Train within your Base of Employment.
You are authorized to facilitate training to staff within your Base of Employment. CPI defines Base of Employment as the place where a Certified Instructor is employed. Conducting trainings within your Base of Employment helps to promote training quality and maintain program integrity because you are more likely to understand the realities, policies, and procedures impacting the staff you train. Conducting trainings within your Base of Employment also helps to ensure you are available to conduct refresher programs and ongoing training activities, as well as respond to staff questions in a timely manner. Additionally, insurance, liability, and governance issues suggest this structure is a safeguard for you and your organization.

B. Utilize CPI instructional materials in training.
You preserve the integrity of *Nonviolent Crisis Intervention*® training programs by following the Instructor Guide and by providing each participant an approved *Nonviolent Crisis Intervention*® Participant Workbook (or training aid) for each training. This helps to ensure accurate facilitation while validating that the program is authorized by CPI.

- The **Instructor Guide** ensures the program integrity is maintained even as the training is customized and tailored to meet the needs of participants.

- The approved **Participant Workbook** (or training aid) reinforces learning by encouraging participants to write down notes and provide written examples of how the concepts apply to the realities of their jobs. The workbooks also serve as a valuable job aid and provide participants a resource they can refer to after the training event is over. Each Participant Workbook also includes a post-test, CPI Blue Card™ confirmation, and ID number that permit you to document the training and maintain a training record with CPI.

- All CPI training materials and program content are protected under international copyright laws. You should contact CPI with questions or concerns related to copyright issues and appropriate use of Participant Workbooks.

C. Document training with CPI.
Document your trainings with CPI within two weeks of the completion of the training program. When documenting trainings with CPI, you are stating the training was conducted according to CPI's standards for training continuity and relevance. It is important to remember training is not recognized as a valid training until you successfully complete CPI's documentation process. Documentation is completed through the CPI website and includes:

- Names of staff members (participants) who successfully completed the training.

- CPI Blue Card™ validation number from each participant post-test.

- Name(s) of Certified Instructor(s) who facilitated the training program.

- Training hours and content.

You should also provide a CPI Blue Card™ confirmation (located on the post-test in the back of each Participant Workbook) to each participant who successfully completes the training.

CPI Standards for Instructor Proficiency

CPI's Instructor Certification Program prepares you to teach *Nonviolent Crisis Intervention*® training programs. CPI's Instructor proficiency standards ensure you maintain and improve your knowledge of *Nonviolent Crisis Intervention*® core principles and facilitation techniques. To fulfill CPI's Instructor proficiency standards, you are expected to fulfill the following expectations.

A. Facilitate two *Nonviolent Crisis Intervention*® trainings annually.

To solidify learning for both the Instructor and participants, it is important for you to teach the core *Nonviolent Crisis Intervention*® concepts, models, and skills with some regularity. The more often you train, the better you will become at the training. The more often staff review the content and principles of *Nonviolent Crisis Intervention*® training, the more likely they will be to increase their confidence and retain their skills. For these reasons, CPI expects you to conduct at least two *Nonviolent Crisis Intervention*® trainings each year. CPI also recommends that you train soon after you complete your Instructor Certification Program, while the program content and training activities are fresh in your mind.

B. Attend an Instructor renewal program every two years.

Instructor renewal programs provide opportunities for you to review core *Nonviolent Crisis Intervention*® components and practice skills under the guidance of CPI Global Professional Instructors. The training also provides additional problem-solving opportunities in any areas of concern. To gauge proficiency and to prevent training drift, you must attend and successfully complete an Instructor renewal program every two years. This is critical for organizations striving to ensure staff are consistently trained and are maintaining their skills. The two-year requirement aligns with best practices prescribed by many regulatory agencies.

C. Remain an active member of CPI's Certified Instructor Association.

To promote your ongoing professional development and to provide you with access to the tools, instructional materials, and resources you need to conduct effective training programs, you are expected to maintain your membership in the CPI Certified Instructor Association and pay an annual membership fee. Maintaining an active membership in the CPI Certified Instructor Association connects you with CPI, an organization recognized internationally as the leading expert in crisis prevention and intervention training. Over 10 million professionals worldwide have received *Nonviolent Crisis Intervention*® training.

Maintaining an active membership in the Instructor Association also provides access to on-demand Instructor development resources, which help to refine your understanding of *Nonviolent Crisis Intervention*® principles and to build additional expertise that cascades to staff teams. Phone consultations with CPI training specialists provide opportunities to problem solve training issues, discuss adaptations, and brainstorm customization ideas. As a member of the Certified Instructor Association, you can also network online with an international community of Certified Instructors, share ideas, and expand your perspectives and expertise.

Certified Instructor Association Membership Benefits

Membership in the CPI Certified Instructor Association helps you stay current with best practices, connect with other professionals, and receive up-to-date information about new training resources and requirements. Benefits, opportunities, and resources available through the Certified Instructor Association include:

- Exclusive access to the Instructor Association website, which features resources, tutorials, interactive learning activities, and an online networking community exclusively for you.

- Refresher training, including online eRefresher modules as they become available.

- Subscriptions to the *Journal of Safe Management of Disruptive and Assaultive Behavior* (JSM) and the *Instructor Forum*.

- Access to the *Supportive Stance*, an online newsletter that provides relevant legislative and regulatory updates.

- On-demand webinars that provide additional information and resources to support training efforts and enhance your skills in planning and delivering effective programs.

- Instructional materials and resources, including issue-specific DVD or Video-on-Demand refresher courses.

- A CPI mobile app with 24/7 access to the core content and principles of *Nonviolent Crisis Intervention*® training.

- More than 35 refresher tools to choose from to keep staff focused on providing *Care, Welfare, Safety, and Security*SM for all.

- A blended learning training option for delivering *Nonviolent Crisis Intervention*® programs.

- Professional phone consultation and support from CPI training specialists.

- Training validation with online roster submission and electronic record-keeping.

- Opportunities to earn additional levels of certification through ongoing professional development.

- Pre-approved provider status with many different CEU opportunities for course participants.

Nonviolent Crisis Intervention® Training Options

You are authorized to teach all components of the comprehensive 14-hour *Nonviolent Crisis Intervention®* training program. You have the flexibility to structure programs to meet varying staff training needs. The Instructor Guide and Training Content Outline (available online) offer reference points to consider when planning programs. The *Nonviolent Crisis Intervention®* Participant Workbook includes perforated pages that allow you the flexibility to meet specific staff training needs through different course delivery options outlined below.

Nonviolent Crisis Intervention® Course Option	Time	Customization Considerations
Comprehensive *Nonviolent Crisis Intervention®* training program	12-14 hours	• Comprehensive programs may omit specific physical intervention skills and practice based on the needs of the organization and the staff.
Abridged *Nonviolent Crisis Intervention®* training program	6-12 hours	• Abridged programs (8-12 hours) may expand on preventive and verbal intervention practice while limiting or eliminating physical intervention skills. • Abridged programs (6-8 hours) focus on preventive and verbal intervention practice while eliminating physical intervention skills.
Refresher *Nonviolent Crisis Intervention®* training programs Recalibrate and build upon prior learning acquired through a previous *Nonviolent Crisis Intervention®* training program.	3-14 hours	• Refresher training includes a review of *Nonviolent Crisis Intervention®* core models and practice of any physical intervention skills previously taught. If adding skills not previously taught, refresher training is extended.

Please Note:

- Any pages depicting physical intervention skill(s) omitted from the training program should be removed from the *Nonviolent Crisis Intervention®* Participant Workbook.

- Timing will vary based on organizational and learner-specific needs. When classroom time is reduced, practice and application will be limited. In these situations, informal follow-up training opportunities will strengthen staff skills impacting learning while improving performance.

- Policy/procedure and learner-specific needs should determine if or how the program is abridged.

Recommended Training Practices and Facilitation Considerations

To enhance the effectiveness of your training program, take time before you schedule your next training to assess your audience's needs and review your organization's policies, procedures, and training requirements. Included below are recommended practices you should follow as you plan and prepare for your next training.

Determine Program Content for Initial Training

The decision of what is covered in the initial training should be an institutional decision based upon organizational policies and procedures, accreditation or legislative requirements, and participants' skill levels and job responsibilities. CPI's *Nonviolent Crisis Intervention*® initial training is designed to provide participants a comprehensive introduction to the principles, concepts, and basic skills associated with crisis prevention and intervention.

To more effectively meet participant needs, you should determine whether participants need to be trained in the comprehensive training program (12–14 hours) or the abridged training program (6–12 hours). To be recognized by CPI as a valid training, initial *Nonviolent Crisis Intervention*® training programs are to be taught in one of these formats.

If a comprehensive program is required for some staff, and an abridged training program is appropriate for other staff, CPI recommends that you schedule the trainings separately. To support and reinforce participant learning and promote training transfer, CPI also recommends organizations conduct full trainings or refresher trainings once every 6 to 12 months.

Refresher Training Programs

CPI believes that a one-time training event is not sufficient to promote adequate learning and retention of *Nonviolent Crisis Intervention*® knowledge and skills. To promote the retention and application of *Nonviolent Crisis Intervention*® principles and techniques, CPI offers a variety of refresher programs that are not only designed to help you provide new, interesting, and relevant trainings to your participants, but also to reinforce the core concepts taught in the initial *Nonviolent Crisis Intervention*® program. Participants should attend a refresher course only after they have successfully completed an initial *Nonviolent Crisis Intervention*® training.

The content and length of the refresher training will vary based on organizational and participant-specific needs, but all refresher programs include a pre-test, a review of core models, and practice of any previously taught physical intervention skills. You should extend the scheduled length of the refresher program if you are introducing new skills to participants.

CPI will recognize the training as a refresher training if you use the approved Participant Workbook or associated training materials, incorporate the required content, and conduct the program according to the recommended training program length requirements (3–14 hours).

If you are newly certified, you should try to schedule an initial *Nonviolent Crisis Intervention*® training program before facilitating your first refresher program. Instructors often report that teaching an initial *Nonviolent Crisis Intervention*® training before teaching a refresher training helps them to develop and solidify their own understanding of *Nonviolent Crisis Intervention*® concepts. This may be the case because initial training programs review all of the *Nonviolent Crisis Intervention*® concepts and principles while refresher programs emphasize content review and application.

Determine Training Program Length

When planning your training program, take time to review the program options found on page 7 of this document. The *Nonviolent Crisis Intervention*® training program is designed to be taught in a moderately paced 14-hour format to allow for content learning, application opportunities, and skills practice. The training is most effective when taught over two moderately paced seven-hour days, excluding lunch and other break times. Training program length should be determined based on organizational and learner-specific needs.

It is natural to think that a course would take less time to teach when there are fewer participants. Although practice time may progress more rapidly, other course components may not. There are likely to be fewer examples and questions brought forth from a smaller group of participants. You should be prepared to provide additional perspectives and scenarios to solidify participant learning. This can be accomplished by adding additional training activities and using case studies. For additional ideas for training exercises and activities, please visit the "Training Activities, Exercises, and Tips" section of CPI's online Training Center or call CPI at **877.877.5390**.

Class Size

CPI recognizes that you may have a range of class sizes, depending on your organization's need for training. Various factors should be pondered when considering program enrollments. These factors include:

- Size of the training room.

- Number of Certified Instructors facilitating the training.

- Staff group dynamics and familiarity with the program.

- Intended outcomes of training (e.g., desire for practice and application exercises).

It is up to you to determine the appropriate number of participants allowed to register for your training. Keep in mind that CPI training rosters include space for up to 40 participants.

Select a Training Room

Selecting and preparing an appropriate room for conducting the training can influence participants' perception of the training and willingness to fully participate in the program. Adequate space is essential to conducting the *Nonviolent Crisis Intervention®* training program. For an average class size (15-25 participants), a minimum of 1,500 square feet is recommended.

You should schedule the training in a room that is conducive to teaching physical skills, facilitating training activities, and delivering presentations. The space should be large and open so Instructors can see participants at all times. Participants should also have adequate space to practice and demonstrate the physical techniques without interfering with other groups or running into obstacles or walls. Carpeting, air conditioning, and proper ventilation are also important considerations when selecting the training room.

Team Teaching

Well planned and coordinated, training courses with multiple Instructors can add to the learning experience. Participants benefit from various perspectives, examples, and additional coaching. Additional Instructors can monitor the pulse of the class and gauge learner comprehension, monitor skill development, and maintain safety. Instructors also benefit from mutual support and can utilize and capitalize on individual strengths and styles.

Conversely, lack of Instructor preparation can detract from participant learning. Too many Instructors involved in teaching a program can confuse participants or negatively impact facilitation timing. Additional time may be needed or key learning objectives might be missed if Instructors do not take the time to coordinate their planning prior to training.

Effective team teaching requires additional planning and coordination to assure a seamless training. Consider and discuss the following issues when planning to team teach with other Certified Instructors:

- ✓ Who will be involved in pre-course preparation (e.g., classroom setup, getting Participant Workbooks)?
- ✓ Who will teach each unit? Are we all clear on unit timings?
- ✓ How will we facilitate and monitor activities?
- ✓ When will breaks be scheduled? How long will they be?

✓ How will we handle participant questions? If each of us contributes in answering questions, focus can get lost and timing will be off.

✓ Will we rehearse in advance?

✓ What will co-trainers focus on when they are not facilitating?

✓ How will we each be involved in assessing participant proficiency?

✓ Who will review post-tests and ensure participants receive the CPI Blue Card™ confirmations?

✓ Who will document the class?

Course Continuity

To promote course integrity and participant safety, you should teach the units in the sequence outlined on the Overview Schedule in the Instructor Guide. The course is structured in such a way that each unit builds on the previous one.

For example, the pre-test sets the stage for learning and allows participants to actively participate early in the course. Presenting the *Crisis Development Model*℠ at the beginning of the training helps participants organize their thinking about how a crisis moment can escalate from verbal to more physically disruptive or dangerous behavior. Also, presenting CPI's disengagement skills before teaching the holding skills provides a sound progression for teaching physical skills. The Overview Schedule lists the order in which the units should be presented and the suggested times for each unit. You should use this as a guide as you plan and prepare your training programs.

Some organizations will ask you to teach related content (such as the organization's emergency response procedures) in conjunction with the prescribed *Nonviolent Crisis Intervention®* curriculum. If you need to teach participants about other emergency procedures or required regulations, please first acknowledge to participants that you are now moving into other content that is not part of the *Nonviolent Crisis Intervention®* curriculum.

Teach CPI-Approved Content and Techniques

In some organizations, some staff may have been trained at other times by other providers of crisis intervention training. As a *Nonviolent Crisis Intervention®* Instructor, you are allowed to train only the course content you have been certified and approved to use as described in the *Nonviolent Crisis Intervention®* Instructor Guide and taught within the Instructor Certification Program. It can be confusing and even dangerous for staff to "mix and match" several different physical intervention techniques from other providers. Teaching only *Nonviolent Crisis Intervention®* strategies decreases the potential of risk and harm to the staff and care receivers, and it can increase everyone's care and well-being.

CPI is recognized as a world leader in safe crisis intervention skills and techniques, and is approved by many regulatory and guidance agencies. CPI is able to support you and your organizations as long as training is conducted within the scope of the *Nonviolent Crisis Intervention®* training Instructor Guide, quality standards, and recommended practices described in this document.

Complete Training Within Two Weeks

CPI understands the challenges of scheduling training and keeping services to care receivers at sufficient staffing levels. If you need to deliver the course content over several sessions, CPI recommends you complete the entire training within two weeks and that you schedule the training sessions in a minimum of two- to three-hour blocks of time. This will help reduce the need for re-teaching previous content or extensive reviewing of content in subsequent sessions. If you wait more than two weeks to complete the course, participants' retention of course content may decrease. Limiting the training to one or two days also helps to reduce the potential number of staff who may be unable to attend all the training sessions and alleviates problems when monitoring whether participants attended and successfully completed the entire training program.

Successful Completion of Training

Organizational policies govern requirements for staff attending training and influence what would be considered successful completion. However, all participants are expected to complete the post-test included in each *Nonviolent Crisis Intervention*® Participant Workbook. Although CPI recommends the participant answer at least 80% of the questions correctly to successfully pass the test, it is up to you and your organization to determine the criteria for passing the post-test and training.

The program's post-test may be only one of the assessment criteria used at an organization. Many organizations include additional completion requirements. Examples of criteria for successful completion include:

- ✓ Attendance and active participation throughout the entire program.
- ✓ Demonstration of the program philosophy of *Care, Welfare, Safety, and Security*^{SM} throughout the training program.
- ✓ Demonstration of competency in the physical intervention skills taught and practiced in the training.
- ✓ Answering the post-test questions correctly (you and your organization determine what percentage is passing).

As a Certified Instructor and as a member of your organization, you are uniquely positioned to positively impact the crisis response strategies of your staff and coworkers, thus improving the *Care, Welfare, Safety, and Security*SM of those within your organization. You have already made a significant contribution to your organization by becoming a Certified Instructor and by planning and conducting *Nonviolent Crisis Intervention®* training programs according to the CPI quality standards and recommended practices described in this document. In order to assist you with evaluating your participants and training, we compiled the following suggestions.

Expectations for Post-Tests

The CPI post-test provides you an opportunity to assess whether your participants have successfully gained an understanding of core course content. Requiring all participants to complete a post-test assures CPI that you sufficiently covered and completed a uniform body of content. You should administer the post-tests at the completion of the training and grade the post-tests according to your organization's standard.

Although there are many ways to manage the post-tests, many Instructors remove the post-tests from the workbooks before the start of training and distribute post-tests to participants at the end of the training. You should not separate the Blue Card™ confirmations from the post-tests until you are ready to distribute the Blue Card™ confirmations to your participants.

Post-tests can be given orally if a participant has difficulty writing answers due to a language barrier, a physical impairment, or some other limitation. If you give an oral post-test, please write down the answers given by the participant and grade it as you would any other post-test. For your own records, you should note that the test was given orally.

Grading of Post-Tests

As the Instructor of the training program, you are responsible for grading the post-tests. You and your organization have the discretion to determine what criteria is used for passing participants. Grade the tests according to whatever standards you and your organization have established. You should also review the post-tests to determine if there are any areas of course content participants need to review.

Should a Participant Not Pass a Post-Test

There may be times when one of your participants does not pass the post-test, or does not meet some other requirement you have established for successful completion. Some suggestions for dealing with this situation include spending some time with the person individually to help him better understand the parts of the program that are causing difficulty and having the participant review his notes and/or watch a *Nonviolent Crisis Intervention®* issue-specific DVD training program and then retake the post-test.

If you believe there was a language or learning barrier to passing the post-test, give the person the opportunity to take the test orally, or ask the person to repeat the training program and retake the post-test the next time it is offered. Ultimately, it is up to you and your organization to determine the criteria for passing the post-test and training.

Blue Card™ Confirmations

When you sign the Blue Card™, you are stating that the person whose name appears on the card successfully completed training conducted according to the quality standards outlined in the *Nonviolent Crisis Intervention*® Instructor Guide and this document. You and your organization have the responsibility to decide, according to your organization's policies and procedures, who receives a Blue Card™ and what that card signifies. Use the Blue Card™ confirmations in a way that will be most beneficial to your staff and facility. Choose an expiration date that is consistent with your organization's policies and procedures and include information regarding the units covered in the training. CPI recommends that participants return to a full training course or a refresher course once every 6 to 12 months.

You should give each participant who successfully completes CPI's *Nonviolent Crisis Intervention*® comprehensive, abridged, and refresher training programs a Blue Card™ confirmation. The Blue Card™ is considered a confirmation of training for participants and is recognized by many accreditation agencies and organizations as an important credential. When you purchase Blue Card™ workbooks, you can distribute the Blue Card™ confirmations located at the back of each Participant Workbook on the last day of training.

Document Training Within Two Weeks

A training is recognized as a valid training when you complete the documentation process and CPI's Quality and Validation Team reviews the training. You should submit the documentation within two weeks of the completion of the program so that CPI can validate the training and apply training hours to your Instructor account. This also ensures your training record is current.

Reinforce the Philosophy of *Care, Welfare, Safety, and Security*SM

It is important that you incorporate references throughout your training to advancing *Care, Welfare, Safety, and Security*SM for all stakeholders at your organization. This is an underpinning philosophy of *Nonviolent Crisis Intervention*® training. It starts with how you model and demonstrate your commitment to this belief during your trainings. Treating all in the class with the maximum of respect, even when you are questioned or challenged; reviewing the Due Care rules to model staff safety; and demonstrating exercises first before participants try them are just some examples of how you can make this concept come to life in your trainings.

We hope the information and recommended practices included in this document put you on the right path for advancing *Care, Welfare, Safety, and Security*SM for all within your organization. For any questions related to your *Nonviolent Crisis Intervention*® Instructor Guide or this document, please feel free to contact CPI at **877.877.5390**.

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

PCS for HB 265 : Computer Coding Instruction

X	*Favorable*

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Bruce Antone	X				
Bryan Avila	X				
Kamia Brown	X				
Colleen Burton	X				
Tracie Davis			X		
Byron Donalds	X				
Erin Grall	X				
Don Hahnfeldt	X				
Shevrin Jones	X				
Mike La Rosa	X				
Bobby Payne	X				
Rene Plasencia	X				
Rick Roth	X				
Matt Willhite	X				
Jake Raburn (Chair)	X				
Total Yeas: 14		**Total Nays: 0**			

Appearances:

Busk, Sarah (Lobbyist) - Waive In Support
TechNet
204 S Monroe St Ste 602
Tallahassee FL 32301
Phone: (850) 222-8900

Logan, Brian (Lobbyist) - Waive In Support
State University System of Florida, Board of Governors
325 W Gaines St Suite 1614
Tallahassee FL 32399-6533
Phone: (850) 245-9717

Mattox, William (General Public) - Waive In Support
James Madison Institute
100 N Duval Street
Tallahassee FL
Phone: 850-386-3131

Bayliss, Slater (Lobbyist) - Waive In Support
TechNet
204 S Monroe St Ste 602
Tallahassee FL 32301
Phone: (850) 222-8900

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

Location: Reed Hall (102 HOB)

PCS for HB 265 : Computer Coding Instruction (continued)

Appearances: (continued)

Hooper, Margaret (Lobbyist) - Waive In Support
 Florida Developmental Disabilities Council, Inc
 FL Developmental Disabilities Cncl 124 Marriott Dr Ste 203
 Tallahassee FL 32301-2981
 Phone: (850) 488-4180

Escallon, Enrique (General Public) - Waive In Support
 4371 SW 150 Court
 Miami FL 33185
 Phone: 305-761-7205

Markley, Linda (General Public) - Information Only
 world languages
 2520 Palm Lake Drive
 Merritt Island FL 32952
 Phone: 321-453-2432

Taylor, James (Lobbyist) - Waive In Support
 Florida Technology Council
 Executive Director
 115 E. Park Ave.
 Tallahassee FL
 Phone: (407) 718-2780

Sharkey, Jeffrey (Lobbyist) - Waive In Support
 Codio Ltd.
 106 E College Ave Ste 640
 Tallahassee FL 32301
 Phone: (850) 224-1660

Ladanowski, Jeremy (General Public) - Proponent
 Coral Springs FL 33071

Ladanowski, Andrew (General Public) - Proponent
 1290 NW 89 Drive
 Coral Springs FL 33071
 Phone: 954-815-2402

Ladanowski, Csilla (General Public) - Proponent
 1290 NW 89th Dr
 Coral Springs FL 33071
 Phone: 754-246-5210

Tappen, Deputy Chancellor, Mary Jane (State Employee) (At Request Of Chair) - Information Only
 Department of Education
 325 W. Gaines Street
 Tallahassee FL 32399
 Phone: 850-245-0818

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

HB 955 : High School Graduation Requirements

X	*Favorable*

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Bruce Antone	X				
Bryan Avila	X				
Kamia Brown	X				
Colleen Burton	X				
Tracie Davis	X				
Byron Donalds	X				
Erin Grall			X		
Don Hahnfeldt	X				
Shevrin Jones	X				
Mike La Rosa	X				
Bobby Payne	X				
Rene Plasencia	X				
Rick Roth	X				
Matt Willhite	X				
Jake Raburn (Chair)	X				
Total Yeas: 14		**Total Nays: 0**			

Appearances:

Vickers, Alice (General Public) - Waive In Support
  Florida Prosperity Partnership
  Board Member
  623 Beard St
  Tallahassee FL 32303
  Phone: 850-556-3121

Pratt, Kenneth (Lobbyist) - Waive In Support
  Florida Bankers Association
  1001 Thomasville Rd Ste 201
  Tallahassee FL 32303
  Phone: (850) 224-2265

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

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

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

Location: Reed Hall (102 HOB)

HB 955 : High School Graduation Requirements (continued)

Appearances: (continued)

High School Graduation Requirements
Black, Greg (Lobbyist) (General Public) - Waive In Support
  Business Law Section of the Florida Bar
  119 S Monroe Street, Suite 200
  Tallahassee FL 32301
  Phone: 850-205-9000

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

PCS for HB 989 : Instructional Materials for K-12 Public Education

X	*Favorable*

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Bruce Antone	X				
Bryan Avila	X				
Kamia Brown	X				
Colleen Burton	X				
Tracie Davis	X				
Byron Donalds	X				
Erin Grall			X		
Don Hahnfeldt	X				
Shevrin Jones	X				
Mike La Rosa	X				
Bobby Payne	X				
Rene Plasencia	X				
Rick Roth	X				
Matt Willhite	X				
Jake Raburn (Chair)	X				
Total Yeas: 14		**Total Nays: 0**			

Appearances:

Schaefer, Dana (General Public) - Information Only
Florida Association of District Instructional Materials Administrators
President
1529 Pleasand Grove Rd
Dunedin FL 34698
Phone: 727-612-2539

Taaffe, Cheryl (General Public) - Proponent
6611 Mansour Lane
Port Orange FL 32128
Phone: 386-478-6533

Notargiacomo, Lamarne (General Public) - Proponent
5051 4 Place
Vero Beach FL 32968
Phone: 772-559-1986

Sommer, Sue (General Public) - Information Only
505 SW Aviation Dr
Lake City FL 32025
Phone: 386-628-2890

Committee meeting was reported out: Monday, March 27, 2017   3:55PM

Location: Reed Hall (102 HOB)

PCS for HB 989 : Instructional Materials for K-12 Public Education (continued)

Appearances: (continued)

Stevens, Rick (General Public) - Proponent
  Florida Citizens Alliance
  Pastor
  2127 NE 2nd Place
  Cape Coral FL 33909
  Phone: 239-849-3775

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

COMMITTEE MEETING REPORT
PreK-12 Quality Subcommittee
3/27/2017 12:30PM

Location: Reed Hall (102 HOB)

HB 1229 : Committee on Early Grade Success

| X | *Favorable* |

	Yea	Nay	No Vote	Absentee Yea	Absentee Nay
Bruce Antone	X				
Bryan Avila	X				
Kamia Brown	X				
Colleen Burton	X				
Tracie Davis	X				
Byron Donalds	X				
Erin Grall	X				
Don Hahnfeldt	X				
Shevrin Jones	X				
Mike La Rosa	X				
Bobby Payne	X				
Rene Plasencia	X				
Rick Roth	X				
Matt Willhite	X				
Jake Raburn (Chair)	X				
Total Yeas: 15		**Total Nays: 0**			

Appearances:

Giery, Adam (Lobbyist) - Waive In Support
  The Children's Movement of Florida
  Partner
  4320 W Kennedy Blvd
  Tampa FL
  Phone: 407-462-2767

Granger, Ted (Lobbyist) - Waive In Support
  United Way of Fl
  307 E. 7th Avenue
  Tallahassee Fl 32303
  Phone: 850-488-8276

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) - Waive In Support
  Florida Children's Council
  111 N Gadsden St Ste 300
  Tallahassee FL 32301
  Phone: (850) 921-4494 x301

Committee meeting was reported out: Monday, March 27, 2017 3:55PM

Location: Reed Hall (102 HOB)

HB 1229 : Committee on Early Grade Success (continued)

Appearances: (continued)

Effrem, Karen (Lobbyist) - Opponent
  Florida Stop Common Core Coalition, Inc
  116 Cousley Dr SE
  Port Charlotte FL 33952
  Phone: (888) 376-5550

Bogdanoff, Ellyn (Lobbyist) - Waive In Support
  Florida Association for Child Care Management
  1 E Broward Blvd Ste 1800
  Fort Lauderdale FL 33301
  Phone: (954) 364-6005

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

McMahon, Katrena (General Public) - Waive In Support
  Florida PTA
  Treasurer
  1406 16th Ave
  Vero Beach FL 32960
  Phone: 772-643-1045

Committee meeting was reported out: Monday, March 27, 2017 3:55PM