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**K - 12**

**Subcommittee**

**Wednesday, January 20, 2016**

**9:00 A.M. – 11:00 A.M.**

**Morris Hall (17 HOB)**

**Meeting Packet**

**Steve Crisafulli  
Speaker**

**Janet Adkins  
Chair**



## AGENDA

K-12 Subcommittee  
Wednesday, January 20, 2016  
9:00 A.M. – 11:00 A.M.  
Morris Hall (17 HOB)

- I. Call to Order/Roll Call
- II. Welcome/Opening Remarks
- III. Consideration of the following bill(s):
  - HJR 759 Charter Schools by Diaz, M.
  - HB 887 Computer Coding Instruction by Adkins
- IV. Consideration of the following bill(s) with proposed committee substitute(s):
  - PCS for HB 693 – Florida Seal of Biliteracy
  - PCS for HB 705 – Qualifications for Educational Interpreters
- V. Workshop on the following:
  - HJR School Districts and School Boards by Caldwell
- VI. Closing Remarks and Adjournment



**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** HJR 759 Charter Schools  
**SPONSOR(S):** Diaz, Jr.  
**TIED BILLS:**           **IDEN./SIM. BILLS:** SJR 976

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee		Dehmer DD	Fudge 
2) Appropriations Committee			
3) Education Committee			

**SUMMARY ANALYSIS**

Under current law, an applicant seeking to operate a charter school submits an application that is reviewed and approved by the school board in the district in which the applicant seeks to operate. Once approved, the applicant and school district enter into a contract called a charter.

The House Joint Resolution requires the State Board of Education to direct the Department of Education to establish a statewide system to approve charter schools within the state.

HJR 759 impacts state funds to the extent that the cost of placing the constitutional amendment on the ballot must be administered by the Department of State. The estimated printing and publication costs for advertising the joint resolution and other necessary materials would be approximately \$10,061.78, possibly greater, depending on the final wording of the joint resolution and the resulting ballot language. The estimate is based on the cost to advertise constitutional amendments for the 2014 general election which was \$135.97 per word.

**A joint resolution proposing an amendment to the Florida Constitution must be passed by three-fifths of the membership of each house of the Legislature.**

**The Constitution requires 60 percent voter approval for passage of a proposed constitutional amendment.**

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### **Statewide Charter School Authorizer**

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

Under current law, an applicant seeking to operate a charter school submits an application that is reviewed and approved by the school board in the district in which the applicant seeks to operate.<sup>1</sup> Once approved, the applicant and school district enter into a contract called a charter.<sup>2</sup>

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

The House Joint Resolution directs the State Board of Education to establish an alternate statewide system for the approval of charter schools within the state. However, any approved charter school will still have to execute a contract with their school district, and the school board would maintain oversight of the charter school.

#### B. SECTION DIRECTORY:

**Section 1.** Amends art. IX, Fla. Const., directing the State Board of Education to establish a statewide system for approval of charter schools.

**Section 2.** Provides an effective date of July 1, 2016.

### II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

##### 1. Revenues:

None.

##### 2. Expenditures:

Article XI, s. 5(d) of the State Constitution, requires proposed amendments or constitutional revisions to be published in a newspaper of general circulation in each county where a newspaper is published. The amendment or revision must be published once in the tenth week and again in the sixth week immediately before the week the election is held.

The estimated average cost per word to advertise an amendment to the State Constitution is \$135.97 for this fiscal year.<sup>3</sup> The estimated publication costs for advertising the joint resolution will be approximately \$10,061.78, possibly greater, depending on the final wording of the joint resolution and the resulting ballot language.

#### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

##### 1. Revenues:

None.

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<sup>1</sup> Section 1002.33(6), F.S.

<sup>2</sup> Section 1002.33(7), F.S.

<sup>3</sup> *Legislative Bill Analysis for CS/HJR 165 (2016)*.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

### **III. COMMENTS**

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

None.

C. DRAFTING ISSUES OR OTHER COMMENTS:

None.

### **IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

Not Applicable.

House Joint Resolution

A joint resolution proposing the creation of a new section in Article IX of the State Constitution to require the State Board of Education to direct the Department of Education to establish a statewide system for the approval of charter schools within the state.

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

That the following creation of a new section in Article IX of the State Constitution is agreed to and shall be submitted to the electors of this state for approval or rejection at the next general election or at an earlier special election specifically authorized by law for that purpose:

ARTICLE IX

EDUCATION

Charter schools.—The state board of education shall direct the Department of Education to establish a statewide system for the approval of charter schools within the state as provided by law.

BE IT FURTHER RESOLVED that the following statement be placed on the ballot:

CONSTITUTIONAL AMENDMENT

ARTICLE IX

HJR 759

2016

26           CHARTER SCHOOLS.—Proposing an amendment to the State  
27 Constitution to require the State Board of Education to direct  
28 the Department of Education to establish a statewide system for  
29 the approval of charter schools within the state.



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	_____	

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1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
2 Representative Diaz, M. offered the following:

**Amendment**

Remove everything after the resolving clause and insert:

6 That the following amendment to Section 4 of Article IX and  
7 creation of a new section in Article IX of the State  
8 Constitution is agreed to and shall be submitted to the electors  
9 of this state for approval or rejection at the next general  
10 election or at an earlier special election specifically  
11 authorized by law for that purpose:

ARTICLE IX

EDUCATION

SECTION 4. School districts; school boards.—

16 (a) Each county shall constitute a school district;  
17 provided, two or more contiguous counties, upon vote of the



Amendment No. 1

18 electors of each county pursuant to law, may be combined into  
19 one school district. In each school district there shall be a  
20 school board composed of five or more members chosen by vote of  
21 the electors in a nonpartisan election for appropriately  
22 staggered terms of four years, as provided by law.

23 (b) The school board shall operate, control and supervise  
24 all free public schools within the school district, except  
25 charter schools under the control and supervision of the  
26 statewide charter school authorizer in accordance with Article  
27 IX, Section 8, and determine the rate of school district taxes  
28 within the limits prescribed herein. Two or more school  
29 districts may operate and finance joint educational programs.

30 SECTION 8. Statewide charter school authorizer.—The State  
31 Board of Education shall establish a statewide charter school  
32 authorizer to authorize, operate, control and supervise charter  
33 schools as provided by law.

34 BE IT FURTHER RESOLVED that the following statement be  
35 placed on the ballot as follows:

## CONSTITUTIONAL AMENDMENT

## ARTICLE IX

## STATEWIDE CHARTER SCHOOL AUTHORIZER

39 STATEWIDE CHARTER SCHOOL AUTHORIZER.—Proposing an amendment to  
40 the State Constitution to require the State Board of Education  
41 to establish a statewide charter school authorizer to authorize,  
42 operate, control and supervise charter schools.



**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** HB 887 Computer Coding Instruction  
**SPONSOR(S):** Adkins  
**TIED BILLS:** IDEN./SIM. BILLS: CS/SB 468

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
1) K-12 Subcommittee		Brink 	Fudge 
2) Education Appropriations Subcommittee			
3) Education Committee			

**SUMMARY ANALYSIS**

The bill allows high school students to demonstrate foreign language competency by completing qualifying computer coding courses along with a related industry certification.

Under the bill, high schools must provide opportunities for students to substitute two credits in computer coding courses of sufficient rigor, as identified by the Commissioner of Education, and a related industry certification for two credits in sequential foreign language instruction. The computer coding courses, including the courses taken to earn the related industry certification, must be identified in the Course Code Directory.

In addition, the bill requires each district school board to develop a plan for offering a computer coding curriculum, which must be submitted to the Commissioner, President of the Senate, and Speaker of the House of Representatives by January 1, 2017.

The bill requires Florida College System institutions and state universities to recognize the computer coding course credits as foreign language credits.

The bill does not appear to have a fiscal impact on the state or local governments.

The bill takes effect July 1, 2016.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### **Present Situation**

##### Computer Science and Technology Instruction

Public schools are required to provide students in grades K-12 opportunities for learning computer science including, but not limited to, computer coding and computer programming.<sup>1</sup> Such opportunities may include:<sup>2</sup>

- Instruction regarding computer coding in elementary and middle school;
- Instruction to develop computer usage and digital literacy skills in middle school; and
- Courses in computer science, computer coding, and computer programming in high school, including opportunities to earn industry certifications related to the courses.

The law allows high schools to provide students opportunities to satisfy certain math and science graduation requirements by taking computer science courses of sufficient rigor and earning a related industry certification.<sup>3</sup> To qualify, the course must be in the area of computer science or 3D rapid prototype printing and the Commissioner of Education must identify the course and the related industry certification in the Course Code Directory.<sup>4</sup>

A qualifying computer science course may satisfy up to one mathematics or science course credit, so long as the course is not Algebra I or higher-level mathematics or Biology I or higher-level science. A qualifying 3D rapid prototype printing course may satisfy up to two mathematics course credits, except for Algebra I.<sup>5</sup>

Currently, courses in computer coding are not approved by the State Board of Education as foreign language courses in the Florida Course Code Directory. Rather, the courses are listed in the Career Technical Education Program and Course Listing section in the Florida Course Code Directory.<sup>6</sup>

##### Foreign Language Instruction

Each district school board must “provide all courses required for middle grades promotion, high school graduation, and appropriate instruction to ensure that students meet the State Board of Education adopted standards” in reading and other language arts, mathematics, science, social studies, foreign languages, health and physical education, and the arts.<sup>7</sup>

Students are not required to earn credits in foreign language to graduate from high school with a standard high school diploma.<sup>8</sup> However, to earn the Scholar designation on the standard high school diploma, a student must earn two credits in the same foreign language.<sup>9</sup>

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<sup>1</sup> Section 1007.2616(1), F.S.

<sup>2</sup> Section 1007.2616(1), F.S.

<sup>3</sup> Section 1007.2616(3), F.S.

<sup>4</sup> *Id.*

<sup>5</sup> *Id.*

<sup>6</sup> Staff of the Florida Department of Education, *Staff Analysis of Senate Bill 468* (2016).

<sup>7</sup> Section 1003.42(1), F.S.

<sup>8</sup> Section 1003.4282(3), F.S.

<sup>9</sup> Section 1003.4285(1)(a)4., F.S.

The Florida Department of Education is required to identify the competencies that students must demonstrate upon the successful completion of two credits of sequential high school foreign language instruction.<sup>10</sup> Additionally, the law directs the department to identify in rule<sup>11</sup> the correlation between high school foreign language competencies and the competencies required of students in the FCS institutions' courses.<sup>12</sup> Based on this correlation, each FCS institution must identify the minimum number of postsecondary credits that students must earn to demonstrate a level of competence in foreign language equivalent to the competence of students who completed two credits of foreign language instruction in high school.<sup>13</sup>

The law authorizes alternative means of demonstrating foreign language competence. The department may specify means by which a student whose native language is not English may demonstrate proficiency in the native language.<sup>14</sup> A student who demonstrates proficiency in a native language other than English is exempt from the requirement to complete foreign language courses at the secondary level or FCS level.<sup>15</sup> The completion of a postsecondary course at the elementary level 2 in one foreign language or American Sign Language (ASL) is also considered to demonstrate the required foreign language competency.<sup>16</sup> Additionally, FCS institutions may determine other means by which students may demonstrate completion of foreign language competencies.<sup>17</sup>

A first-time-in-college student who is admitted to a state university is expected to demonstrate competency in a foreign language or ASL equivalent to the second high school level or higher (Spanish 2, French 2, etc.).<sup>18</sup> Students may also meet the foreign language admission requirement by demonstrating:<sup>19</sup>

- Competency at the elementary 2 level in one foreign language or ASL at an undergraduate institution;
- Equivalent foreign language based on Credit-by-Exam Equivalencies<sup>20</sup> adopted by the State University System (SUS) Board of Governors (BOG); or
- Equivalent foreign language or ASL competence through other means approved by the university.

Pursuant to its constitutional authority outlined under s. 1001.705, F.S., the Board of Governors has adopted regulations establishing baseline admissions requirements for the SUS. In addition, the Articulation Coordinating Committee (ACC) was established to serve as an advisory board to the State Board of Education and the BOG on postsecondary transition issues.

The ACC reports to the Commissioner of Education and is comprised of the following members: two members each representing the SUS, the FCS, public career and technical education, public K-12 education, and non-public education, and one member representing students. Among other things, the ACC monitors the alignment between the exit and admission requirements of education systems and makes recommendations for improving transfer of students from one education system to another education system.

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<sup>10</sup> Section 1007.262, F.S.

<sup>11</sup> Rule 6A-10.02412, F.A.C. This rule adopted by the State Board of Education specifies the competencies that students must demonstrate upon successful completion of two credits of secondary instruction in one foreign language.

<sup>12</sup> *Id.*

<sup>13</sup> *Id.*

<sup>14</sup> Section 1007.262, F.S.

<sup>15</sup> *Id.*

<sup>16</sup> Rule 6A-10.02412, F.A.C.

<sup>17</sup> *Id.*

<sup>18</sup> Board of Governors Regulation 6.002(1)(h).

<sup>19</sup> *Id.*

<sup>20</sup> Florida Department of Education, *Articulation Coordinating Committee Credit-by-Exam Equivalencies*, available at <http://www.fldoe.org/core/fileparse.php/5421/urlt/0078391-acc-cbe.pdf>.

Florida College system institutions and the SUS do not recognize computer coding course credits as foreign language credits.

### Effect of Proposed Changes

The bill establishes alternative means by which high school students may demonstrate foreign language competency. Under the bill, high schools must provide opportunities for students to substitute two credits in computer coding courses of sufficient rigor, as identified by the commissioner, and a related industry certification for two credits in sequential foreign language instruction. The computer coding courses identified by the commissioner and the courses taken to earn the related industry certification must be identified in the Course Code Directory.

Because potentially qualifying courses are not specifically identified in the Course Code Directory as courses containing computer coding standards, a list identifying those specific courses would need to be developed.

The bill requires FCS institutions and state universities to recognize the computer coding course credits as foreign language credits. Thus, students who earn two computer coding credits and the related industry certification as identified by the commissioner may demonstrate foreign language competency for admissions purposes.

The bill requires each district school board to develop a plan for offering a computer coding curriculum, which must be submitted to the Commissioner, President of the Senate, and Speaker of the House of Representatives by January 1, 2017.

#### B. SECTION DIRECTORY:

Section 1. Amends s. 1007.2616, F.S.; requiring high schools to offer computer coding courses; requiring the Commissioner of Education to identify the computer coding courses that satisfy two credits of foreign language instruction under certain circumstances; requiring Florida College System institutions and state universities to recognize the credits as foreign language credits; requiring the inclusion of certain computer coding courses in the Course Code Directory.

Section 2. Requires each district school board to submit a plan for a computer coding curriculum to the commissioner and the Legislature by a specified date.

Section 3. Providing an effective date of July 1, 2016.

## **II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT**

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

None.

#### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

### III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

The bill requires state universities to “recognize the [computer coding] credits as foreign language credits” for purposes of demonstrating foreign language competency. This provision likely infringes upon the State University System (SUS) Board of Governors’ (BOG) constitutional responsibility to govern admissions to SUS institutions, as confirmed by the SUS Governance Agreement and in statute.

In 2007, a group of citizens filed a lawsuit against the Legislature that sought to clarify the scope of the BOG’s constitutional authority and identify which entity has the authority to set SUS tuition and fees. Subsequently, the lawsuit was joined by the BOG.

On March 24, 2010, the Chair of the BOG, the Chancellor of the SUS, legislative leaders and the Governor signed a SUS Governance Agreement acknowledging their shared constitutional authority for the state universities as set forth in the Constitution of the State of Florida. The components of the SUS Governance Agreement include master planning and coordination of Florida’s higher education systems; strategic planning; university governance; financial aid programs; the Administrative Procedures Act and BOG regulations; tuition; and fees.

As a result of the SUS Governance Agreement, the BOG filed a notice of dismissal, with prejudice, of their claims in the 2007 lawsuit filed against the Legislature. The presiding officers agreed to file legislation in accordance with the framework set forth in the governance agreement and to exercise their best efforts to accomplish the final passage of the legislation.<sup>21,22</sup>

As confirmed in the legislation, the BOG is the constitutionally created body required to “operate, regulate, control, and be fully responsible for the management of the whole university system.”<sup>23</sup> The BOG, or the BOG’s designee, has responsibility for, among other things, governing admissions to the SUS institutions.<sup>24</sup>

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<sup>21</sup> Florida Legislature, *State University System Governance Agreement* (March 24, 2010); see also ch. 2010-78, L.O.F.; staff of the Florida House of Representatives, *Legislative Bill Analysis for HB 7237* (2010).

<sup>22</sup> On January 31, 2013, the Florida Supreme Court issued a ruling in favor of the Legislature, holding that the Florida Constitution does not indicate intent to delegate the Legislature’s power to set and appropriate for the expenditure of tuition and fees to the BOG. Thus, the challenged statutes, by which the Legislature exercises control over tuition and fees, are facially constitutional. See *Graham v. Haridopolos*, 108 So. 2d 597, 599 (Fla. 2013).

<sup>23</sup> Art. IX, s. 7(d), Fla. Const.

<sup>24</sup> Section 1001.705(2), F.S.

The BOG's oversight of the SUS is subject to the Legislature's power to appropriate funds, as well as the Legislature's responsibility to provide for the establishment, maintenance, and operation of institutions of higher learning and other public education programs that the needs of the people may require.<sup>25</sup> However, the Legislature is without authority to govern admissions requirements for SUS institutions.

**B. RULE-MAKING AUTHORITY:**

The bill would require the State Board of Education to update the Course Code Directory through the rulemaking process.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

The bill does not define "computer coding curriculum." It is unclear whether the bill requires each school district to develop computer coding curricula, including courses and instructional materials, or to develop strategies for enrolling students in qualifying computer coding courses once identified by the commissioner.

**IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

Not applicable.

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<sup>25</sup> Art. IX, s. 1(a) and 7(d), Fla. Const.; ss. 1001.705 and 1001.706, F.S.  
**STORAGE NAME:** h0887.KTS.DOCX  
**DATE:** 1/14/2016

A bill to be entitled

An act relating to computer coding instruction; amending s. 1007.2616, F.S.; requiring high schools to offer computer coding courses; requiring the Commissioner of Education to identify the computer coding courses that satisfy two credits of foreign language instruction under certain circumstances; requiring Florida College System institutions and state universities to recognize the credits as foreign language credits; requiring the inclusion of certain computer coding courses in the Course Code Directory; requiring each district school board to submit a plan for a computer coding curriculum to the commissioner and the Legislature by a specified date; providing an effective date.

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

Section 1. Subsection (4) of section 1007.2616, Florida Statutes, is renumbered as subsection (5), and a new subsection (4) is added to that section to read:

1007.2616 Computer science and technology instruction.—  
(4) High schools must provide students opportunities to take computer coding courses of sufficient rigor, as identified by the commissioner, such that two credits in such courses and the earning of a related industry certification satisfies two

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2016

27 credits of sequential foreign language instruction. Florida  
28 College System institutions and state universities must  
29 recognize the credits as foreign language credits. Computer  
30 coding courses identified by the commissioner and computer  
31 coding courses taken to earn the related industry certification  
32 shall be included in the Course Code Directory.

33 Section 2. Each district school board shall develop a plan  
34 for a computer coding curriculum and must submit its plan to the  
35 Commissioner of Education, the President of the Senate, and the  
36 Speaker of the House of Representatives by June 1, 2017.

37 Section 3. This act shall take effect July 1, 2016.



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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	_____	

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1 Committee/Subcommittee hearing bill: K-12 Subcommittee  
2 Representative Adkins offered the following:

**Amendment (with title amendment)**

Remove everything after the enacting clause and insert:

6 Section 1. Subsection (6) of section 1004.015, Florida  
7 Statutes, is renumbered as subsection (7), and a new subsection  
8 (6) is added to that section to read:

9 1004.015 Higher Education Coordinating Council.-

10 (6) (a) The Higher Education Coordinating Council shall  
11 develop recommendations to prepare students for successful  
12 postsecondary education and careers in computer science,  
13 information technology, and related fields. In developing the  
14 recommendations, the Council shall consider policies and  
15 practices that are designed to increase access to high-quality  
16 educational experiences that help more students obtain careers  
17 in these fields.



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18        (b) The Council's recommendations must identify:

19            1. High school courses in computer science, including  
20 computer coding and computer programming, of sufficient rigor  
21 such that they may be used to satisfy specified State University  
22 System admission requirements, including requirements for  
23 foreign languages, mathematics, and science.

24            2. Common academic and technical skills needed for  
25 students to help meet projected labor market demands in computer  
26 science, information technology, and related fields in Florida.

27            3. How middle and high school students, including  
28 underrepresented and nontraditional students, can be encouraged  
29 to pursue further studies and careers in computer science,  
30 information technology, and related fields.

31            4. Secondary course sequences which prepare students to  
32 succeed in postsecondary educational programs in computer  
33 science, information technology, and related fields.

34            5. Gaps in current policy, curricula, programs, and  
35 practices at the state, school district, and postsecondary level  
36 which inhibit students from pursuing advanced studies and  
37 careers in computer science, information technology, and related  
38 fields.

39            6. Appropriate educator qualifications and computer  
40 science pedagogy to maintain technologically current  
41 instructional knowledge and practices in teacher preparation  
42 programs.



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43       7. Common definitions for terms related to computer  
44 science, including terms such as computer coding and computer  
45 programming, for consistent use across the Florida K-20  
46 education system.

47       (c) No later than December 31, 2017, the Council shall  
48 report its recommendations to the Board of Governors, the State  
49 Board of Education, and the Legislature.

50       (d) This subsection expires July 1, 2017.

51       Section 2. Subsection (4) of section 1007.2616, Florida  
52 Statutes, is renumbered as subsection (5), respectively, and  
53 subsection (4) is added to that section, to read:

54       1007.2616 Computer science and technology instruction.—

55       (4) (a) No later than June 30, 2017, the Commissioner of  
56 Education shall develop academic standards for computer science,  
57 including standards and benchmarks for computer coding and  
58 computer programming, and include in the Course Code Directory  
59 high school-level courses which incorporate the standards and  
60 prepare students for postsecondary success in computer science,  
61 information technology, and related fields.

62       (b) The Florida Virtual School shall offer computer  
63 science courses identified in the Course Code Directory pursuant  
64 to this subsection. If a school district does not offer an  
65 identified course, it must provide students access to the course  
66 through the Florida Virtual School or through other means.

67       (c) If a student is enrolled in an identified course that  
68 satisfies any foreign language, mathematics, or science



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69 admission requirements for the Florida College System or the  
70 State University System, the school district must notify the  
71 student that he or she should contact any out-of-state or  
72 private postsecondary institution to which the student is  
73 applying and inquire whether the course credit satisfies any of  
74 the institution's admissions requirements.

75 (d) The Department of Education shall annually report to  
76 the Board of Governors and the Legislature the following:

77 1. The courses identified in the Course Code Directory  
78 pursuant to this subsection.

79 2. The number of students, by district, including the  
80 Florida Virtual School, who are enrolled in a course identified  
81 in the Course Code Directory pursuant to this subsection.

82 3. The number of individuals who hold a valid educator  
83 certificate in computer science or a related field.

84 Section 3. The State Board of Education shall consult with  
85 the Board of Governors and school districts to develop  
86 strategies for recruiting qualified teachers to provide computer  
87 science instruction, updating computer science educator  
88 certification requirements, providing appropriate professional  
89 development to maintain technologically current instructional  
90 knowledge and practices in the school districts, and identifying  
91 and streamlining traditional and alternative pathways toward  
92 computer science educator certification.

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Amendment No. 1

## 95                                    T I T L E   A M E N D M E N T

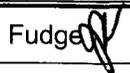
96                    Remove lines 3-15 and insert:

97    amending s. 1004.015, F.S.; requiring the Higher Education  
98    Coordinating Council to make recommendations related to computer  
99    science instruction and identify certain items; requiring the  
100    Council to report its findings and recommendations to the State  
101    University System Board of Governors and the Legislature;  
102    amending s. 1007.2616, F.S.; requiring the Commissioner of  
103    Education to develop certain standards and identify certain  
104    courses in the Course Code Directory; requiring the Florida  
105    Virtual School to offer certain courses identified by the  
106    Commissioner of Education and requiring school districts to  
107    provide students access to such courses; requiring the  
108    Department of Education to annually report certain information;  
109    requiring the State Board of Education, the State University  
110    System Board of Governors, and school districts to develop  
111    strategies relating to computer science educator certification  
112    and teacher recruitment; providing an effective date.



**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** PCS for HB 693 Florida Seal of Biliteracy  
**SPONSOR(S):** K-12 Subcommittee  
**TIED BILLS:** **IDEN./SIM. BILLS:** SB 890

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: K-12 Subcommittee		Brink 	Fudge 

**SUMMARY ANALYSIS**

A seal of biliteracy is an award given by a state department of education or a local school district to recognize a student who has attained proficiency in English and one or more other world languages by the time of high school graduation. The seal is typically affixed to the student's high school diploma and included in his or her transcript and serves to certify the student's attainment of biliteracy to employers and postsecondary institutions.

In 2015, the American Council on the Teaching of Foreign Languages, the National Association for Bilingual Education, the National Council of State Supervisors for Languages, and the Teachers of English to Speakers of Other Languages International Association collaboratively published the guidelines for implementing the Seal of Biliteracy. The guidelines provide a source of information to help states implement seal of biliteracy programs in a consistent manner across the country. Fourteen states and Washington D.C. have implemented a seal of biliteracy program.

Consistent with recommendations in the guidelines, the proposed committee substitute establishes the Florida Seal of Biliteracy Program, which awards qualifying students who earn a standard high school diploma a Silver or a Gold Seal of Biliteracy, depending on their demonstrated level of competency in a foreign language. The bill defines the terms "biliteracy" and "foreign language," which also includes American Sign Language, classical languages, and indigenous languages.

The bill provides requirements for the State Board of Education, the Commissioner of Education, and school districts to implement the program and establishes baseline requirements for a student to demonstrate competency in a foreign language. The state board must adopt rules that identify assessments and qualifying scores, as well as alternative methods, which students must meet to receive a Silver or a Gold Seal of Biliteracy.

The bill appears to have an indeterminate, but likely minimal, fiscal impact. See FISCAL COMMENTS, *infra*.

The bill takes effect on July 1, 2016.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### Present Situation

A seal of biliteracy is an award given by a state department of education or a local school district to recognize a student who has attained proficiency in English and one or more other world languages by the time of high school graduation. The seal is typically affixed to the student's high school diploma and included in his or her transcript,<sup>1</sup> and it serves to certify the student's attainment of biliteracy to employers and postsecondary institutions.<sup>2</sup>

In 2015, the American Council on the Teaching of Foreign Languages, the National Association for Bilingual Education, the National Council of State Supervisors for Languages, and the Teachers of English to Speakers of Other Languages International Association collaboratively published the Guidelines for Implementing the Seal of Biliteracy.<sup>3</sup> The Guidelines provide a source of information to help states implement seal of biliteracy programs in a consistent manner across the country.<sup>4</sup> Fourteen states and Washington D.C. have adopted a seal of biliteracy.<sup>5</sup>

The guidelines include recommended student eligibility requirements states can adopt in implementing a seal of biliteracy program, including the level of language proficiency required in both English and the other world language as well as the evidence necessary to establish language proficiency in each.<sup>6</sup>

The guidelines recommend that participating states require students to demonstrate proficiency in English by achieving state-selected scores on:

- Statewide, standardized English language arts assessments;
- State assessments on English language development of English learners; and
- Other assessments identified by the state as appropriate for demonstrating English proficiency equivalent to meeting high school graduation requirements.<sup>7</sup>

The guidelines recommend that participating states require students to demonstrate proficiency in the other language by achieving a score on an assessment as determined by the state. Such assessments might include:

- Advanced Placement assessments;
- International Baccalaureate assessments;
- Oral proficiency interviews, reading proficiency tests, or writing proficiency tests;
- The Standards-based Measurement of Proficiency;
- The ACTFL Assessment of Performance toward Proficiency in Languages;
- Tribal language assessments;
- The Sign Language Proficiency Interview for American Sign Language;
- The ACTFL Latin Interpretive Reading Exam; or

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<sup>1</sup> American Council on the Teaching of Foreign Languages, *Seal of Biliteracy Guidelines Released*, <http://www.actfl.org/news/press-releases/seal-biliteracy-guidelines-released> (last visited January 13, 2016).

<sup>2</sup> The American Council on the Teaching of Foreign Languages, *et al*, *Guidelines for Implementing the Seal of Biliteracy* (March 2015), available at [http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines\\_0.pdf](http://www.actfl.org/sites/default/files/pdfs/SealofBiliteracyGuidelines_0.pdf).

<sup>3</sup> *Id.*

<sup>4</sup> American Council on the Teaching of Foreign Languages, *Seal of Biliteracy Guidelines Released*, <http://www.actfl.org/news/press-releases/seal-biliteracy-guidelines-released> (last visited January 13, 2016) [hereinafter referred to as *Guidelines*].

<sup>5</sup> *Seal of Biliteracy, State Laws Regarding the Seal of Biliteracy*, <http://sealofbiliteracy.org/> (last visited January 13, 2016).

<sup>6</sup> *Seal of Biliteracy Guidelines* at 3-5.

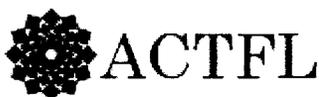
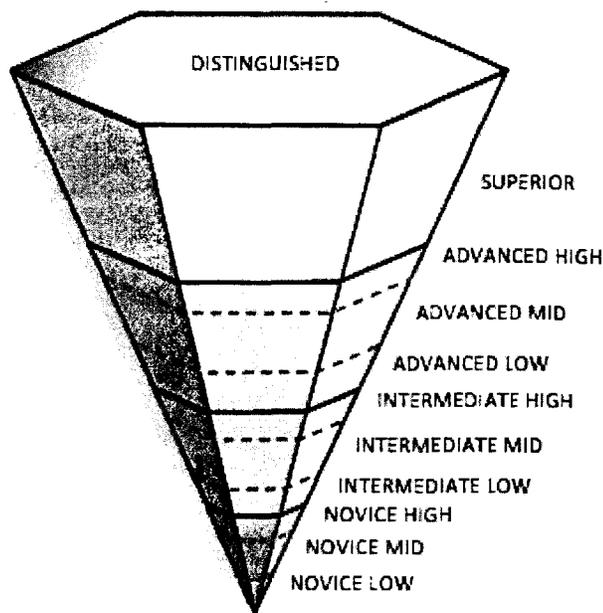
<sup>7</sup> *Guidelines* at 4.

- Other assessments correlated to the required minimum level of language proficiency established by the state.<sup>8</sup>

The guidelines also provide recommended procedures for awarding the seal to eligible students as follows:

- Adding the seal to the high school diploma or transcript and displaying the seal on a certificate or medal awarded to the student;
- Encouraging local districts and schools to make awarding the seal visible at graduation and any senior award ceremonies;
- Setting up a process for collecting, recording, and maintaining the data on students receiving the seal and the evidence upon which it is based, including the languages other than English in which students earned the Seal and the number of students earning the Seal who are former English learners.
- Providing a process that determines how a learner under certain circumstances could complete the requirements to demonstrate proficiency up to one year following high school graduation.<sup>9</sup>

The guidelines recommend states use the ACTFL's Proficiency Guidelines<sup>10</sup> to establish qualifying scores on any identified tests: "The *minimum* target level should be Intermediate Mid based on the ACTFL Proficiency Guidelines."<sup>11</sup> The proficiency guidelines provide detailed descriptions of a student's ability to use a foreign language at different skill levels, which are generally represented in the following graphic:



12

<sup>8</sup> Guidelines at 4.

<sup>9</sup> Guidelines at 5.

<sup>10</sup> American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines* (2012), available at [http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf).

<sup>11</sup> Guidelines at 3 (emphasis in original).

<sup>12</sup> American Council on the Teaching of Foreign Languages, *ACTFL Proficiency Guidelines* (2012), available at [http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012\\_FINAL.pdf](http://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf).

In addition, the Seal of Biliteracy guidelines encourage states to consider a two-tier seal to provide a higher option in the “Advanced” range.<sup>13</sup> Utah has adopted such a two-tier system, awarding a “Platinum” seal to students who score at the “Advanced Mid” level and higher and a “Gold” seal to students who score at the “Intermediate Mid” or “Intermediate High” levels.<sup>14</sup>

### Effect of Proposed Changes

The proposed committee substitute (PCS) establishes the Florida Seal of Biliteracy to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English. Consistent with the recommendations in the seal of biliteracy guidelines, the PCS differentiates two levels of competency, allowing students to earn a Seal of Biliteracy at either the “Gold” or the “Silver” level.

The PCS provides the following definitions:

- “Biliteracy” means attainment of a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English, which is signified on a high school graduate’s diploma and transcript as either a Gold or a Silver Seal of Biliteracy.
- “Foreign language” means a language other than English and includes American Sign Language, classical languages, and indigenous languages.
- “Gold” means the highest level of competency signified by the Seal of Biliteracy.
- “Silver” means the second-highest level of competency signified by the Seal of Biliteracy.

The Gold or the Silver Seal of Biliteracy must be awarded to a high school student who earns a standard high school diploma<sup>15</sup> and demonstrates competency in a foreign language by:

- Earning four course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
- Achieving a qualifying score on a foreign language assessment, as determined by state board rule; or
- Earning the seal through alternative means as determined by state board rule.

The PCS requires the state board to adopt rules to implement the program. The rules must include:

- A process to confirm a student's successful completion of the competency requirements;
- The assessments and corresponding scores required to earn the Gold or the Silver Seal of Biliteracy, which may not be set lower than the assessments’ passing scores, on at least one of the following:
  - An International Baccalaureate examination in the foreign language;
  - An Advanced Placement examination in the foreign language;
  - An SAT Subject Test examination in the foreign language; or
  - An Advanced International Certificate of Education examination in the foreign language.
- Alternative means by which a student may demonstrate equivalent competency in a foreign language, including the means by which a student whose native language is not English may demonstrate competency in his or her native language to earn the Gold or the Silver Seal of Biliteracy; and

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<sup>13</sup> *Guidelines* at 3.

<sup>14</sup> See Education Week, *Utah Unveils New Wrinkle for Seal of Biliteracy Honor*, [http://blogs.edweek.org/edweek/learning-the-language/2016/01/utah\\_to\\_establish\\_new\\_wrinkle\\_.html](http://blogs.edweek.org/edweek/learning-the-language/2016/01/utah_to_establish_new_wrinkle_.html) (last visited Jan. 14, 2016). See also Utah State Board of Education, minutes of meeting at 34-35 (Dec. 3-4, 2015).

<sup>15</sup> A student must earn four credits in English language arts, pass the 10<sup>th</sup> grade standardized, statewide English Language Arts assessment, and earn a cumulative 2.0 GPA on a 4.0 scale to graduate from high school with a standard high school diploma. These requirements are consistent with the recommended English competency requirements provided in the guidelines.

- The award of foreign language course credits to a student who was not enrolled in a foreign language course or who did not complete the course but has demonstrated competency in a manner identified by the State Board of Education in rule.

Qualifying scores on assessments identified by the state board may not be set below the passing score.

In addition, the PCS requires the Commissioner of Education to assist school districts in implementing the program by preparing and providing insignias for the Silver and the Gold Seal of Biliteracy and providing any other information necessary for successful implementation.

Each school district must:

- Maintain appropriate records to identify a student who has met the requirements to receive the Gold or the Silver Seal of Biliteracy;
- Provide the Commissioner of Education with the number of students who have met the requirements to receive the Gold or the Silver Seal of Biliteracy; and
- Affix the appropriate insignia to the student's diploma and indicate on the student's transcript that the student has earned the Gold or the Silver Seal of Biliteracy.

The PCS prohibits the Department of Education and school districts from charging a fee for the seal.

#### B. SECTION DIRECTORY:

Section 1. Creates s. 1003.432, F.S.; defining terms; establishing the Florida Seal of Biliteracy Program to recognize a high school graduate who has attained a high level of competency in one or more world languages; providing the purpose of the program; specifying criteria to earn a Gold or a Silver State Seal of Biliteracy; requiring the Commissioner of Education and school districts to perform specified duties to administer the program; prohibiting a school district or the Department of Education from charging a fee for the State Seal of Biliteracy; requiring the State Board of Education to adopt certain rules.

Section 2. Provides an effective date of July 1, 2016.

## II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

### A. FISCAL IMPACT ON STATE GOVERNMENT:

1. Revenues:

None.

2. Expenditures:

See FISCAL COMMENTS, *infra*.

### B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None

**C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:**

None.

**D. FISCAL COMMENTS:**

There may be costs to the Department of Education related to producing and distributing insignias to be affixed to qualifying students' diplomas. Because the number of students who will qualify for a Seal of Biliteracy cannot be determined, the fiscal impact of the PCS is indeterminate, but likely minimal.

**III. COMMENTS**

**A. CONSTITUTIONAL ISSUES:**

**1. Applicability of Municipality/County Mandates Provision:**

None.

**2. Other:**

None.

**B. RULE-MAKING AUTHORITY:**

The PCS requires the State Board of Education to adopt rules to implement the Florida Seal of Biliteracy program.

**C. DRAFTING ISSUES OR OTHER COMMENTS:**

None.

**IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES**

Not applicable.

1                                   A bill to be entitled  
 2       An act relating to the Florida Seal of Biliteracy;  
 3       creating s. 1003.432, F.S.; defining terms;  
 4       establishing the Florida Seal of Biliteracy Program to  
 5       recognize a high school graduate who has attained a  
 6       high level of competency in one or more world  
 7       languages; providing the purpose of the program;  
 8       specifying criteria to earn a Gold or a Silver State  
 9       Seal of Biliteracy; requiring the Commissioner of  
 10      Education and school districts to perform specified  
 11      duties to administer the program; prohibiting a school  
 12      district or the Department of Education from charging  
 13      a fee for the State Seal of Biliteracy; requiring the  
 14      State Board of Education to adopt certain rules;  
 15      providing an effective date.

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

18  
 19       Section 1. Section 1003.432, Florida Statutes, is created  
 20 to read:

21       1003.432 Florida Seal of Biliteracy for high school  
 22 graduates.—

23       (1) As used in this section, the term:

24       (a) "Biliteracy" means attainment of a high level of  
 25 competency in listening, speaking, reading, and writing in one  
 26 or more foreign languages in addition to English, which is

27 signified on a high school graduate's diploma and transcript as  
 28 either a Gold or a Silver Seal of Biliteracy.

29 (b) "Foreign language" means a language other than English  
 30 and includes American Sign Language, classical languages, and  
 31 indigenous languages.

32 (c) "Gold" means the highest level of competency signified  
 33 by the Seal of Biliteracy.

34 (d) "Silver" means the second-highest level of competency  
 35 signified by the Seal of Biliteracy.

36 (2) The Florida Seal of Biliteracy Program is established  
 37 to recognize a high school graduate who has attained a high  
 38 level of competency in listening, speaking, reading, and writing  
 39 in one or more foreign languages in addition to English. The  
 40 Commissioner of Education shall award the Seal of Biliteracy  
 41 upon graduation to a high school student who meets the  
 42 qualifications in this section. The seal must differentiate  
 43 between two levels of competency, designated as "Gold" or  
 44 "Silver," which must be at least as rigorous as is recommended  
 45 in the biliteracy seal guidelines established by national  
 46 organizations supporting foreign languages instruction.

47 (3) The purpose of the Florida Seal of Biliteracy Program  
 48 is to:

49 (a) Encourage students to study foreign languages.

50 (b) Certify attainment of biliteracy.

51 (c) Provide employers with a method of identifying an  
 52 individual with biliteracy skills.

53        (d) Provide a postsecondary institution with a method to  
 54 recognize an applicant with biliteracy skills who is seeking  
 55 admission to the postsecondary institution.

56        (e) Recognize and promote foreign language instruction in  
 57 public schools.

58        (f) Affirm the value of diversity, honor multiple cultures  
 59 and foreign languages, and strengthen the relationships between  
 60 multiple cultures in a community.

61        (4) The Gold or the Silver Seal of Biliteracy must be  
 62 awarded to a high school student who has earned a standard high  
 63 school diploma and who has earned four course credits in the  
 64 same foreign language with a cumulative 3.0 grade point average  
 65 or higher on a 4.0 scale, by achieving a qualifying score on a  
 66 foreign language assessment, or through alternative means, as  
 67 determined by the State Board of Education pursuant to  
 68 subsection (8).

69        (5) The Commissioner of Education shall:

70        (a) Prepare and provide to each school district an  
 71 appropriate insignia to be affixed to the student's diploma  
 72 indicating that the student has been awarded the Gold or the  
 73 Silver Seal of Biliteracy.

74        (b) Provide information that is necessary for a school  
 75 district to successfully implement the program.

76        (6) Each school district shall:

77        (a) Maintain appropriate records to identify a student who  
 78 has met the requirements to receive the Gold or the Silver Seal

79 | of Biliteracy.

80 |       (b) Provide the Commissioner of Education with the number  
 81 | of students who have met the requirements to receive the Gold or  
 82 | the Silver Seal of Biliteracy.

83 |       (c) Affix the appropriate insignia to the student's  
 84 | diploma and indicate on the student's transcript that the  
 85 | student has earned the Gold or the Silver Seal of Biliteracy.

86 |       (7) A school district or the Department of Education may  
 87 | not charge a fee for the Seal of Biliteracy.

88 |       (8) The State Board of Education shall adopt rules to  
 89 | implement this section. Such rules, at a minimum, must include:

90 |       (a) A process to confirm a student's successful completion  
 91 | of the requirements of subsection (4).

92 |       (b) The assessments and corresponding scores required to  
 93 | earn the Gold or the Silver Seal of Biliteracy, which may not be  
 94 | set lower than the assessments' passing scores, on at least one  
 95 | of the following:

96 |       1. An International Baccalaureate examination in the  
 97 | foreign language;

98 |       2. An Advanced Placement examination in the foreign  
 99 | language;

100 |       3. An SAT Subject Test examination in the foreign  
 101 | language; or

102 |       4. An Advanced International Certificate of Education  
 103 | examination in the foreign language.

104 |       (c) Alternative means by which a student may demonstrate

105 equivalent competency in a foreign language, including the means  
 106 by which a student whose native language is not English may  
 107 demonstrate competency in his or her native language to earn the  
 108 Gold or the Silver Seal of Biliteracy.

109 (d) The award of foreign language course credits to a  
 110 student who was not enrolled in a foreign language course or who  
 111 did not complete the course but has demonstrated competency in a  
 112 manner identified by the State Board of Education under this  
 113 subsection.

114 Section 2. This act shall take effect July 1, 2016.



**HOUSE OF REPRESENTATIVES STAFF ANALYSIS**

**BILL #:** PCS for HB 705 Qualifications for Educational Interpreters

**SPONSOR(S):** K-12 Subcommittee

**TIED BILLS:** **IDEN./SIM. BILLS:**

REFERENCE	ACTION	ANALYST	STAFF DIRECTOR or BUDGET/POLICY CHIEF
Orig. Comm.: K-12 Subcommittee		Fudge 	Fudge 

**SUMMARY ANALYSIS**

According to a recent survey, there are approximately 310 interpreters employed by Florida school districts and the Florida School for the Deaf and the Blind. Neither Florida law, nor State Board of Education rule establishes criteria for the qualification of educational interpreters. Consequently, the criteria for selecting educational interpreters as well as any requirements for continuing education are determined by each local school district.

The bill requires the State Board of Education to adopt in rule standards for individuals who facilitate direct instruction from professionals and direct communication between students who are deaf or hard of hearing and their peers. The standards must include interpreter assessments that include both written and performance assessments that are offered by a national organization of professional sign language interpreters and transliterators.

The bill also requires districts, beginning July 1, 2017, to notify parents if their student has been assigned an interpreter that does not meet the standards established in state board rule and to report to the Department of Education the total number of interpreters employed by the district and, of those, how many meet the standards.

The bill does not have a fiscal impact on state or local governments.

The bill takes effect July 1, 2016.

## FULL ANALYSIS

### I. SUBSTANTIVE ANALYSIS

#### A. EFFECT OF PROPOSED CHANGES:

##### Current Situation

According to a recent survey, there are approximately 310 interpreters employed by Florida school districts and the Florid School for the Deaf and the Blind.<sup>1</sup> Neither Florida law, nor State Board of Education rule establishes criteria for the qualification of educational interpreters. Consequently, the criteria for selecting educational interpreters as well as any requirements for continuing education are determined by each local school district. Some school districts use the Quality Assurance Screening and the Educational Interpreter Evaluation by the Florida Registry of Interpreters for the Deaf. However, this was discontinued in November 2013.<sup>2</sup> Other school districts use the Ed:K-12 Certification offered by the National Registry of Interpreters for the Deaf.<sup>3</sup> On August 5, 2015, the NRID issued a moratorium on credentialing pending the results of a risk analysis of the certification program.<sup>4</sup> Finally, some school districts use the Educational Interpreter Performance Assessment (EIPA) developed by the Boys Town National Research Hospital. As of 2013, 37 states use the EIPA to determine educational interpreter competencies. Six states require a 3.0, twenty-two states required a 3.5, and ten states require a 4.0.

##### Effect of Proposed Changes

The bill requires the State Board of Education to adopt in rule standards for individuals who facilitate direct instruction from professionals and direct communication between students who are deaf or hard of hearing and their peers. The standards must include interpreter assessments that include both written and performance assessment that are offered by a national organization of professional sign language interpreters and transliterators.

Beginning July 1, 2017, school districts are required to notify parents in writing if their student has been assigned an interpreter that does not meet the standards established in state board rule. Also, beginning July 1, 2017, school districts must report to the Department of Education the total number of individuals providing interpreting services in the district and, of those, how many meet the standards.

#### B. SECTION DIRECTORY:

Section 1. Creates section 1012.441, F.S., requiring the State Board of Education to establish standards for educational interpreters.

Section 2. Provides an effective date of July 1, 2016.

### II. FISCAL ANALYSIS & ECONOMIC IMPACT STATEMENT

#### A. FISCAL IMPACT ON STATE GOVERNMENT:

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<sup>1</sup> Florida Department of Education, *2016 Agency Legislative Bill Analysis for HB 705*.

<sup>2</sup> Out of the 37 school districts that responded, 21 indicate that the Quality Assurance Screening and the Educational Interpreter Evaluation is part of their criteria for educational interpreters. Florida Department of Education, *2016 Agency Legislative Bill Analysis for HB 705*.

<sup>3</sup> Out of the 37 school districts that responded, 18 indicate that the Ed: K-12 Certification is part of their criteria for educational interpreters. Florida Department of Education, *2016 Agency Legislative Bill Analysis for HB 705*.

<sup>4</sup> Registry of Interpreters for the Deaf, *Ed: K-12 Certification*, <http://rid.org/rid-certification-overview/ed-k-12-certification/> (last visited January 15, 2016).

1. Revenues:

None.

2. Expenditures:

None.

B. FISCAL IMPACT ON LOCAL GOVERNMENTS:

1. Revenues:

None.

2. Expenditures:

None.

C. DIRECT ECONOMIC IMPACT ON PRIVATE SECTOR:

None.

D. FISCAL COMMENTS:

None.

### III. COMMENTS

A. CONSTITUTIONAL ISSUES:

1. Applicability of Municipality/County Mandates Provision:

None.

2. Other:

None.

B. RULE-MAKING AUTHORITY:

The bill requires the State Board of Education to adopt a rule establishing standards for educational interpreters.

C. DRAFTING ISSUES OR OTHER COMMENTS:

### IV. AMENDMENTS/ COMMITTEE SUBSTITUTE CHANGES

Not applicable.

1 A bill to be entitled  
 2 An act relating to qualifications for interpreters;  
 3 creating s. 1012.441, F.S.; requiring the State Board  
 4 of Education to establish standards for interpreters;  
 5 requiring school districts to notify parents if the  
 6 individual providing interpreter services does not  
 7 meet the standards; requiring school districts to  
 8 report to the Department of Education information  
 9 regarding interpreters; providing an effective date.

10  
 11 Be It Enacted by the Legislature of the State of Florida:

12  
 13 Section 1. Section 1012.441, Florida Statutes, is created  
 14 to read:

15 1012.441 - Qualifications for Educational Interpreters.

16 (1) The State Board of Education shall adopt in rule  
 17 standards for individuals who facilitate direct instruction from  
 18 professionals and direct communication between students who are  
 19 deaf or hard of hearing and their peers as designated in a  
 20 student's individual education plan or 504 accommodation plan.  
 21 The standards must include interpreter assessments that include  
 22 both written and performance assessment and that are offered by  
 23 a national organization of professional sign language  
 24 interpreters and transliterators.

25 (2) Beginning July 1, 2017, each school district shall:

26 (a) Notify a parent in writing if an individual assigned to

27 provide interpretation services to a student, in accordance with  
28 the student's individual education plan or 504 accommodation  
29 plan, does not meet the educational interpreter standards  
30 established in state board rule.

31 (b) Report to the Department of Education, for publication  
32 on its website, the total number of individuals providing  
33 interpretation services in the district, and the number of those  
34 interpreters that meet the educational interpreter standards  
35 established in state board rule.

36 Section 2. This act shall take effect July 1, 2016.



House Joint Resolution

A joint resolution proposing an amendment to Section 4 of Article IX of the State Constitution to provide that a school district may be established or abolished as provided by law and to provide for the election or designation of a school board.

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

That the following amendment to Section 4 of Article IX of the State Constitution is agreed to and shall be submitted to the electors of this state for approval or rejection at the next general election or at an earlier special election specifically authorized by law for that purpose:

ARTICLE IX  
EDUCATION

SECTION 4. School districts; school boards.-

(a) As provided by general or special law, any contiguous area of the state, whether a each county or a municipality, may ~~shall constitute a school district; provided, two or more contiguous counties, upon vote of the electors of each county pursuant to law, may be combined into one school district.~~

(b) ~~In~~ Each school district shall be governed by a school board. ~~there shall be~~ A school board shall be composed of five or more members chosen by vote of the electors in an a ~~nonpartisan~~ election for appropriately staggered terms of four

27 | years, as provided by law, unless, by general or special law,  
 28 | the governing body of a county or municipality constitutes the  
 29 | school board.

30 | ~~(b)~~ The school board shall operate, control, and supervise  
 31 | all free public schools within the school district and determine  
 32 | the rate of school district levies ~~taxes~~ within the limits  
 33 | prescribed herein. Two or more school districts may operate and  
 34 | finance joint educational programs.

35 | (c) A school district may be abolished by general or  
 36 | special law. The operation, control, and supervision of all free  
 37 | public schools within a school district abolished pursuant to  
 38 | this subsection shall be prescribed by general or special law,  
 39 | and the determination of the rate of school district levies in  
 40 | such an abolished school district shall be prescribed pursuant  
 41 | to general law.

42 | BE IT FURTHER RESOLVED that the following statement be  
 43 | placed on the ballot:

44 | CONSTITUTIONAL AMENDMENT

45 | ARTICLE IX, SECTION 4

46 | SCHOOL DISTRICTS; SCHOOL BOARDS.—Proposing an amendment to  
 47 | the State Constitution to authorize any contiguous area of the  
 48 | state to constitute a school district; provide for selection of  
 49 | school board by partisan or nonpartisan election or designation  
 50 | of county or municipal governing body; provide that a school  
 51 | district may be abolished by law; and provide that operation,  
 52 | control, and supervision of public schools, and determination of

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53 | school district levies, within an abolished school district  
54 | shall be prescribed by law.

