

November 20, 2015

MEMORANDUM

TO: District School Superintendents

FROM: Joy Frank
Alex Sarsfield, Legislative Intern

RE: Legislative Update – Week of November 16, 2015

General Information

Senator Legg sent a letter on October 19th to Commissioner Stewart asking for information about the implementation of the class size reduction provision relating to public school choice. As you may recall, s. 1002.31, F.S., relating to Controlled Open Enrollment and Public School Parental Choice was amended to provide that “for a school or program that is a public school of choice under this section, the calculation for compliance with maximum class size ... is the average number of students at the school level.” According to Senator Legg’s letter, some districts have expanded the intent of this state policy and the PreK-12 Committee will be reviewing the existing policy and its implementation. Commissioner Stewart was asked to respond to several requests for information. Her response, as well as Senator Legg’s initial letter, is attached.

Three proposed constitutional amendments relating to education have been filed. They have not been considered, but you should be familiar with them.

HJR 767 by Mayfield – Composition of Cabinet/Election of Commissioner of Education/State Board of Education. The resolution reinstates an elected Commissioner of Education who is also a member of the cabinet. Increases number of cabinet members to four. The State Board of Education would be comprised of the governor as chair, the chief financial officer, attorney general, the commissioner of agriculture and the commissioner of education. The election of a commissioner of education as a member of the cabinet and establishing the governor and cabinet as the state board of education would take effect upon the election of a commissioner effective January 8, 2019.

The bill was filed today and committee references have not been assigned. Also, SJR 942 was filed by Senator Garcia and is identical. It was also filed today and has not been referred to committees.

HJR 539 by Caldwell - Schools Districts and School Boards. Article IX section 4 is amended to read that as provided by general or special law, any contiguous area of the state, whether a county or a municipality, may constitute a school district. The existing language providing that two or more contiguous counties, upon vote of the electors of each county pursuant to law, may be combined into one school district is deleted. Language is added to provide that each school district shall be governed by a school board. A school board shall be composed of five or more members chosen by the electors in an election (removes requirement for nonpartisan election) for four year staggered terms. Unless, by general or special law, the governing body of a county of municipality constitutes the school board.

The resolution also provides that a school district may be abolished by general or special law. The operations, control, and supervision of all free public schools within a school district abolished pursuant to this subsection shall be prescribed by general or special law, and the determination of the rate of school district levies in such an abolished school district shall be prescribed pursuant to general law.

The bill has been referred to the House K-12 Subcommittee, Education Appropriations Subcommittee and the Education Committee. Senator Brandes has filed it in the Senate – SB 734. It has been referred to the Senate Education PreK-12 Committee, Education Appropriations Subcommittee and the Education Committee.

HJR 759 by Diaz amends Article IX relating to education and requires the State Board of Education to direct DOE to establish a statewide system for the approval of charter schools within the state as provided by law. As of the publication of this report, the proposal has not been referred to committees. In addition, there is not a Senate sponsor.

Bills/Proposed Committee Bills/Draft Legislation Considered in Committee.

EDAS1 by House Education Appropriations Subcommittee – Educational Options. The proposed committee bill creates the “Florida Postsecondary Comprehensive Transition Program Act” to increase independent living, inclusive and experiential postsecondary education, and employment opportunities for students with intellectual disabilities. The proposed committee bill establishes a process for postsecondary institutions in Florida to voluntarily seek approval to offer a Florida Postsecondary Comprehensive Transition Program (FPCTP) for students with intellectual disabilities; and creates the Florida Center for Students with Unique Abilities (center) to serve as the statewide coordinating center for the dissemination of information regarding programs and services available to students with disabilities and their families.

The bill creates the “Students Attired for Education (SAFE) Act” and enumerates the benefits of a standard student attire policy and consequently removes the requirement that school boards individually make such findings. The bill encourages district school boards and charter schools to enact a policy requiring standard student attire in at least kindergarten through eighth grade by providing immunity from civil liability based upon adoption of the policy and providing additional funds to school boards that enact a standard student attire policy. Funding of \$10 per student in kindergarten through eighth grade is provided for qualifying districts.

The 2014 Legislature established the Florida Personal Learning Scholarship Account (PLSA) program to enable parents of students with disabilities to customize their child’s education. Parents can request and receive a scholarship that can be used to purchase a wide range of services. Scholarship accounts are established by eligible nonprofit scholarship funding organizations (SFO), and parents are reimbursed for instructional materials, curriculum, and approved services. The bill includes a number of provisions that increase access, strengthen accountability, and streamline administration including increasing the pool of eligible applicants by expanding the definition of autism to include all students on the autism spectrum disorder, and including students who have muscular dystrophy and 3-and 4-year-olds who are high-risk.

The bill appropriates a total of \$95.3 million from the General Revenue Funds for the 2016-2017 fiscal year. The bill provides \$73.3 million (\$71.2 million for scholarships and \$2.1 million for program administration) for the Personal Learning Scholarship Accounts Program, \$14 million for the Standard Student Attire Incentive Program and \$8 million for the Florida Postsecondary Comprehensive Transition

Program (\$1.5 million for the Florida Center for Students with Unique Abilities, \$3 million for start-up grants, and \$3.5 million for scholarships).

The bill has been submitted as a committee bill by the House Education Appropriations Subcommittee.

KTS1 by K-12 Subcommittee – Reading Instruction. The proposal has changed from the first workshop. The changes are underlined in the analysis below. The bill modifies and expands statutory provisions relating to reading instruction.

Amends s. 1001.215, F.S., - Just Read, Florida! Office. Specifies that the goal is for all students to read at least at grade level. The bill specifies that the teaching training provided by the office include the explicit, systematic, and multisensory approaches to reading instruction that are proven to improve the reading performance of all students. The office is also to work with teacher preparation programs to ensure that the above strategies are included in such programs. Explains “reading intervention strategies” as evidence-based strategies frequently used to remediate reading deficiencies and include individual instruction, tutoring, or mentoring that targets specific reading skills and abilities. The district shall post on its website a list of core and supplemental reading instructional materials for kindergarten through grade 5 that meet criteria set out in this section.

Amends s 1001.42, F.S., - Powers and duties of district school boards regarding school improvement plans. The early warning system is expanded to serve students from kindergarten through 8th grade and not just grades 6, 7, or 8th grades. Early warning indicators are expanded to include course failure in English Language Arts or math during any grading period and for students in kindergarten through grade 3 who have a substantial reading deficiency.

School-based teams must monitor and implement the early warning system. These teams must be data driven and collaborate with parents to establish appropriate intervention strategies to meet the student’s needs. If a student exhibits a substantial reading deficiency as one or two early warning indicators, the school-based team must be consulted in developing an individualized progress-monitoring plan for the student.

Amends s. 1002.20, F.S., - K-12 student and parent rights. Requires parental notification of any K-3 student who exhibits a substantial reading deficiency and to be consulted in the development of a plan.

Amends s. 1002.59, F.S., - Emergency literacy and performance standards training courses. Expands training for VPK instructors to include instruction in explicit, systematic, and multisensory instruction. The training course must also address early identification and intervention for struggling readers.

Amends s. 1002.67, F.S., - Performance standards; curricula and accountability. The bill requires that VPK students who exhibit a deficiency in emergent literacy skills, including oral communication, knowledge of print and letters, phonemic and phonological awareness, and vocabulary and comprehension development, must be provided intensive, explicit, and systematic instruction.

Amends s. 1002.69, F.S., - Statewide kindergarten screening; etc. – Requires data from kindergarten screening, along with other available data, to be used to identify students in need of intervention and support in reading.

Amends s. 1004.04, F.S., - Public accountability and state approval for teacher preparation programs. Specifies that the core curriculum for scientifically researched reading instruction must include explicit, systematic, and multisensory approaches that are proven to improve reading performance. In addition, each candidate must receive instruction that includes specified reading instruction and intervention that are proven to improve reading performance for all students.

Amends s. 1004.85, F.S., - Postsecondary educator preparation institutes. Includes same requirements as contained in s. 1004.04, F.S., above.

Amends s. 1008.25, F.S., - Public school student progression; student support; reporting requirements. The bill requires that a student who has a substantial reading deficiency in addition to not meeting state requirements for satisfactory performance in ELA and math must be covered by a federally required student plan such as an IEP or an individualized progress monitoring plan; or both as necessary. Language authorizing a schoolwide system of progress monitoring for all students except for Level 4 or above students is deleted.

Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading must be provided intensive, explicit, systematic, and multisensory reading interventions. A school may not wait until a student receives a failing grade for them to identify that student as having a reading deficiency and initiate intensive reading interventions. The State Board of Education shall identify by rule guidelines for determining whether a student in kindergarten through grade 3 has a substantial deficiency in reading. A parent must be given a description and explanation of the exact nature of the student's difficulty in learning and lack of achievement in reading and strategies for parents to use in helping their child succeed, such as a "Read at Home" plan. After initial notification, the school must continually apprise the parent of the student progress at least once every two weeks. These communications must be in writing and must explain any additional interventions or supports that will be used to accelerate the students' progress if the interventions and supports already being implemented have not resulted in improvement.

The DOE must develop a handbook for schools to give to the parent of a student who is identified as having a substantial reading deficiency. This handbook must give an overview of the procedural requirements and future steps for that child's intensive reading interventions.

Currently, there are seven good cause exemptions from mandatory retention. The seventh one includes students who have received intensive remediation in reading or ELA for 2 or more years but still demonstrates a deficiency and who were previously retained for a total of 2 years. Intensive instruction for students promoted under this exemption must include an altered instructional day. This good cause exemption is deleted. However, the good cause exemption is maintained for students who received reading intervention for 2 or more years, who were retained for a total of two years, but not retained more than once in third grade.

Students who are retained must receive interventions that include evidence-based, explicit, systematic, and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies under subparagraph 1. The student must participate in a minimum of 90 minutes of daily, uninterrupted reading instruction that may include and incorporate a variety of current instructional strategies.

In addition to a highly effective teacher, these students must be provided with a teacher certified or endorsed in reading.

Each school must establish, when applicable, an intensive reading acceleration courses for any student retained in third grade who was previously retained in an earlier grade.

The intensive reading acceleration course must provide, at a minimum, a block science and social studies of 90 minutes, small group instruction, reduced student-teacher ratios, the use of explicit, systematic, and multisensory instruction, and a read at home plan.

Amends. s. 1008.345, F.S., – Implementation of state system of school improvement and accountability. Requires the commissioner to give an annual report to the State Board of Education relating to student retention and promotion, including school districts’ policies on promotion and retention and any revisions from year to year. The report must include any strategies that were effective in improving reading performance over the year.

Beginning April 1, 2019, for core reading materials and supplemental intervention reading materials used in kindergarten through grade 5, that the materials have been identified by the Just Read, Florida! Office as meeting the requirements of s. 1001.215(11). This paragraph does not preclude school districts from purchasing or using other materials to supplement reading instruction and provide additional skills practice. (b) Each district school superintendent shall, as part of the certification under paragraph (a), report the number and percentage of the district's K-5 instructional personnel who have received training to implement the core and supplemental intervention reading materials. The district school superintendent shall also report the process and timeline by which the remaining K-5 personnel will be provided the training, including those newly hired by the district.

Creates s. 1012.567, F.S., - Certification and endorsement for elementary reading instructors. Beginning January 1, 2017, any candidate for an educator certificate in an areas involving reading instruction or intervention for any students in kindergarten through grade 6 must, demonstrate specific competencies. Documentation of a valid professional standard teaching certificate issued by another state is not sufficient. The SBE must establish a procedure by which a teacher from another state may demonstrate competency.

Beginning January 1, 2017, the specialization requirements for an endorsement in reading must include at least 3 semester hours of instruction in specified reading instruction and intervention. This instruction may be incorporated into semester hour requirements already established in SBE rule as of July 1, 2016.

At least once every five years, the DOE must conduct a review of specialization and coverage area requirements in the elementary, reading, and exceptional student education areas.

Amends s. 1012.585, F.S., - Process for renewal of professional certificates. Specifies that knowledge-based literacy component of training must include explicit, systematic, and multisensory approaches to reading instruction and intervention. Credits or points in areas not related to reading instruction or intervention may not be applied toward reading instruction or intervention specialization areas.

Beginning January 1, 2017 an applicant for certificate renewal in any area of certification must earn a minimum of 2 college credits or equivalent inservice points in the use of explicit, systematic, and multisensory approaches to reading instruction and intervention.

Amends s 1012.586, F.S., - Additions or changes to certificates; duplicate certificates. Authorizes DOE to reduce consolidation of endorsement areas and requirements.

Amends s. 1012.98, F.S., - School Community Professional Development Act. As part of the activities under this section, elementary teachers should be provided training to earn a reading endorsement before renewal or attainment of a professional certificate.

Each school district must provide training to reading coaches, classroom teachers, and school administrators in effective methods of identifying characteristics of conditions such as dyslexia and other causes of diminished phonological processing skills; incorporating instructional technique into the general education setting; and using data to make instructional decisions based on individual student needs. The training must help teachers integrate phonemic awareness; phonics, word study, and spelling; reading fluency; vocabulary, including academic vocabulary; and text comprehension strategies into an explicit, systematic, and multisensory approach to reading instruction and intervention.

Effective Date: July 1, 2016.

The bill was approved as a committee bill by the House K-12 Education Subcommittee and was filed as HB 7021.

HEWS2 by Higher Education & Workforce Subcommittee – Career and Adult Education. The bill:

- Revises the definition of applied technology diploma to convert clock hour credit to college credit.
- Establishes fees for applied technology diploma programs offered by public school districts commensurate with fees for college credit programs at Florida College System institutions.
- Revises the standards for career, adult, and community education programs and provides rule-making authority for the State Board of Education to make rules regarding accountability for career education.
- Adds the Chancellor for Career and Adult Education to the membership of the Higher Education Coordinating Council.
- Increases the number of CAPE Digital Tool Certificates that can be included on the CAPE Industry Certification Funding List from 15 to 30.
- Requires career centers and charter technical career centers to develop a procedure for appeals of grievances related to student financial aid.
- Requires more accurate financial reporting for workforce education programs.
- Promotes apprenticeship programs by creating the Florida Apprenticeship Grant (FLAG) Program to expand existing and establish new apprenticeship programs, updating terminology, revising membership on the State Apprenticeship Advisory Council, and clarifying language relating to industry standards.
- Establishes the Rapid Response Grant Program to provide a competitive grant process for the expansion or implementation of high-demand postsecondary programs at career centers or charter technical career centers.
- Requires each school district and Florida College System institution that offers an adult education program to provide at least one online option that enables students to earn a standard high school diploma or its equivalent.

- Allows a candidate to take the high school equivalency examination after reaching the age of 16 if a formal declaration of intent to terminate school enrollment is filed with the school district; and
- Corrects an incorrect reference to developmental education which is not offered by adult education programs.

The bill provides \$3 million in recurring general revenue to implement the FLAG Program and \$10 million in recurring general revenue to implement the Rapid Response Grant Program.

The bill was submitted as a committee by the House Education & Workforce Subcommittee and was filed as HB 7017.

House Legislation regarding Extracurricular Activities (House Education Committee). The committee discussed proposed legislation relating to FHSAA and athletics. An analysis is below.

The bill:

Amends s. 1002.20, F.S., relating to K-12 student and parent rights.

Subsection (17) Athletics; Public High School – Amended to no longer require approval by the district school board for eligibility to compete in athletics once a student has transferred in accordance with s. 1002.20.

Eligibility requirements for all students participating in interscholastic athletic competition must allow a student to be eligible in the school in which he or she first enrolls each school year, the school in which the student makes himself or herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred in accordance with s. 1002.20.

Subsection (18) Participation in Extracurricular Activities in accordance with 1006.15 – Eliminates the need for home education students, charter school students, and virtual school student to meet specified academic and conduct requirements to be eligible to participate in extracurricular activities.

Therefore, participation now includes all public school students, including those enrolled in public schools of choice and virtual education, all home education students, and students attending an unaffiliated private school. These students may participate in in any extracurricular programs not offered by the student’s current school or home education program in the school district in which the student resides or a public school in another school district which the student could choose to attend pursuant to an interdistrict controlled open enrollment policy.

“Eligible to participate” includes participating in extracurricular activities through tryouts, off-season conditioning, summer workouts, preseason conditioning, in-season practice, or contests. However, such participation may be limited if activity is at maximum capacity or if the student does not have the requisite skill and ability to participate.

“Home education cooperative” means a parent-directed group of individual home education students that provides opportunities for interscholastic competition to those students.

“Non-profit association” means the nonprofit association governs interscholastic athletic competition in this state pursuant to s. 1006.20.

“Public School Student” means a student who is attending a traditional public school, charter school, magnet school, alternative school, developmental research lab school, other public school of choice, or virtual school.

“Unaffiliated private school” means a private school that is not a member of a nonprofit association.

Extends the requirements for eligibility under an academic performance contract to private schools, as well as district school boards.

Amends the requirement for a cumulative GPA of 2.0 or above on a 4.0 scale, or its equivalent, to include all coursework, and not just courses required under s. 1002.3105(5) or s. 1003.4282.

The student must maintain satisfactory conduct as prescribed by the district school board’s or private school’s code of student conduct and comply with sport ethics and substance abuse policies of the FHSAA. A home education student satisfies this if they meet the home education program requirements and demonstrate educational progress using a method of evaluation agreed upon by the parent and the school principal pursuant to s. 1002.41.

Ineligibility requirements are amended to only allow ineligibility be declared when: the student fails to meet the requirements set out above; the student has been recruited and sanctions have been imposed against the responsible parties; the student has exhausted four years of athletic eligibility, graduated from high school, or attained the maximum age established by the nonprofit association; the student forfeits his or her amateur status, as defined by the nonprofit association; or the student does not pass a medical evaluation pursuant to s. 1006.20.

A transfer student from a home education program or a private school before or during the first semester of the school year is eligible to participate in extracurricular activities during the first semester if the student has a successful evaluation from the previous school year.

A public school or private school student who transfers into a home education program after being declared ineligible for participation in extracurricular activities is ineligible to participate until they have successfully completed one semester in a home education program. This also applies to public school students transferring to private school and vice versa.

Participation may occur at any public school in the district in which the student resides or a public school in another district which the student could choose to attend pursuant to an interdistrict controlled open enrollment policy.

The student must register with the school his or her intent to participate in extracurricular activities as a representative of the school before the beginning date of the nonathletic activity or season for the athletic activity in which he or she wishes to participate.

A student who enrolls in a school that does not offer any interscholastic athletic programs may only participate in interscholastic athletics at the public school in which the student first makes himself or herself a candidate for by engaging in practice.

The student's parent is responsible for transporting the student to and from the school in which the student participates. No school is civil liable for any injury that may occur during such transportation.

Participation requirements must be applied beginning with the student's first semester entering 9th grade and must apply on an equal basis to all students, whether they are a transfer student, home education student, public school of choice student, or unaffiliated private school student. A district board shall equitably apply its transfer policies regardless of the reason for the transfer and those policies shall not be more stringent than policies established by the nonprofit association.

The commissioner, with the approval of the State Board of Education, shall designate another nonprofit association to govern interscholastic athletic competition in this state and serve as Florida's voting member association of the National Federation of State High School Associations.

Amended to now subject the FHSAA to ss. 1006.15-1006.19, relating to fees for sanctions and contest receipts collected.

Amended to allow private schools and traditional public schools, along with charter schools, virtual schools, and home education schools to become members of the FHSAA and participate in the activities of the FHSAA. The FHSAA shall allow any school to join as a full-time member or on a per-sport basis and may not prohibit or discourage any school from simultaneously maintaining membership in the FHSAA and another athletic association.

The FHSAA may not withhold its approval of an application to become an affiliate member of the National Federation of State High School Associations if that applicant meets all requirements of the National Federation of State High School Associations. The commissioner may identify other associations that govern the interscholastic athletic competition in compliance with the requirements of the National Federation of State High School Associations.

Defines "recruiting" as any effort by a school employee or athletic department staff member to pressure, urge, or entice a student to attend that school for the purpose of participating in interscholastic athletic competition as determined by a neutral third party based upon a preponderance of the evidence.

Any recruitment by an adult in violation of FHSAA bylaws shall result in forfeiture of every competition in which the recruited student participates and the following escalating punishments: first offense results in a \$5,000 fine; second offense results in a \$7,500 fine and if the individual is employed by the school district, suspension without pay from any coaching; third offense results in a \$10,000 fine, and if the individual holds a temporary or professional certificate, they will be investigated pursuant to s. 1012.796 and revoked of their certificate if the complaint is upheld by that investigation. A student may only be declared ineligible if there have been sanctions imposed by the FHSAA on the adult individual responsible for the recruiting violation.

Amended to require the FHSAA provide a process for the resolution of student eligibility disputes. The FHSAA must provide written notice to the student athlete, parent, and member school stating specific findings of fact that support a determination of ineligibility. The student must request an informal conference, which must be held within 10 days of the student's request. If the dispute is not resolved during the informal conference, the FHSAA will use a neutral third party, who will be selected by the parent of the student athlete from a list maintained by the FHSAA. A final determination regard the eligibility dispute must be issued no later than 30 days after the informal conference.

Any proceeding concerning student athlete eligibility must be held in the county in which that student resides and may be conducted via telephone, videoconference, or other electronic means.

A student may not be declared ineligible to participate until a final decision is issued by the neutral third party unless the determination of eligibility is based on s. 1006.15. It is the responsibility of the member school to assess the facts of the final determination and decide whether to allow or not allow the participation of the student athlete.

Amends s. 1012.795, F.S., relating to Education Practices Commission to include an individual who has committed a third recruiting offense as determined by the FHSAA pursuant to s. 1006.20. The department's review shall include all referrals by the FHSAA when reviewing the final determination.

Amends s. 1002.33, F.S., relating to charter schools to allow charter school students eligibility to participate in an extracurricular activity at another public school, regardless of where the student would be otherwise assigned to attend.

HB 355 by Artiles – Supervisor of Elections Salaries. The supervisor of elections is a county officer created by the Florida Constitution. The supervisor of elections is responsible for administering the state's voter registration system at the local level and managing the logistics of elections conducted in the county.

The salaries for most county constitutional officers are set by a statewide formula. This formula provides a base salary determined by a county's population group and a group rate for each person in excess of minimum number needed to qualify for the population group. While the base salary differs between the various county constitutional officers, the additional salary above the base for the population group is calculated using the same multiplier rate for all officers except the supervisor of elections.

The bill increases the population group multiplier rates used to calculate the salaries above the base for supervisors of elections to the same as used for other county constitutional officers. The bill also increases the base salary for supervisors of elections to the rate used to calculate the salaries for tax collectors, property appraisers, and clerks of circuit court.

The bill passed the House Local Government Affairs Subcommittee favorably as a committee substitute.

HB 183 by Adkins – Administrative Procedures. The Administrative Procedure Act (APA) provides uniform procedures for the exercise of specified administrative authority. The bill amends provisions of the APA to enhance the opportunities for substantially affected parties to challenge rules. Specifically, the bill makes the following changes to the APA, including, but not limited to:

- Revising rulemaking procedures based on petitions to initiate rulemaking alleging an unadopted rule;
- Expanding the listing of information that must be published on the Florida Administrative Register to include rules filed for adoption in the previous seven days and a listing of all rules filed for adoption but awaiting legislative ratification;
- Revising the pleading requirements and burden of going forward with evidence in challenges to proposed and unadopted rules;
- Clarifying which rule validity decisions may be appealed; and
- Requiring agencies to identify and certify all of the rules the violation of which would be a minor violation.

The bill passed the House Government Operations Appropriations Subcommittee favorably as a committee substitute. It is now a committee substitute for committee substitute or CS/CS/

HB 4001 by Steube – Licenses to Carry Concealed Weapons or Firearms. The bill repeals s. 790.06(12)(a)13., F.S., to authorize persons who have a valid concealed weapons or concealed firearms license to carry a concealed weapon or firearm into any college or university facility.

The bill passed the House Judiciary Committee, the last committee of reference, favorably. It is now on the House Calendar.

HB 7003 by House State Affairs Committee – Individuals with Disabilities. The bill addresses the employment and economic independent of individuals with disabilities by creating several programs and employment policies.

The bill passed the House Government Operations Appropriations Subcommittee favorably as a committee substitute and is now on the House Calendar.

House Choice & Innovation Committee – School Choice/Charter School Proposal

The Subcommittee again workshopped a proposed bill relating to charter schools. An analysis is below and reflects the changes from the first workshop.

Amends s. 1002.33, F.S., relating to charter schools.

Subsection (1) Authorization – Clarifies language to require an existing charter school that is seeking to become a virtual charter school must amend its charter or submit a new application to become a virtual charter school.

Subsection (2) Guiding Principles; Purpose – Requires that, for a student who exhibits substantial deficiency in reading, as determined by the chart school, the school shall notify the parent of the deficiency, the intensive interventions and supports used, and the student’s progress in accordance with s. 1008.25(5).

Subsection (6) Application Process and Review – Authorizes a sponsor to deny an application rather than a charter if the school does not propose a reading curriculum that us evidenced-based and includes explicit, systematic, and multi-sensory reading instructional strategies; however a sponsor may not require the charter school to implement the reading plan adopted by the school district pursuant to s. 1011.62(9).

Requires the applicant to disclose the name of each applicant, governing board member, and proposed management company, if any; the name and sponsor of any charter school currently or previously operated by each applicant, each governing board member, and the proposed management company; and the academic and financial history of such charter schools, which the sponsor must consider in deciding whether to approved or deny the application.

Requires that, except as provided for a draft application, a sponsor may not charge an applicant for a charter any fee for the processing or consideration of an application and a sponsor may not base its consideration or approval of a final application upon the promise of future payment of any kind.

Requires that if an applicant files an appeal of the sponsor's denial to the State Board of Education, the applicant must provide the sponsor with a copy of the appeal.

A charter school may defer the opening of the school's operations for up to 2 years to provide time for adequate facility planning. The charter school must provide written notice of such intent to the sponsor and the parents of enrolled students at least 30 calendar days before the first day of school.

Provides that a charter school applicant, after approval of an application but before the first day of school must provide verified evidence of a surety bond, loan commitment or cash reserve in an amount sufficient to cover the financial obligations of the charter school from the first day of school to the October FTE student membership survey. Funds reserved for such purposes shall be held in trust and unused funds at the time of the October FTE student membership survey shall be reserved for the next school year.

Subsection (7) Charter – States that a charter may be terminated by a charter school's governing board through voluntary disclosure. The decision to cease operations shall be at a public meeting. The governing board shall notify the parents and sponsor of the public meeting in writing before the public meeting. The governing board must notify the sponsor, parents of enrolled students, and DOE in writing within 24 hours the public meeting of its determination. The notice shall state the charter school's intent to continue operations or the reason for the closure and acknowledge that the governing board agrees to follow the procedures for dissolution and reversion of public funds.

Language relating to parental involvement is moved to another subsection.

(9) Charter School Requirements – Specifies that a charter school must, upon approval of the charter contract, provide the sponsor with a monthly or quarterly financial statement summary sheet. Then, the sponsor must review each statement to identify the existence of any conditions identified in s. 1002.345(1)(a).

Specifies that a charter school's charter contract is automatically terminated if the school earns two consecutive grades of "F" after all school grade appeals are final.

Adds language to require the sponsor to notify the charter school's governing board, the charter school principal, and DOE in writing when a charter contract is terminated.

Reinstates language relating to parental involvement.

(10) Eligible Students – Add language stating that a charter school that has not reached capacity, as determined by the charter school's governing board, may be open to any student in the state.

Enrollment preferences may be given to students who qualify for an Opportunity Scholarship and students who attended or are assigned to failing schools pursuant to s. 1002.38(2).

(13) Charter School Cooperatives – Expands services provided by cooperative agreements that charter schools may enter into.

(17) Funding – Authorizes charter schools to receive funding from the research-based reading allocation.

Any unrestricted surplus or unrestricted net assets identified in the charter school’s annual audit may be used for K-12 educational purposes for charter schools within the district operated by the not-for-profit or municipal entity operating the charter school with the surplus. Surplus operating funds shall be used in accordance with s. 1011.62 and surplus capital outlay funds shall be used in accordance with s. 1013.62(2).

Specifies payment of funds on a monthly or bimonthly basis beginning with the start of the school board’s fiscal year. For the first two years of a charter school’s operation, the school board must distribute funds for the month of July – October based on the projected FTE student membership of the charter school as submitted in the approved application, if a minimum of 75% of the projected enrollment is met. If less than 75%, the sponsor must base payment on the actual number entered into the sponsor’s student information system.

Payments must be made within 10 working days after receipt or the date the payment is due pursuant to the language above. The school board may not delay payment to a charter school of any portion of the funds based on the timing of receipt of local funds by the school board.

(18) Facilities – Current law requiring that a local governing authority must treat charter schools equitable in comparison to requirements imposed on regular public schools. Language is added to state that if any official of the local governing authority refuses to comply the aggrieved school has an immediate right to bring an action in circuit court to enforce its right by injunction. A party that receives injunctive relief may be awarded attorney fees and costs.

Amends s. 1002.331, F.S., relating to high-performing charter schools. The sponsor has 30 days after the charter receives its high-performing designation to provide a charter renewal to the charter school. The charter school and sponsor have 20 days to negotiate and notice the charter contract for final approval by the sponsor. The proposed charter contract must be provided to the charter school at least 7 days before the date of the meeting at which the charter is scheduled for final approval by the sponsor. Any dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings.

Current law prohibits the establishment of more than one charter school within the state in any year. New language is added to state that this prohibition does not apply to charter schools established by a high-performing charter school in the attendance zone of a public school that has earned an “F” or three consecutive grades of “D” or to meet capacity needs or needs for innovative school choice options identified by the school board.

Repeals language prohibition against a high-performing charter school from increasing enrollment or expanding grade levels following any school year in which it received a grade of “C” or below.

Creates s. 1002.333, F.S., relating to High-Impact Charter Network. “Critical Need Area” means an area that is served by one or more nonalternative, traditional public schools that received a school grade of “D” or “F” pursuant to s. 008.24 in 4 of the last 5 years. “Entity” means a nonprofit organization with tax exempt status under s. 501(c)(3) of the internal Revenue Code that is authorized by the law to operate a public charter school. An entity that successfully operates a system of charter schools that serves

primarily educationally disadvantaged students may apply to the state board for status as a High-Impact Charter Network. The state board must adopt rules prescribing the process by which an entity may receive the designation. A charter school operated by a High-Impact Charter Network in a critical need area shall be eligible to receive charter school capital outlay notwithstanding the provision of s. 1013.62 which governs the distribution of charter school capital outlay. In addition the administrative fee is waived. DOE must give such charters priority in grant competitions, if they are new charter schools within the network. Initial network status is valid for up to four years. For purposes of determining critical need areas, school grades issued for the 2014-15 school will not be considered. The SBE must adopt rules to implement this new section.

Amends s. 1002.37, F.S., relating to the Florida Virtual School. Refers to the calculation of FTE to that section of law relating to the FEFP to reflect performance funding and recalibration. Removes requirement to meet eligibility criteria for participation in the Florida Virtual School for students in K – 12th grade.

Amends s. 1002.45 relating to Virtual Instruction Programs. Clarifies that students in K-12 may enroll in a virtual instruction program provided by the district or by a virtual charter school operated in the district in which he or she resides. Removes requirement to meet certain eligibility requirements.

Subsection (8) Assessment and Accountability – Updates terminology. Specifies that an approved provider’s contract is automatically terminated if the provider earn two consecutive school grades of “F”, receives two consecutive school improvement rating of “unsatisfactory” or has violation any qualification requirement.

Repeals s. 1002.445, F.S., relating to student eligibility for K-12 virtual instruction.

Amends s. 1003.4295, F.S., re to Accelerated Options – The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course examination or Advanced Placement Examination. In addition, a school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a passing score on the corresponding EOC or AP Examination.

Creates s. 1004.650, F.S., relating to the Florida Institute for Charter School Innovation. The institute is established with the purpose to advance charter school accountability and innovation; provide technical assistance to charter schools; provide opportunities for aspiring teachers to experience teaching in schools of choice; and conduct research.

Amends s. 1011.61, F.S., relating to Definitions. Deletes language relating to double session schools, etc. A student who receives instruction in a school that operates for less than the minimum term shall generated a full-time equivalent student proportional to the amount of instruction hours provided by the school divided by the minimum term requirement. Specifies that DOE must determine an equitable method of equivalent funding for schools operating under emergency conditions when such schools operate for less than the minimum term.

Amends s. 1012.56, F.S., relating to Professional Development Certification and Education Competency Program. Authorizes a private school and charger schools in addition to public schools, to develop a

system by which teachers may demonstrate master of professional preparation and education competence.

Amends s. 1013.62, F.S, relating to Charter schools capital outlay funding. Modifies eligibility requirements to authorize receipt of capital outlay funds if an annual audit does not reveal any financial emergency conditions rather than requiring financial stability for future operation as a charter school.

Amends s. 1003.4295, F.S., relating to Acceleration options. Authorizing passage of AP examination in lieu of passage of specific EOCs for purposes of high school graduation.

Effective date of July 1, 2016.

SB 124 by Evers – Public Procurement Practices. SB 124 implements many of the recommendations of the statutorily created Partnership for Public Facilities and Infrastructure Act Guidelines Task Force to create a uniform, improved process for engaging in public-private partnerships (P3s) across the state. The bill clarifies that the P3 process must be construed as cumulative and supplemental to any other authority or power vested in the governing body of a county, municipality, district, or municipal hospital or health care system. It also provides that the P3 process is an alternative method that may be used.

The bill clarifies the list of entities authorized to conduct P3s includes special districts, school districts (rather than school boards), and Florida College System institutions.

The bill provides increased flexibility to the responsible public entity by permitting a responsible public entity to deviate from the provided procurement timeframes if approved by majority vote of the entity's governing body.

The bill provides that an unsolicited proposal must be submitted concurrently with an initial application fee, which may be established by the responsible public entity. The bill authorizes a responsible public entity to request additional funds if the initial fee does not cover the costs to evaluate the unsolicited proposal. It also requires the responsible public entity to return the initial application fee if the responsible public entity does not review the unsolicited proposal.

The bill authorizes the Department of Management Services to accept and maintain copies of comprehensive agreements received from responsible public entities.

The bill expands the limitation on state agencies' and local governments' ability to refuse surety bonds issued by surety companies that meet specific criteria.

The bill passed the Senate Community Affairs Committee favorably.

SB 126 by Evers – Public Records and Public Meetings. SB 126, which is linked to the passage of SB 124, creates an exemption from public record and public meeting requirements for unsolicited proposals for public-private partnership (P3) projects for public facilities and infrastructure.

The bill passed the Senate Community Affairs Committee favorably.

SB 350 by Montford – Online Procurement. SB 350 authorizes district school boards to adopt rules regarding the efficient and effective procurement of materials, supplies, and services, including the use

of online procurement. The bill also authorizes district school boards, Florida College System institution board of trustees and university board of trustees to make purchases through an online procurement system.

The bill passed the Senate Governmental Oversight and Accountability Committee favorably.

SB 372 by Lee – Administrative Procedures. CS/SB 372 revises the Administrative Procedure Act, which governs agency rulemaking and decision making. The most significant changes to the act by the bill:

- Require an agency to commence and complete rulemaking activities generally within 180 days after it holds a public hearing on a petition to initiate rulemaking activities on an unadopted rule and chooses to initiate rulemaking.
- Require the dissemination of additional notices of agency rulemaking activities on the Florida Administrative Register and through e-mails by an agency to its licensees and other interested persons.
- Authorize a person to challenge agency action by asserting that a rule or unadopted rule used as a basis for the agency's action is invalid.
- Require agencies to review their rules to identify rules the violation of which would constitute a minor violation and for which a notice of noncompliance will be the first enforcement action.

The bill passed the Senate Judiciary Committee favorably as a committee substitute.

SB 376 by Hukill – Individuals with Disabilities. CS/SB 376 creates the Financial Literacy Program for Individuals with Developmental Disabilities within the Department of Financial Services (DFS). The goal of the program is to promote economic independence and successful employment of individuals with developmental disabilities by providing education, outreach, and resources on specific issues. For individuals with developmental disabilities these issues include financial education, financial and health benefit programs and services, job training and employment opportunities, and the impact of earnings and assets on eligibility for federal and state programs. For employers of the state, the issues include strategies to make program and educational materials available to their employees with developmental disabilities.

The bill requires the DFS to establish on its website a clearinghouse for information regarding the program and other resources and to develop a brochure that describes the program. The bill also requires that financial institutions participating in the qualified public depository program participate in the Financial Literacy Program as a condition of eligibility for the qualified public depository program.

The bill passed the Senate Fiscal Policy Committee favorably as a committee substitute and should be placed on the calendar.

SB 388 by Detert – Individuals with Disabilities. SB 388 creates the Florida Unique Abilities Partner Program to recognize business entities that employ individuals who have a disability, contribute to organizations that support the independence of individuals who have a disability, or establish or contribute to the establishment of a program that contributes to the independence of individuals who have a disability. A business that receives the designation must annually re-certify that it continues to meet the criteria for the designation.

The bill passed the Senate Fiscal Policy Committee favorably and is now on the calendar.

SB 390 by Simpson – Public Records/Public Agency Contract for Services. SB 390 amends s. 119.0701, F.S., to revise procedures for obtaining records relating to a public agency’s contract for services with a private contractor. Specifically, the bill:

- Requires all public records requests regarding contracts for services be made directly to the agency rather than to the contractor;
- Requires each public agency contract for services include the contact information of the agency’s public records custodian and provisions requiring the contractor to comply with public records laws after the contract is completed; and
- Limits the liability of contractors acting as records custodians for costs and attorney fees in certain instances. The party requesting the public records must send written notice that its public records request has not been honored prior to filing an enforcement lawsuit if the party wishes to recover costs and attorney fees from the contractor.

The bill passed the Senate Governmental Oversight and Accountability Committee favorably.

SB 434 by Garcia – Principal Autonomy Pilot Program Initiative. CS/SB 434 establishes the Principal Autonomy Pilot Program Initiative (PAPPI) within the Department of Education (DOE) to provide a highly effective principal of a participating school with increased autonomy and authority to operate his or her school in a way that produces significant improvements in student achievement and school management.

Schools selected for participation in PAPPI are exempt from the K-20 Education Code and State Board of Education (SBE) rules, with exceptions. **The original bill expanded the exemptions to the entire district, but the bill was amended to limit the exemptions to participating schools.**

Participating School Districts

The bill authorizes the SBE to enter into a performance contract with up to three district school boards for participation in PAPPI. The term of the program is three years, at which time the performance of all participating schools in the school district must be evaluated. The SBE may revoke a district’s participation in the program during the term of the program and may renew participation upon expiration of the initial term. The bill specifies deadlines for submission and approval of principal autonomy proposals and requires the SBE to adopt rules for administering PAPPI, including criteria for approving proposals.

Principal Autonomy Proposal

The bill requires the school districts seeking to participate in PAPPI to submit a principal autonomy proposal to the SBE for approval. The proposal must:

- Identify three middle or high schools that received at least two school grades of “D” or “F” during the previous three school years;
- Identify three principals who have earned a highly effective rating on the prior year’s performance evaluations, one of whom shall be assigned to each of the participating schools;
- Describe the current financial and administrative management of each participating school;
- Identify the areas in which each school principal will have increased fiscal and administrative autonomy, including greater autonomy regarding the hiring of instructional personnel;
- Identify the areas in which each participating school will continue to follow district school board fiscal and administrative policies;
- Explain the methods used to identify the educational strengths and needs of the participating school’s students and how student achievement can be improved;
- Establish performance goals for student achievement;

- Explain how increased principal autonomy will help participating schools improve student achievement and school management; and
- Provide each participating school's mission and a description of its student population.

Principal Authority and Responsibilities

The bill revises existing law governing the personnel duties of school principals participating in PAPPI and school budgeting and calculation of expenditures to facilitate implementation of PAPPI. The bill authorizes the principal of a participating school to:

- Select qualified instructional personnel for placement at the school or refuse placement or transfer of instructional personnel by the district school superintendent;
- Deploy financial resources to school programs to help improve student achievement;
- Meet performance goals identified in the principal autonomy proposal; and
- Provide, annually, to the district school superintendent and district school board a budget for the operation of the participating school that identifies how funds are allocated.

The bill requires the principal of each participating school, a three-member leadership team from each participating school, and district personnel working with each participating school to enroll and complete the University of Virginia School Turnaround Program upon acceptance into the pilot program. Each participating school district receives \$100,000 from the DOE for participation in the University of Virginia School Turnaround Program.

The University of Virginia School Turnaround Program is a professional development program for school-level leaders established in collaboration with the University of Virginia Darden School of Business and the Curry School of Education. The three-year program is designed to respond to the needs of underperforming schools by helping education leaders identify individual key issues and develop individual strategies to turn around a school. The program's managers accomplish these tasks by, among other things, hosting workshops to develop turnaround plans, helping participating schools identify qualified school leaders to oversee school turnaround, and conducting on-site visits to help participating schools accomplish turnaround goals. The program's managers and participating schools also collaborate to develop plans designed to help teachers and students reach performance goals.

Exemptions

The bill authorizes **schools** participating in PAPPI, with SBE approval of a PAPPI proposal, to be exempt from the K-20 Education Code and SBE rules, except provisions relating to:

- Election and compensation of district school board members, the election or appointment and compensation of district school superintendents, public meetings and public records requirements, financial disclosure, and conflicts of interest.
- Student assessment program, school grading system, and other school improvement and accountability requirements.
- Services to students with disabilities.
- Civil rights and discrimination.
- Student health, safety, and welfare.
- Uniform opening date for public schools.
- Maximum class size, except that compliance for a participating school is calculated at the school-level average, rather than at the individual classroom level.
- Personnel compensation and salary schedules.

- Workforce reductions for annual contracts for instructional personnel, excluding at-will employees.
- Annual contracts for instructional personnel hired on or after July 1, 2011, excluding at-will employees.
- Personnel performance evaluations.
- Educational facilities, excluding provisions governing covered walkways for relocatables and use of relocatable facilities exceeding 20 years of age.
- Administration and implementation of PAPPI.

Funding of the Program

The bill requires the Legislature to provide an appropriation to the DOE for the costs of the pilot program, including administrative costs and enrollment costs for the University of Virginia School Turnaround Program and an additional \$10,000 for each participating principal to use at the school. Specifically, the bill provides a participating principal greater authority to deploy financial resources and control over his or her school's operational budget.

The bill specifies that schools participating in PAPPI must be guaranteed to receive at least 90 percent of the funds generated in the FEFP by that school rather than current law which specifies at least 80 percent of the funds generated by that school based upon the Florida Education Finance Program (FEFP), including gross state and local funds, discretionary lottery funds, and funds from the school district's current operating discretionary millage levy.

Evaluation and Reporting

The bill authorizes a school district to participate in the pilot program for a period of three years. The SBE may renew or revoke a school district's participation in PAPPI if the school district fails to meet the requirements of the program.

The bill requires a participating school district to annually submit a report to the SBE regarding program implementation. Upon completion of the program's first three-year term, the Commissioner of Education must submit a full evaluation of the program's effectiveness to the President of the Senate and the Speaker of the House of Representatives by December 1 of that year.

The bill passed the Senate Education PreK-12 Committee favorably as a committee substitute.

SB 514 by Richter – Supervisor of Elections Salaries. This bill is similar to HB 355 by Artiles reported above. The bill passed the Senate Ethics and elections Committee favorably as a committee substitute.

SB 520 by Lee – Florida Bright Futures Scholarship Program. SB 520 modifies the permissible activities in which a student can participate in to meet the service work requirements for Florida Bright Futures Scholarship Program awards, allows an eligible student to defer the award while participating in a full-time religious or service obligation, and repeals the higher SAT or ACT score requirement for home education students.

Specifically the bill:

- Modifies student community service requirements for Florida Bright Futures Scholarship Program awards by clarifying that community service work means volunteer service work;

- Expands the permissible activities in which the student can participate in to meet the volunteer service work requirement to include civic or professional areas, and places parameters on such activities;
- Allows a student who is eligible for a Florida Bright Futures Scholarship award, but unable to accept the award immediately following high school graduation due to a full-time religious or service obligation lasting at least 18 months, to defer the 2-year initial award period and the 5-year renewal period until the student completes the religious or service obligation; and
- Repeals the higher SAT or ACT score required for a student in a home education program whose parent cannot document college-preparatory curriculum to be eligible for the Florida Medallion Scholars award.

The bill passed the Senate Higher Education Committee favorably.

SB 672 by Gaetz – Educational Options. SB 672 codifies and modifies educational choice program provisions of the 2015-2016 General Appropriations Act in four policy areas.

The bill establishes mechanisms for the approval of unique postsecondary education programs tailored to the needs of students with intellectual disabilities and statewide coordination of information. Specifically, the bill includes two key components:

- A process through which postsecondary institutions in Florida can voluntarily seek approval to offer a Florida Postsecondary Comprehensive Transition Program (FPCTP) for students with intellectual disabilities; and
- A Florida Center for Students with Unique Abilities (statewide coordinating center) for statewide coordination of information regarding programs and services for students with disabilities and their parents.

The bill awards incentive payments to school districts and charter schools that implement districtwide or schoolwide, standard student attire policies applicable to students in kindergarten through grade 8. Each school district or charter school qualifies for a minimum award of \$10 per student if it implements a policy that:

- **Prohibits certain types or styles of clothing, while requiring solid-colored clothing and fabrics and short- or long-sleeved shirts with collars; and**
- **Allows reasonable accommodations based on a student’s religion, disability, or medical condition.**

The bill codifies and amends a number of provisions of the Florida Personal Learning Scholarship Account (PLSA) program. The provisions increase student access, tighten accountability, and streamline administration.

The bill codifies and amends provisions for the Florida Tax Credit (FTC) scholarship program.

The bill passed the Senate Education PreK-12 Committee favorably. The House companion, report above, is EDAS1 by House Education Appropriations Subcommittee.

SB 7010 by Senate Governmental Oversight and Accountability – Individuals with Disabilities. This is similar to HB 7003 discussed above. The Senate bill passed the committee favorably as a committee substitute.

SB 7014 by Senate Governmental Oversight and Accountability – Florida Retirement System. SB 7014 reestablishes renewed membership in the Florida Retirement System (FRS). A retiree of the FRS pension plan, the FRS investment plan, the Senior Management Service Optional Annuity Program (SMSOAP), the State University System Optional Retirement Program (SUSORP) or the State Community College System Optional Retirement Program (SCCSOAP) who is employed in a regularly established position with a covered employer on or after July 1, 2016, will be a renewed member in the FRS as follows:

- FRS (all retirees) → Investment Plan (any eligible class);
- SMSOAP → Investment Plan (any eligible class);
- SUSORP → SUSORP; or
- SCCSORP → SCCSORP.

A renewed member must meet the vesting requirements of the applicable plan in which he becomes a renewed member. Except for renewed members reemployed prior to June 30, 2010, creditable service does not accrue for a retiree's employment in a regularly established position with a covered employer from July 1, 2010, through June 30, 2016, and no employer or employee contributions may be paid into a renewed member's investment plan account for employment with a covered employer during this time period.

System-wide, the contributions paid into the FRS Trust Fund by employers participating in the FRS will be increased by \$75.8 million annually.

The bill also requires employers to pay the full contribution related to the purchase of general military service under s. 121.111, F.S., in those instances in which the FRS member leaves the employment of a FRS-participating employer to report for active duty in the Armed Forces. This modification does not impact the FRS Trust Fund but does shift the costs of the service from the member to the employer.

The bill passed the Senate Community Affairs Committee favorably.

SB 7030 by Senate Governmental Oversight and Accountability – OGSR/Competitive Solicitation or negotiation Strategies. SB 7030 continues the public records and public meetings exemptions for competitive solicitations used by governmental entities by removing the October 2, 2016, repeal date in each law.

Currently, section 119.071(1)(b), F.S., provides that sealed responses to a competitive solicitation are exempt from public inspection until an intended agency decision is noticed or 30 days after the responses are unsealed. Sealed responses to a competitive solicitation may be exempt under certain circumstances if a competitive solicitation is withdrawn and reissued; however, such records remain exempt for no longer than 12 months after the governmental entity rejected the responses to the initial competitive solicitation.

Currently, a governmental entity's negotiation team's strategy meetings and its team meetings with vendors may be closed to the public, pursuant to section 286.0113(2), F.S. Transcripts of these meetings and any records presented during such meetings are exempt from public inspection. All meeting records become public when the governmental entity notices its intended decision or 30 days after the governmental entity unseals the vendors' responses. If a competitive solicitation is withdrawn and reissued, the meeting records remain exempt under certain circumstances; however, the exemption

expires 12 months after the governmental entity rejects the vendors' responses to the initial competitive solicitation.

Both the public records and meetings exemptions are currently scheduled to repeal on October 2, 2016.

The proposal was considered favorably by the Senate Governmental Oversight and Accountability Committee and will be filed as a committee bill.

I hope this information has been helpful. If you have any questions, please give me a call.

Have a wonderful Thanksgiving!