

SENATE BILL NO. 1044

July 23, 2020, Introduced by Senators BRINKS, BAYER, POLEHANKI, WOJNO, ALEXANDER, MCCANN, MCMORROW, GEISS, CHANG, BULLOCK, IRWIN, HERTEL, MOSS, MCBROOM, ANANICH and SANTANA and referred to the Committee on Education and Career Readiness.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
by amending sections 1249 and 1249b (MCL 380.1249 and 380.1249b),
section 1249 as amended by 2019 PA 6 and section 1249b as amended
by 2019 PA 5.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1249. (1) Subject to ~~subsection~~**subsections** (4) **and (9)**,
2 with the involvement of teachers and school administrators, the
3 board of a school district or intermediate school district or board

1 of directors of a public school academy shall adopt and implement
2 for all teachers and school administrators a rigorous, transparent,
3 and fair performance evaluation system that does all of the
4 following:

5 (a) Evaluates the teacher's or school administrator's job
6 performance at least annually while providing timely and
7 constructive feedback.

8 (b) Establishes clear approaches to measuring student growth
9 and provides teachers and school administrators with relevant data
10 on student growth.

11 (c) Evaluates a teacher's or school administrator's job
12 performance, using multiple rating categories that take into
13 account student growth and assessment data. Student growth must be
14 measured using multiple measures that may include student learning
15 objectives, achievement of individualized education program goals,
16 nationally normed or locally developed assessments that are aligned
17 to state standards, research-based growth measures, or alternative
18 assessments that are rigorous and comparable across schools within
19 the school district, intermediate school district, or public school
20 academy. If the performance evaluation system implemented by a
21 school district, intermediate school district, or public school
22 academy under this section does not already include the rating of
23 teachers as highly effective, effective, minimally effective, and
24 ineffective, then the school district, intermediate school
25 district, or public school academy shall revise the performance
26 evaluation system not later than September 19, 2011 to ensure that
27 it rates teachers as highly effective, effective, minimally
28 effective, or ineffective.

29 (d) Uses the evaluations, at a minimum, to inform decisions

1 regarding all of the following:

2 (i) The effectiveness of teachers and school administrators,
3 ensuring that they are given ample opportunities for improvement.

4 (ii) Promotion, retention, and development of teachers and
5 school administrators, including providing relevant coaching,
6 instruction support, or professional development.

7 (iii) Whether to grant tenure or full certification, or both, to
8 teachers and school administrators using rigorous standards and
9 streamlined, transparent, and fair procedures.

10 (iv) Removing ineffective tenured and untenured teachers and
11 school administrators after they have had ample opportunities to
12 improve, and ensuring that these decisions are made using rigorous
13 standards and streamlined, transparent, and fair procedures.

14 (2) ~~The~~ **Subject to subsection (9), the** board of a school
15 district or intermediate school district or board of directors of a
16 public school academy shall ensure that the performance evaluation
17 system for teachers meets all of the following:

18 (a) The performance evaluation system must include at least an
19 annual year-end evaluation for all teachers. An annual year-end
20 evaluation must meet all of the following:

21 (i) ~~For the 2018-2019 school year, 25% of the annual year-end~~
22 ~~evaluation must be based on student growth and assessment data.~~
23 ~~Beginning with the 2019-2020 school year, 40%~~ **Forty percent** of the
24 annual year-end evaluation must be based on student growth and
25 assessment data.

26 (ii) For core content areas in grades and subjects in which
27 state assessments are administered, 50% of student growth must be
28 measured using the state assessments, and the portion of student
29 growth not measured using state assessments must be measured using

1 multiple research-based growth measures or alternative assessments
2 that are rigorous and comparable across schools within the school
3 district, intermediate school district, or public school academy.
4 Student growth also may be measured by student learning objectives
5 or nationally normed or locally adopted assessments that are
6 aligned to state standards, or based on achievement of
7 individualized education program goals.

8 (iii) The portion of a teacher's annual year-end evaluation that
9 is not based on student growth and assessment data, as described
10 under subparagraph (i), must be based primarily on a teacher's
11 performance as measured by the evaluation tool developed or adopted
12 by the school district, intermediate school district, or public
13 school academy under subdivision (f).

14 (iv) The portion of a teacher's evaluation that is not measured
15 using student growth and assessment data, as described under
16 subparagraph (i), or using the evaluation tool developed or adopted
17 by the school district, intermediate school district, or public
18 school academy, as described under subparagraph (iii), must
19 incorporate criteria enumerated in section 1248(1)(b)(i) to (iii)
20 that are not otherwise evaluated under subparagraph (i) or (iii).

21 (b) If there are student growth and assessment data available
22 for a teacher for at least 3 school years, the annual year-end
23 evaluation must be based on the student growth and assessment data
24 for the most recent 3-consecutive-school-year period. If there are
25 not student growth and assessment data available for a teacher for
26 at least 3 school years, the annual year-end evaluation must be
27 based on all student growth and assessment data that are available
28 for the teacher.

29 (c) The annual year-end evaluation must include specific

1 performance goals that will assist in improving effectiveness for
2 the next school year and are developed by the school administrator
3 or his or her designee conducting the evaluation, in consultation
4 with the teacher, and any recommended training identified by the
5 school administrator or designee, in consultation with the teacher,
6 that would assist the teacher in meeting these goals. For a teacher
7 described in subdivision (d), the school administrator or designee
8 shall develop, in consultation with the teacher, an individualized
9 development plan that includes these goals and training and is
10 designed to assist the teacher to improve his or her effectiveness.

11 (d) The performance evaluation system must include a midyear
12 progress report for a teacher who is in the first year of the
13 probationary period prescribed by section 1 of article II of 1937
14 (Ex Sess) PA 4, MCL 38.81, or who received a rating of minimally
15 effective or ineffective in his or her most recent annual year-end
16 evaluation. The midyear progress report must be used as a
17 supplemental tool to gauge a teacher's improvement from the
18 preceding school year and to assist a teacher to improve. All of
19 the following apply to the midyear progress report:

20 (i) The midyear progress report must be based at least in part
21 on student achievement.

22 (ii) The midyear progress report must be aligned with the
23 teacher's individualized development plan under subdivision (c).

24 (iii) The midyear progress report must include specific
25 performance goals for the remainder of the school year that are
26 developed by the school administrator conducting the annual year-
27 end evaluation or his or her designee and any recommended training
28 identified by the school administrator or designee that would
29 assist the teacher in meeting these goals. At the midyear progress

1 report, the school administrator or designee shall develop, in
2 consultation with the teacher, a written improvement plan that
3 includes these goals and training and is designed to assist the
4 teacher to improve his or her rating.

5 (iv) The midyear progress report must not take the place of an
6 annual year-end evaluation.

7 (e) The performance evaluation system must include classroom
8 observations to assist in the performance evaluations. All of the
9 following apply to these classroom observations:

10 (i) A classroom observation must include a review of the
11 teacher's lesson plan and the state curriculum standard being used
12 in the lesson and a review of pupil engagement in the lesson.

13 (ii) A classroom observation does not have to be for an entire
14 class period.

15 (iii) Unless a teacher has received a rating of effective or
16 highly effective on his or her 2 most recent annual year-end
17 evaluations, there must be at least 2 classroom observations of the
18 teacher each school year. At least 1 observation must be
19 unscheduled.

20 (iv) The school administrator responsible for the teacher's
21 performance evaluation shall conduct at least 1 of the
22 observations. Other observations may be conducted by other
23 observers who are trained in the use of the evaluation tool that is
24 used under subdivision (f). These other observers may be teacher
25 leaders.

26 (v) A school district, intermediate school district, or public
27 school academy shall ensure that, within 30 days after each
28 observation, the teacher is provided with feedback from the
29 observation.

1 (f) For the purposes of conducting annual year-end evaluations
2 under the performance evaluation system, by the beginning of the
3 2016-2017 school year, the school district, intermediate school
4 district, or public school academy shall adopt and implement 1 or
5 more of the evaluation tools for teachers that are included on the
6 list under subsection (5). However, if a school district,
7 intermediate school district, or public school academy has 1 or
8 more local evaluation tools for teachers or modifications of an
9 evaluation tool on the list under subsection (5), and the school
10 district, intermediate school district, or public school academy
11 complies with subsection (3), the school district, intermediate
12 school district, or public school academy may conduct annual year-
13 end evaluations for teachers using 1 or more local evaluation tools
14 or modifications. The evaluation tools must be used consistently
15 among the schools operated by a school district, intermediate
16 school district, or public school academy so that all similarly
17 situated teachers are evaluated using the same evaluation tool.

18 (g) The performance evaluation system must assign an
19 effectiveness rating to each teacher of highly effective,
20 effective, minimally effective, or ineffective, based on his or her
21 score on the annual year-end evaluation described in this
22 subsection.

23 (h) As part of the performance evaluation system, and in
24 addition to the requirements of section 1526, a school district,
25 intermediate school district, or public school academy is
26 encouraged to assign a mentor or coach to each teacher who is
27 described in subdivision (d).

28 (i) The performance evaluation system may allow for exemption
29 of student growth data for a particular pupil for a school year

1 upon the recommendation of the school administrator conducting the
2 annual year-end evaluation or his or her designee and approval of
3 the school district superintendent or his or her designee,
4 intermediate superintendent or his or her designee, or chief
5 administrator of the public school academy, as applicable.

6 (j) The performance evaluation system must provide that, if a
7 teacher is rated as ineffective on 3 consecutive annual year-end
8 evaluations, the school district, intermediate school district, or
9 public school academy shall dismiss the teacher from his or her
10 employment. This subdivision does not affect the ability of a
11 school district, intermediate school district, or public school
12 academy to dismiss a teacher from his or her employment regardless
13 of whether the teacher is rated as ineffective on 3 consecutive
14 annual year-end evaluations.

15 (k) The performance evaluation system must provide that, if a
16 teacher is rated as highly effective on 3 consecutive annual year-
17 end evaluations, the school district, intermediate school district,
18 or public school academy may choose to conduct a year-end
19 evaluation biennially instead of annually. However, if a teacher is
20 not rated as highly effective on 1 of these biennial year-end
21 evaluations, the teacher ~~shall~~**must** again be provided with annual
22 year-end evaluations.

23 (l) The performance evaluation system must provide that, if a
24 teacher who is not in a probationary period prescribed by section 1
25 of article II of 1937 (Ex Sess) PA 4, MCL 38.81, is rated as
26 ineffective on an annual year-end evaluation, the teacher may
27 request a review of the evaluation and the rating by the school
28 district superintendent, intermediate superintendent, or chief
29 administrator of the public school academy, as applicable. The

1 request for a review must be submitted in writing within 20 days
2 after the teacher is informed of the rating. Upon receipt of the
3 request, the school district superintendent, intermediate
4 superintendent, or chief administrator of the public school
5 academy, as applicable, shall review the evaluation and rating and
6 may make any modifications as appropriate based on his or her
7 review. However, the performance evaluation system must not allow
8 for a review as described in this subdivision more than twice in a
9 3-school-year period.

10 (m) The school district, intermediate school district, or
11 public school academy shall provide training to teachers on the
12 evaluation tool or tools used by the school district, intermediate
13 school district, or public school academy in its performance
14 evaluation system and on how each evaluation tool is used. This
15 training may be provided by a school district, intermediate school
16 district, or public school academy, or by a consortium consisting
17 of 2 or more of these.

18 (n) A school district, intermediate school district, or public
19 school academy shall ensure that training is provided to all
20 evaluators and observers. The training must be provided by an
21 individual who has expertise in the evaluation tool or tools used
22 by the school district, intermediate school district, or public
23 school academy, which may include either a consultant on that
24 evaluation tool or framework or an individual who has been trained
25 to train others in the use of the evaluation tool or tools. This
26 subdivision does not prohibit a school district, intermediate
27 school district, public school academy, or consortium consisting of
28 2 or more of these, from providing the training in the use of the
29 evaluation tool or tools if the trainer has expertise in the

1 evaluation tool or tools.

2 (3) A school district, intermediate school district, or public
3 school academy shall post on its public website all of the
4 following information about the evaluation tool or tools it uses
5 for its performance evaluation system for teachers:

6 (a) The research base for the evaluation framework,
7 instrument, and process or, if the school district, intermediate
8 school district, or public school academy adapts or modifies an
9 evaluation tool from the list under subsection (5), the research
10 base for the listed evaluation tool and an assurance that the
11 adaptations or modifications do not compromise the validity of that
12 research base.

13 (b) The identity and qualifications of the author or authors
14 or, if the school district, intermediate school district, or public
15 school academy adapts or modifies an evaluation tool from the list
16 under subsection (5), the identity and qualifications of a person
17 with expertise in teacher evaluations who has reviewed the adapted
18 or modified evaluation tool.

19 (c) Either evidence of reliability, validity, and efficacy or
20 a plan for developing that evidence or, if the school district,
21 intermediate school district, or public school academy adapts or
22 modifies an evaluation tool from the list under subsection (5), an
23 assurance that the adaptations or modifications do not compromise
24 the reliability, validity, or efficacy of the evaluation tool or
25 the evaluation process.

26 (d) The evaluation frameworks and rubrics with detailed
27 descriptors for each performance level on key summative indicators.

28 (e) A description of the processes for conducting classroom
29 observations, collecting evidence, conducting evaluation

1 conferences, developing performance ratings, and developing
2 performance improvement plans.

3 (f) A description of the plan for providing evaluators and
4 observers with training.

5 (4) If a collective bargaining agreement was in effect for
6 teachers or school administrators of a school district,
7 intermediate school district, or public school academy as of July
8 19, 2011, if that same collective bargaining agreement is still in
9 effect as of November 5, 2015, and if that collective bargaining
10 agreement prevents compliance with subsection (1), then subsection
11 (1) does not apply to that school district, intermediate school
12 district, or public school academy until after the expiration of
13 that collective bargaining agreement.

14 (5) The department shall establish and maintain a list of
15 teacher evaluation tools that have demonstrated evidence of
16 efficacy and that may be used for the purposes of this section.
17 That list initially must include at least the evaluation models
18 recommended in the final recommendations released by the Michigan
19 council on educator effectiveness in July 2013. The list must
20 include a statement indicating that school districts, intermediate
21 school districts, and public school academies are not limited to
22 only using the evaluation tools that are included on the list. A
23 school district, intermediate school district, or public school
24 academy is not required to use an evaluation tool for teacher
25 evaluations that is the same as it uses for school administrator
26 evaluations or that has the same author or authors as the
27 evaluation tool it uses for school administrator evaluations. The
28 department shall promulgate rules establishing standards and
29 procedures for adding an evaluation tool to or removing an

1 evaluation tool from the list. These rules must include a process
 2 for a school district, intermediate school district, or public
 3 school academy to submit its own evaluation tool for review for
 4 placement on the list.

5 (6) The training required under subsection (2) must be paid
 6 for from the funds available in the educator evaluation reserve
 7 fund created under section 95a of the state school aid act of 1979,
 8 MCL 388.1695a.

9 (7) This section does not affect the operation or
 10 applicability of section 1248.

11 (8) As used in this section, "teacher" means an individual who
 12 has a valid Michigan teaching certificate or authorization or who
 13 is engaged to teach under section 1233b; who is employed, or
 14 contracted for, by a school district, intermediate school district,
 15 or public school academy; and who is assigned by the school
 16 district, intermediate school district, or public school academy to
 17 deliver direct instruction to pupils in any of grades K to 12 as a
 18 teacher of record.

19 **(9) A school district, intermediate school district, or public**
 20 **school academy is not required to conduct an annual year-end**
 21 **evaluation for teachers under its performance evaluation system as**
 22 **described in this section for the 2020-2021 school year.**

23 Sec. 1249b. (1) ~~The~~ **Subject to subsection (5), the** board of a
 24 school district or intermediate school district or board of
 25 directors of a public school academy shall ensure that the
 26 performance evaluation system for building-level school
 27 administrators and for central-office-level school administrators
 28 who are regularly involved in instructional matters meets all of
 29 the following:

1 (a) The performance evaluation system must include at least an
2 annual evaluation for all school administrators described in this
3 subsection by the school district superintendent or his or her
4 designee, intermediate superintendent or his or her designee, or
5 chief administrator of the public school academy, as applicable.
6 However, a superintendent or chief administrator shall be evaluated
7 by the board or board of directors or, if the superintendent or
8 chief administrator is not employed directly by the board or board
9 of directors, by the designee of the board or board of directors.

10 (b) ~~For the 2018-2019 school year, 25% of the annual~~
11 ~~evaluation must be based on student growth and assessment data.~~
12 ~~Beginning with the 2019-2020 school year, 40%~~ **Forty percent** of the
13 annual evaluation must be based on student growth and assessment
14 data. The student growth and assessment data to be used for the
15 school administrator annual evaluation are the aggregate student
16 growth and assessment data that are used in teacher annual year-end
17 evaluations in each school in which the school administrator works
18 as an administrator or, for a central-office-level school
19 administrator, for the entire school district or intermediate
20 school district.

21 (c) For the purposes of conducting annual evaluations under
22 the performance evaluation system, the school district,
23 intermediate school district, or public school academy shall
24 develop or adopt and implement an evaluation tool for school
25 administrators. The portion of a school administrator's annual
26 evaluation that is not based on student growth must be based
27 primarily on the school administrator's performance as measured by
28 this evaluation tool.

29 (d) The portion of the annual evaluation that is not based on

1 student growth and assessment data as provided under subdivision
2 (b) or on an evaluation tool as provided under subdivision (c) must
3 be based on at least the following for each school in which the
4 school administrator works as an administrator or, for a central-
5 office-level school administrator, for the entire school district
6 or intermediate school district:

7 (i) If the school administrator conducts teacher performance
8 evaluations, the school administrator's proficiency in using the
9 evaluation tool for teachers used by the school district,
10 intermediate school district, or public school academy under
11 section 1249. If the school administrator designates another person
12 to conduct teacher performance evaluations, the evaluation of the
13 school administrator on this factor must be based on the designee's
14 proficiency in using the evaluation tool for teachers used by the
15 school district, intermediate school district, or public school
16 academy under section 1249, with the designee's performance to be
17 counted as if it were the school administrator personally
18 conducting the teacher performance evaluations.

19 (ii) The progress made by the school or school district in
20 meeting the goals set forth in the school's school improvement plan
21 or the school district's school improvement plans.

22 (iii) Pupil attendance in the school or school district.

23 (iv) Student, parent, and teacher feedback, as available, and
24 other information considered pertinent by the superintendent or
25 other school administrator conducting the performance evaluation or
26 the board or board of directors.

27 (e) For the purposes of conducting annual evaluations under
28 the performance evaluation system, by the beginning of the 2016-
29 2017 school year, the school district, intermediate school

1 district, or public school academy shall adopt and implement 1 or
2 more of the evaluation tools for school administrators that are
3 included on the list under subsection (3). However, if a school
4 district, intermediate school district, or public school academy
5 has 1 or more local evaluation tools for school administrators or
6 modifications of an evaluation tool on the list under subsection
7 (3), and the school district, intermediate school district, or
8 public school academy complies with subsection (2), the school
9 district, intermediate school district, or public school academy
10 may conduct annual year-end evaluations for school administrators
11 using 1 or more local evaluation tools or modifications.

12 (f) The evaluation tool and other measures used by the school
13 district, intermediate school district, or public school academy in
14 its performance evaluation system for school administrators must be
15 used consistently across the schools operated by a school district,
16 intermediate school district, or public school academy so that all
17 similarly situated school administrators are evaluated using the
18 same measures.

19 (g) The performance evaluation system must assign an
20 effectiveness rating to each school administrator described in this
21 subsection of highly effective, effective, minimally effective, or
22 ineffective.

23 (h) The performance evaluation system must ensure that if a
24 school administrator described in this subsection is rated as
25 minimally effective or ineffective, the person or persons
26 conducting the evaluation shall develop and require the school
27 administrator to implement an improvement plan to correct the
28 deficiencies. The improvement plan must recommend professional
29 development opportunities and other actions designed to improve the

1 rating of the school administrator on his or her next annual
2 evaluation.

3 (i) The performance evaluation system must provide that, if a
4 school administrator described in this subsection is rated as
5 ineffective on 3 consecutive annual evaluations, the school
6 district, intermediate school district, or public school academy
7 shall dismiss the school administrator from his or her employment.
8 This subdivision does not affect the ability of a school district,
9 intermediate school district, or public school academy to dismiss a
10 school administrator from his or her employment regardless of
11 whether the school administrator is rated as ineffective on 3
12 consecutive annual evaluations.

13 (j) The performance evaluation system must provide that, if a
14 school administrator is rated as highly effective on 3 consecutive
15 annual evaluations, the school district, intermediate school
16 district, or public school academy may choose to conduct an
17 evaluation biennially instead of annually. However, if a school
18 administrator is not rated as highly effective on 1 of these
19 biennial evaluations, the school administrator ~~shall~~**must** again be
20 provided with annual evaluations.

21 (k) The school district, intermediate school district, or
22 public school academy shall provide training to school
23 administrators on the measures used by the school district,
24 intermediate school district, or public school academy in its
25 performance evaluation system for school administrators and on how
26 each of the measures is used. This training may be provided by a
27 school district, intermediate school district, or public school
28 academy, or by a consortium consisting of 2 or more of these.

29 (l) A school district, intermediate school district, or public

1 school academy shall ensure that training is provided to all
2 evaluators and observers. The training must be provided by an
3 individual who has expertise in the evaluation tool or tools used
4 by the school district, intermediate school district, or public
5 school academy, which may include either a consultant on that
6 evaluation tool or framework or an individual who has been trained
7 to train others in the use of the evaluation tool or tools. This
8 subdivision does not prohibit a school district, intermediate
9 school district, public school academy, or consortium consisting of
10 2 or more of these, from providing the training in the use of the
11 evaluation tool or tools if the trainer has expertise in the
12 evaluation tool or tools.

13 (2) A school district, intermediate school district, or public
14 school academy shall post on its public website all of the
15 following information about the measures it uses for its
16 performance evaluation system for school administrators:

17 (a) The research base for the evaluation framework,
18 instrument, and process or, if the school district, intermediate
19 school district, or public school academy adapts or modifies an
20 evaluation tool from the list under subsection (3), the research
21 base for the listed evaluation tool and an assurance that the
22 adaptations or modifications do not compromise the validity of that
23 research base.

24 (b) The identity and qualifications of the author or authors
25 or, if the school district, intermediate school district, or public
26 school academy adapts or modifies an evaluation tool from the list
27 under subsection (3), the identity and qualifications of a person
28 with expertise in teacher evaluations who has reviewed the adapted
29 or modified evaluation tool.

1 (c) Either evidence of reliability, validity, and efficacy or
2 a plan for developing that evidence or, if the school district,
3 intermediate school district, or public school academy adapts or
4 modifies an evaluation tool from the list under subsection (3), an
5 assurance that the adaptations or modifications do not compromise
6 the reliability, validity, or efficacy of the evaluation tool or
7 the evaluation process.

8 (d) The evaluation frameworks and rubrics, with detailed
9 descriptors for each performance level on key summative indicators.

10 (e) A description of the processes for collecting evidence,
11 conducting evaluation conferences, developing performance ratings,
12 and developing performance improvement plans.

13 (f) A description of the plan for providing evaluators and
14 observers with training.

15 (3) The department shall establish and maintain a list of
16 school administrator evaluation tools that have demonstrated
17 evidence of efficacy and that may be used for the purposes of this
18 section. That list initially must include at least the 2 evaluation
19 models recommended in the final recommendations released by the
20 Michigan council on educator effectiveness in July 2013. The list
21 must include a statement indicating that school districts,
22 intermediate school districts, and public school academies are not
23 limited to only using the evaluation tools that are included on the
24 list. A school district, intermediate school district, or public
25 school academy is not required to use an evaluation tool for school
26 administrator evaluations that is the same as it uses for teacher
27 evaluations or that has the same author or authors as the
28 evaluation tool it uses for teacher evaluations. The department
29 shall promulgate rules establishing standards and procedures for

1 adding an evaluation tool to or removing an evaluation tool from
2 the list. These rules must include a process for a school district,
3 intermediate school district, or public school academy to submit
4 its own evaluation tool for review for placement on the list.

5 (4) The training required under subsection (1) must be paid
6 for from the funds available in the educator evaluation reserve
7 fund created under section 95a of the state school aid act of 1979,
8 MCL 388.1695a.

9 (5) **A school district, intermediate school district, or public**
10 **school academy is not required to conduct an annual evaluation for**
11 **building-level school administrators and for central-office-level**
12 **school administrators who are regularly involved in instructional**
13 **matters under its performance evaluation system as described in**
14 **this section for the 2020-2021 school year.**

15 Enacting section 1. This amendatory act does not take effect
16 unless Senate Bill No. 1040 of the 100th Legislature is enacted
17 into law.