

December 15, 2006

The Honorable Sheldon Silver, Speaker
New York State Assembly
State Capitol, Room 349
Albany, New York 12248

Dear Speaker Silver:

I am pleased to present to you my first annual report as Chair of the Assembly Standing Committee on Education for the 2006 Legislative Session. It is an honor to serve as the Chair of this prestigious Committee and to assist our Majority in the advancement of education as our number one priority. The Committee thanks former Assemblymember Steven Sanders for his dedicated work and leadership as Chair of the Committee for the past 12 years. The 2006 Legislative Session was very productive and meaningful for education with successes achieved in both State Budget negotiations and the individual work of the Committee.

The 2006-07 enacted State Budget included much needed funding to address the capital needs of all of our public schools through the Expanding our Children's Education and Learning (EXCEL) program. The EXCEL program provides \$2.6 billion in capital grants statewide. The EXCEL funding coupled with other legislative actions meets the capital requirements of the Campaign for Fiscal Equity litigation. This enacted budget also included a \$1.36 billion increase in school aid over the 2005-06 school year. This funding commitment allowed for a \$50 million increase to expand Universal Pre-kindergarten, which has proven to have positive, lasting results on young children's education. This significant school aid increase and the adoption of an on-time budget provided significant State assistance to school districts as well as the certainty school districts needed to prepare their budgets.

The Committee reported very important legislation related to special education, school accountability and other significant issues which are discussed in the main body of this report. In the area of special education, the Committee reported legislation, vetoed by the Governor, which would have reversed the changes made by the U.S. Supreme Court's decision in *Schaffer v. Weast* regarding the burden of proof in an impartial hearing relating to a student's individualized education program. The bill would have returned New York State to the practice in place prior to this court decision. On the school accountability side, the Committee reported legislation that required certain additional training for new school board members and provided whistle-blower protection to school employees that report financial practices that may be illegal

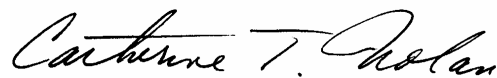
or inappropriate. These new accountability initiatives seek to enhance the financial accountability laws enacted into law last year. The Committee will remain very active through its oversight and legislative role in special education, accountability and other important areas within its purview in the coming year.

In addition to budget and legislative work, the Committee held two hearings in the Fall to explore two crucial issues. The first hearing was held in New York City to examine the State Education Department's plan to comply with federal requirements related to the LEP/ELL Student Assessment Policy, the impact of the requirements, and the availability of alternative State compliance plans to satisfy federal concerns. The second hearing was held in Albany to assess the status of the State's public school system, the impact of the Assembly Majority's initiatives to improve access and the quality of educational services to students in public schools, and to identify areas where our public schools need additional State support to increase student performance.

As a parent of a student in the public school system, I have a unique opportunity to see how Committee priorities/initiatives can assist schools in providing and enhancing the educational services our children deserve. The conclusion of the Campaign for Fiscal Equity (CFE) litigation and the election of a new Governor have presented us with the opportunity to address the significant needs that remain. The Assembly Majority has been a leader in calling for and advancing comprehensive funding plans that would have provided the support that our public schools need and the transparency the public deserves. I am hopeful that this coming year will bring about the realization of necessary reforms and an appropriate State-local partnership in the financing of our public schools.

On behalf of the Committee, I thank you for your continued support and leadership and look forward to what promises to be a landmark session. Also, I would like to thank the members of the Committee for their work and support of public education and, particularly, Assemblymember John Lavelle for heading the Subcommittee on Students with Special Needs.

Sincerely,

A handwritten signature in cursive script that reads "Catherine T. Nolan".

Catherine Nolan
Chair
Committee on Education

**2006 ANNUAL REPORT
NEW YORK STATE ASSEMBLY
STANDING COMMITTEE ON EDUCATION**

Catherine Nolan, Chair

Committee Members

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Thomas P. DiNapoli
Barbara M. Clark
Robert K. Sweeney
Earlene Hooper
Paul D. Tonko
William L. Parment
Susan V. John
Steve Englebright
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Ruben Diaz, Jr.
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Majority Staff

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Jennifer Trowbridge, Committee Assistant
Suzanne Bolling, Associate Counsel
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Debra Triblet, Committee Clerk
Laura Inglis, Program and Counsel Executive Secretary

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I. INTRODUCTION

The New York State Constitution states that, "[t]he Legislature shall provide for the maintenance and support of a system of free common schools, wherein all the children of this state may be educated" (Article 11, Section 1). This constitutional provision establishes the foundation for the areas of responsibility of the Assembly's Standing Committee on Education.

The Committee is primarily responsible for overseeing educational policies and programs affecting pre-kindergarten, elementary, secondary and adult education for more than three million school children attending both public and non-public schools. Within New York State, there are over 700 school districts, including the nation's largest, the New York City School District, which enrolls over 1,000,000 students. In addition, 38 Boards of Cooperative Educational Services (BOCES) provide occupational education, shared services, special education, and academic programs on a regional basis throughout the State. The Committee also participates in the process for selecting persons to serve on the New York State Board of Regents.

The Committee is continually challenged to ensure that the public schools of this large and diverse State provide the range of opportunities that all students need to fulfill their potential. The Committee plays a significant leadership role in supporting equitable funding and strengthening the quality of public education in the State.

During the 2006 Session, 570 bills were referred to the Education Committee. The purview of the Assembly Education Committee is extremely wide, and affects virtually all aspects of public education. This report will provide a more detailed examination of the Committee's budgetary and legislative achievements affecting the education of all students in the State.

II. COMMITTEE ACTIVITIES AND ACHIEVEMENTS

A. STATE BUDGET HIGHLIGHTS

The 2006-07 State Budget adopted by the Legislature included an increase of \$1.1 billion in computerized aids over the 2005-06 levels. This is \$571.5 million over the Executive's proposed budget. The following summary provides a brief description of the adopted State Budget:

Flex Aid: The Legislature sustained an Executive proposal to consolidate six different aids into Flex Aid because of the need to meet constitutional requirements. The Legislature funded a minimum increase of one percent at \$85 million for the following aid categories incorporated into Flex Aid:

- Extraordinary Needs Aid
- Minor Maintenance
- Comprehensive Operating Aid
- Summer School Aid
- Educational Related Support Services Aid (ERRSA)

Limited English Proficiency (LEP) Aid: The Legislature provided an increase of \$20.5 million. This increase is in addition to the required LEP set-aside within FLEX Aid.

Sound Basic Education Aid: Increased by \$375 million over the 2005-06 level for total funding of \$700 million.

Public Excess Cost Aid: Funded at \$2.56 billion, maintaining the present law level. This level of funding is \$35.5 million above the Executive's proposal.

Private Excess Cost Aid: Funded at \$232.6 million, maintaining funding at the present law level. The Legislature denied the Executive's formulaic changes, which would have resulted in a reduction in funding for Private Excess Cost Aid. This level of funding is \$112.5 million over the Executive's proposal.

BOCES Aid: Funded at \$605.2 million, maintaining funding at the present law level. The Legislature denied the Executive's reduction to BOCES aid. This level of funding is \$69 million over the Executive's proposal.

Building Aid: Funded at \$1.6 billion, a \$17.9 million increase over the Executive's proposal. The Legislature modified the Executive's Building Aid plan and proposed funding projects with signed contracts as of February 15, 2006.

Instructional Materials Aid (Hardware, Software, Library and Textbook Aids): These categories were funded at present law levels.

Tax Limitation Aid: Increased by \$76.5 million over the 2005-2006 school year level for a total funding of \$211.6 million for the 2006-2007 school year.

Transportation Aid: Funded at the present law level of \$1.313 billion. This represents \$18.9 million above the Executive's proposal.

Special Services Aid: An enhanced Special Services Aid is funded at \$148.3 million. This reflects a \$5.6 million increase above the Executive's proposal.

Growth Aid: Funded at the present law level of \$17 million. This reflects a \$9.2 million increase above the Governor's proposal.

Enrollment Adjustment Aid: The Legislature created a new Enrollment Adjustment Aid to account for growth that has occurred in districts since the 2000-01 school year which is at \$26.7 million.

Employment Preparation Education (EPE) Aid: The Legislature restored \$6 million for a total funding of \$96 million.

Supplemental Extraordinary Needs Aid: Funded at \$136.1 million.

Reorganization Building Aid: Funded at \$15.6 million, an increase of \$1.1 million over the Executive's proposal.

Reorganization Operating Aid: Funded at \$15.4 million, an increase of \$2.5 million over the Governor's proposal.

High Tax Aid: The Legislature funded a new High Tax Aid at \$20 million.

Adult Literacy: Funded at \$5.3 million, \$2 million above the Executive's proposal.

B. EXPANDING OUR CHILDREN'S EDUCATION AND LEARNING (EXCEL)

The Assembly Majority's Expanding our Children's Education and Learning (EXCEL) program provides \$2.6 billion in capital grants to school districts that may be used for educational technology, health and safety projects to improve accessibility, physical capacity expansion, and for energy projects. Of these funds, \$1.8 billion will go to New York City, \$400 million will go to other high need school districts and the remaining \$400 million will go to all other school districts statewide, on a per pupil basis.

The EXCEL program, along with the increase of the New York City Transitional Finance Authority financing cap for the financing of school construction, allows the State of New York to fund half of the City of New York's 5-year Education capital plan. This State commitment has been widely credited as satisfying the capital needs of the New York City School District under the Campaign for Fiscal Equity (CFE) lawsuit.

In addition to satisfying the Campaign for Fiscal Equity lawsuit on the capital side, the EXCEL Program allows the Legislature to provide other school districts with needed funds to meet their facility needs. As is the case with New York City, there are many school districts statewide with similar needs that require immediate State assistance.

C. LEARNING, ACHIEVING, DEVELOPING BY DIRECTING EDUCATION RESOURCES (LADDER)

The LADDER program provides funding for early education, smaller classes, small maintenance projects, educational after school activities, and violence prevention programs. These programs have experienced great success in New York State. Research indicates that early childhood education and smaller class sizes are essential to a child's academic success. This year's State Budget includes the following funds for the LADDER program:

Universal Pre-Kindergarten: The Legislature provided additional funding of \$50 million for Universal Pre-Kindergarten (UPK) for new school district programs as well as the expansion of existing UPK programs to serve an additional 15,000 four year olds. A total of \$254 million is provided for the 2006-2007 school year.

Class Size Reduction: \$140 million is provided for the 2006-2007 school year.

Full Day Kindergarten: Funded at the present law level of \$1.9 million for the 2006-2007 school year.

Extended Day/School Violence Prevention: \$30.2 million is provided for the 2006-2007 school year.

The Governor continues to fold Minor Maintenance into Flex Aid.

D. TEACHER DEVELOPMENT PROGRAMS

Teacher Support Aid: Funded at the present law level of \$67.4 million for the 2006-2007 school year.

Teacher Resource and Computer Training Centers: The Legislature restored \$20.6 million in funding and added \$6 million in additional funding, for a total of \$37 million.

Teacher Mentor-Intern Program: The Legislature restored \$4 million in funding for a total of \$6 million.

Teachers of Tomorrow: Funded at \$25 million which is \$5 million above the 2005-2006 level.

National Board for Professional Teaching Standards Certification Grant Program: Funded at the present law level of \$500,000 for the 2006-2007 school year.

E. HEALTH

Concussion – Screenings/Tracking

A.706, Sweeney This bill would require all school districts to establish and implement guidelines for students who have suffered from a concussion and who plan to return to athletic competition, gym class, or a school sponsored recreational activity. The guidelines would include a written clearance

from a physician before returning to these activities and a system to track the number and severity of concussions incurred by any one student throughout his/her attendance in school. This bill passed the Assembly and died in the Senate Education Committee.

Dental Health Certificate

A.6640-B, Paulin; Veto Memo #255 This bill would request each student to furnish a dental health certificate at the same time that health certificates are required. Each certificate would be signed by a duly licensed dentist who is authorized by law to practice in this State and would describe the dental health condition of the student when the examination was made, which would not be more than twelve months prior to the commencement of the school year in which the examination is requested, and would state whether such student is in fit condition of dental health to permit his or her attendance at the public schools. Within thirty days after the student's entrance in such schools or grades, the dental health certificate, if obtained, would be filed in the student's cumulative health record.

Student Health Certificate

A.10763-A, Nolan This bill would require that a public school student's health certificate include the results of an enhanced vision screening and an indication whether a comprehensive eye examination is suggested to the parents. It would also require the Commissioner of Education to compile a listing of all health care providers that may perform the required vision screening and/or the suggested comprehensive eye examination on a free or reduced cost basis. The Commissioner of Education would be authorized to delegate that responsibility to a qualifying non-profit entity. This legislation passed the Assembly and died in the Senate Rules Committee.

Nebulizers – Schools

A.10504-D, Rivera This bill would require that the board of education or trustees of each board of education and board of cooperative educational services provide and maintain a nebulizer upon parental request for use by a student prescribed medication to be used with such nebulizer. This legislation passed the Assembly and died in the Senate Rules Committee.

F. SCHOOL BUDGETS

Surplus Fund Balance

A.949-A, Tokasz; Veto Memo #220 This bill would increase the amount of money that a school district may retain in the surplus fund balance from two to three percent for the 2006-2007 school year, and up to four percent for the 2007-2008 school year and all years thereafter. This bill was vetoed by the Governor.

Contingency Budgets

A.879-A, Tokasz; Veto Memo #2 This bill would permit school districts to exclude the amount of increased fuel costs over the previous school year when calculating a school district's total spending under a contingency budget for the 2005-2006 school year and thereafter. This bill was vetoed by the Governor.

G. BUILDING/SCHOOL SAFETY

Students – Conditional Early Return

A.2683, Morelle; Chapter 170 of the Laws of 2006 This law authorizes boards of education to condition a suspended student's early return to school and suspension revocation on his or her voluntary participation in counseling or specialized classes, which, where appropriate, may deal with anger management or dispute resolution.

Commissioner of Education – Re-inspection of School Buildings

A.877-A, Tokasz; Chapter 165 of the Laws of 2006 This law requires the Commissioner of Education to order the re-inspection of school buildings in cases where an initial inspection of such building revealed a violation of the fire code which would, if uncorrected, result in the denial of the annual certificate of occupancy. It also requires additional inspections until it has been demonstrated to the satisfaction of the Commissioner of Education that the violation has been corrected.

“Dignity For All Students Act”

A.9491, O'Donnell This bill would enact the "Dignity For All Students Act" to provide students with a learning environment that is free of discrimination and harassment. This bill would:

- Prohibit harassment of students by school employees and other students on school property or at school functions;
- Prohibit the discrimination of a student on school property or at a school function based on their race, color, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex;
- Require boards of education to amend the district's code of conduct to include anti-harassment and anti-discrimination policies and train school employees to be aware and sensitive to harassment and discrimination and to properly respond to these situations; and
- Require the Commissioner of Education to provide assistance to school districts to implement these policies and requirements and establish a procedure for the reporting of material incidents of discrimination and harassment.

This bill passed the Assembly and died in the Senate Education Committee.

Non-public Schools – Fingerprinting

A.11399-C Weisenberg; Chapter 630 of the Laws of 2006 This law authorizes private and non-public elementary and secondary schools to require prospective employees to submit fingerprints for a criminal history background check.

H. SPECIAL EDUCATION/INDIVIDUALS WITH DISABILITIES

Interagency Council for Services to Persons Who are Deaf, Deaf-Blind, or Hard of Hearing

A.9234-A, Morelle; Veto Memo # 337 This bill would create the New York State Interagency Council for Services to Persons Who are Deaf, Deaf-Blind, or Hard of Hearing to ensure that services for such persons are adequately provided. The Council would be administered and coordinated by the State Education Department and include representatives from various state agencies and nine Board of Regents appointees. Functions of the Council would include promotion of a statewide program for coordinated services to persons who are deaf, deaf-blind and hard of hearing, the maintenance of data on the incidence of deafness and other hearing loss, and the development of a statewide directory of services. This bill was vetoed by the Governor.

Impartial Hearings – Burden of Proof

A.11965, Rules (Nolan); Veto Memo #286 A 2005 U.S. Supreme Court's decision in Schaffer v. Weast stated that the burden of proof, in an impartial hearing relating to a student's individualized education program, would be placed on the parent or guardian of the student. Prior to this decision, it had been a long standing practice in New York State to place the burden of proof on the school district or state agency. This bill would return New York State to the practice in place prior to this court decision and provide that in an impartial hearing concerning services provided to students with disabilities, the burden of proof shall be on the boards of education or trustees of the school district or state agency and not the parent or guardian of the student. This bill was vetoed by the Governor.

IDEA – State Conforming Provisions

A.11966, Rules (Nolan); Chapter 430 of the Laws of 2006 This law conforms the Education Law to the federal Individuals with Disabilities Education Act (IDEA) statute and the implementing regulations. This law serves as a one year transitional statute to ensure initial State compliance with the requirements of the IDEA.

I. SCHOOL GOVERNANCE

Rochester City School District

A.333-A, Gantt This legislation would reconfigure the powers and duties of the Rochester Board of Education, Rochester Superintendent of Schools and other offices within the school system. It would stipulate that the boards of education of city school districts do not have the authority to exercise executive powers and perform executive or administrative functions. This legislation passed the Assembly and died in the Senate Rules Committee.

J. ACCOUNTABILITY/TRAINING

Boards of Education – Training

A.1585-A, Sweeney This bill would require that every trustee or voting member of a board of education of a school district or a board of cooperative educational services, elected or appointed for a term beginning on or after July 1, 2006, in the first year of his or her term, complete a training course to acquaint him or her with the powers, functions and duties of boards of education, as well as the powers and duties of other governing and administrative authorities affecting public education. This training could be taken as a separate course or taken together with the training that is already required by law regarding financial oversight, accountability, and fiduciary responsibilities. This legislation passed the Assembly and died in the Senate Rules Committee.

Whistle Blower Protection

A.8925, Rules (Lupardo); Chapter 118 of the Laws of 2006 This law provides protection to school employees who, having reasonable cause to suspect fiscal practices are violating the law, report information regarding such practices.

K. PARENT-TEACHER COMMUNICATIONS/ASSOCIATIONS

Parent/Teacher Communication System – State Guidelines

A.347-B, Bradley; Chapter 160 of the Laws of 2006 This law directs the Commissioner of Education to develop guidelines by which school districts may establish a program which makes available to parents, or persons in parental relation of children, an internet based electronic communications system to contact the student's teachers.

Indemnification – New York City Parent Volunteers

A.3051, Aubry This bill would provide that duly appointed or elected officers of a parents' association, parent teachers' association, or school-based management team in the New York City School District are entitled to legal representation and indemnification in suits filed by school officials. This legislation passed the Assembly and died in the Senate Education Committee.

III. PUBLIC HEARINGS

A. Limited English Proficient/English Language Learner (LEP/ELL) Student Assessment Policy In New York State Under the Federal No Child Left Behind Act

October 26, 2006

10:30 a.m.

New York City

The Committee on Education held a hearing to examine the New York State Education Department's (SED) plan to comply with new English Language Arts (ELA) accountability requirements and the steps that were being taken by SED to provide guidance and oversight to school districts. The hearing also sought testimony on the impact of the new LEP/ELL Student Assessment Policy on New York State students and school districts.

In June of 2006, the U.S. Department of Education (USDOE) notified the New York State Education Department (SED) that their use of an alternative English as a Second Language (ESL) test instead of the English Language Arts (ELA) test was no longer consistent with the requirements of the Federal No Child Left Behind Act (NCLB). Current practice has been to allow LEP/ELL students to take the New York State English as a Second Language Achievement Test (NYSESLAT) for up to three years rather than take the ELA assessment. Subsequent to this directive, New York State must administer its ELA assessment to LEP/ELL students who, as of January 3, 2007, have been enrolled in school in the United States for one year or more.

New York State had been directed to comply with this NCLB requirement by the end of the 2006-07 school year, and SED had been warned that failure to do so could result in a loss of federal funds. This directive could have a significant impact on New York's students. According to SED's 2003 statistics, there are approximately 200,000 LEP/ELL students: these students comprise over 13% of the total student enrollment.

Testimony at the hearing was presented by Richard P. Mills, Commissioner of the New York State Education Department; Maria Santos, Senior Instruction Manager, Office of ELL, New York City Department of Education; Estee Lopez, Director of ELL Programs and Instructional Services, City School District of New Rochelle; Dr. Yigal Joseph, Principal of Columbus Elementary School, City School District of New Rochelle; Jessica O'Donovan, Director of Programs for ELLS, Port Chester Public Schools; Maria Neira, Vice President of Elementary Schools, New York State United Teachers; Katherine Kurjakovic; Teacher, Queens P.S. 11; Martin Plotkin, District Representative, United Federation of Teachers; Luis O. Reyes, Ph.D., Coordinator, Coalition for Educational Excellence for English Language Learners; Jon Moscow, Advisory Board Member, Center for Immigrant Families; Joanne K. Beard, First Vice President, New York State Teachers of English to Speakers of Other Languages; Nancy Villarreal de Adler; Past President, New York State Association for Bilingual Education; and Jose Davila, State Government Affairs Representative/Director of Education Advocacy, New York Immigration Coalition.

These witnesses and those individuals that submitted written testimony for the official record provided the Committee with valuable information that will be utilized as the Committee continues to monitor this change and request federal assistance/flexibility in this matter.

B. The Future of New York State's Public Education System

November 16, 2006

10:30 a.m.

Albany

The Education Committee held a hearing to assess the educational opportunities that are being provided to students throughout the State and to explore other areas where the State could be focusing its resources to ensure that all of New York State's students receive the education to which they are entitled.

On the initiative of the Assembly Majority, school districts statewide have benefited from funding provided for early childhood education, to address capital needs, and for an overall increase in general operating funds. The enacted 2006-2007 State budget underscored these commitments through the \$2.6 billion Expanding our Children's Education and Learning (EXCEL) Program to address educational capital needs and an increase of \$1.36 billion in education funding over last year. This historic State aid commitment allowed for the expansion of the Universal Pre-Kindergarten Program and the continuation of valuable programs such as the Early Grade Class Size Reduction Program.

The testimony at this hearing focused on legislative and funding priorities in the upcoming 2007 legislative session like the importance of early childhood education and class size reduction programs, the impact of charter schools, improving high school graduation rates, resolving the CFE lawsuit, and the benefits of after-school programs.

Testimony at the hearing was presented by Richard P. Mills, Commissioner of the New York State Education Department; Eva C. Joseph, Superintendent of the Albany City School District; Eric Ely, Superintendent of the Schenectady City School District; Marilyn J. Dominick, Superintendent of the Jordan-Elbridge Central School District; Kathleen Grimm, Deputy Chancellor for Finance, New York City Department of Education; Michelle Cahill, Senior Counselor for Education Policy, New York City Department of Education; Alan Lubin, Executive Vice President, New York State United Teachers; Amina Rachman, Special Assistant to the President, United Federation of Teachers; Bob Cohen, Research and Policy Director, Alliance for Quality Education; Helaine K. Doran, Deputy Director, Campaign for Fiscal Equity; Robert E. Biggerstaff, Executive Director, New York State Association of Small City School District, Inc.; Judith Johnson, Superintendent of Peekskill Schools; Robert Lowry, Deputy Director, New York State Council of School Superintendents; Charles S. Dawson Jr., Ph.D., Deputy Director of Governmental Relations, New York State School Boards Association; Frederick Koelbel, President, New York State Association for Superintendents of Buildings and Grounds; Anne E. Hout, Ph.D., Executive Vice Provost, State University of New York; Holly Bartczak, Education Specialist, Parent to Parent of NYS; Katherine Eckstein, The Children's Aid Society; John P. Albert, Vice President of External Relations, The After-School Corporation; Jose Davila, Director of Education Advocacy, New York Immigration Coalition; Noreen Connell, Executive Director, Educational Priorities Panel; Leonie Haimson, Executive Director, Class Size Matters; William A. Phillips, President, New York Charter Schools Association.

IV. OUTLOOK 2007

The Committee on Education will continue working to advance the interests of students and access to educational opportunities they deserve during the upcoming legislative session. While the Committee has been able to secure significant school aid increases over the past few years, New York State must provide a comprehensive education financing plan that meets both legal and moral expectations.

The Committee will continue its work to ensure that all students have the opportunity for a sound basic education. In carrying out this mission, the Committee will continue the work in enacting initiatives and safeguards that benefit and protect our most vulnerable student populations such as children with special education needs and students who are at-risk of academic failure.

V. 2006 SUMMARY SHEET

Summary of Action on All Bills Referred to the Committee on Education

<u>Final Action</u>	<u>Assembly Bills</u>	<u>Senate Bills</u>	<u>Total Bills</u>
<u>Bills Reported With or Without Amendment</u>			
To Floor; not returning to Committee	7	0	7
To Floor; recommitted and died	0	0	0
To Ways and Means Committee	60	0	60
To Codes Committee	15	0	15
To Rules Committee	5	0	5
To Judiciary Committee	0	0	0
Total	87	0	87
<u>Bills Having Committee Reference Changed</u>			
To Higher Education	2	1	3
To Ways and Means	2	0	2
Total	4	1	5
<u>Senate Bills Substituted or Recalled</u>			
Substituted		8	8
Recalled		1	1
Total		9	9
<u>Bills Defeated in Committee</u>	0	0	0
<u>Bills Never Reported, Held in Committee</u>	0	0	0
<u>Bills Never Reported, Died in Committee</u>	431	36	467
<u>Bills Having Enacting Clauses Stricken</u>	2	0	2
<u>Motion to Discharge Lost</u>	0	0	0
TOTAL BILLS IN COMMITTEE	524	46	570

TOTAL NUMBER OF COMMITTEE MEETINGS HELD: 10