

ONE HUNDRED TWENTY-EIGHTH LEGISLATURE
SECOND SPECIAL SESSION
5th Legislative Day
Tuesday, June 26, 2018

The House met according to adjournment and was called to order by the Speaker.

Prayer by Honorable Kent Ackley, Monmouth.
National Anthem by Honorable Dillon Bates, Westbrook.
Pledge of Allegiance.
The Journal of yesterday was read and approved.

Under suspension of the rules, members were allowed to remove their jackets.

SENATE PAPERS

Bill "An Act To Fund Enhanced Data Sharing between the Department of Public Safety, Bureau of State Police and the Maine Judicial Branch"

(S.P. 740) (L.D. 1910)

Committee on **CRIMINAL JUSTICE AND PUBLIC SAFETY** suggested and ordered printed.

Came from the Senate, under suspension of the rules and **WITHOUT REFERENCE** to a Committee, the Bill **READ TWICE** and **PASSED TO BE ENGROSSED**.

The Bill was **REFERRED** to the Committee on **CRIMINAL JUSTICE AND PUBLIC SAFETY** in **NON-CONCURRENCE** and sent for concurrence.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

ORDERS

On motion of Representative LONGSTAFF of Waterville, the following House Order: (H.O. 71)

ORDERED, that Representative Kevin J. Battle of South Portland be excused April 11 and May 2 for personal reasons.

AND BE IT FURTHER ORDERED, that Representative Stacey K. Guerin of Glenburn be excused June 20 and 21 for personal reasons.

AND BE IT FURTHER ORDERED, that Representative Abden S. Simmons of Waldoboro be excused June 21 for personal reasons.

READ and **PASSED**.

The following items were taken up out of order by unanimous consent:

ENACTORS

Acts

An Act To Simplify Nonresident Hunting and Fishing Licenses

(H.P. 548) (L.D. 768)

(H. "A" H-803 to C. "A" H-615)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

Acts

An Act To Create a Grant Program To Assist with Dispatch Center Consolidation

(S.P. 615) (L.D. 1671)

(H. "A" H-801 to C. "A" S-436)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

Emergency Measure

An Act To Conform to the United States Internal Revenue Code of 1986 and Provide Tax Relief to Maine Families

(S.P. 612) (L.D. 1655)

(S. "A" S-496 to C. "B" S-477)

Was reported by the Committee on **Engrossed Bills** as truly and strictly engrossed.

Representative TIPPING of Orono moved that the Bill be **TABLED** until later in today's session pending **PASSAGE TO BE ENACTED**.

Representative FREDETTE of Newport **REQUESTED** a roll call on the motion to **TABLE** until later in today's session pending **PASSAGE TO BE ENACTED**.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The **SPEAKER**: A roll call has been ordered. The pending question before the House is to **Table** until later in today's session pending **Passage To Be Enacted**. All those in favor will vote yes, those opposed will vote no.

ROLL CALL NO. 691

YEA - Alley, Austin B, Babbidge, Bailey, Bates, Beebe-Center, Berry, Blume, Brooks, Bryant, Cardone, Collings, Daughtry, DeChant, Denno, Doore, Dunphy, Farnsworth, Fay, Fecteau, Frey, Fuller, Gattine, Golden, Hamann, Handy, Harlow, Herbig, Hickman, Hogan, Hubbell, Hymanson, Jorgensen, Kornfield, Kumiega, Longstaff, Luchini, Madigan C, Madigan J, Martin J, Martin R, Mastraccio, McCrea, McCreight, McLean, Melaragno, Monaghan, Moonen, O'Neil, Parker, Perry, Pierce T, Riley, Rykerson, Sanborn, Sheats, Sherman, Spear, Stanley, Talbot Ross, Tepler, Terry, Tipping, Tucker, Warren, Zeigler, Madam Speaker.

NAY - Ackley, Austin S, Black, Bradstreet, Campbell, Casas, Cebra, Chace, Chapman, Corey, Craig, Espling, Fredette, Gerrish, Gillway, Grohman, Guerin, Haggan, Hanington, Higgins, Hilliard, Johansen, Kinney J, Kinney M, Lockman, Lyford, Mason, McElwee, Ordway, Parry, Perkins, Picchiotti, Pickett, Pouliot, Prescott, Reed, Sampson, Simmons, Sirocki, Skolfield, Stearns, Stetkis, Stewart, Sutton, Theriault, Timberlake, Tuell, Turner, Vachon, Wadsworth, Wallace, Ward, White, Winsor.

ABSENT - Battle, Bickford, Cooper, Devin, Dillingham, Duchesne, Farrin, Foley, Ginzler, Grant, Grignon, Hanley, Harrington, Harvell, Hawke, Head, Herrick, Lawrence, Malaby, Marean, Nadeau, O'Connor, Pierce J, Reckitt, Sanderson, Schneck, Seavey, Strom, Sylvester, Wood.

Yes, 67; No, 54; Absent, 30; Excused, 0.

67 having voted in the affirmative and 54 voted in the negative, with 30 being absent, and accordingly the Bill was **TABLED** pending **PASSAGE TO BE ENACTED** and later today assigned.

Acts

An Act To Ensure the Successful Implementation of Proficiency-based Diplomas

(H.P. 1152) (L.D. 1666)
(H. "A" H-797 to C. "A" H-777)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH** with the exception of matters being held.

Acts

An Act To Clarify the Scope of Practice of Certain Licensed Professionals Regarding Conversion Therapy

(H.P. 640) (L.D. 912)
(S. "B" S-490 to C. "A" H-745)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH** with the exception of matters being held.

**REPORTS OF COMMITTEE
Pursuant to Joint Rule 309**

From the Joint Select Committee on **MARIJUANA LEGALIZATION IMPLEMENTATION** on Bill "An Act To Repeal the Legalization of Recreational Marijuana"

(S.P. 229) (L.D. 667)

Received by the Secretary of the Senate on June 21, 2018, pursuant to Joint Rule 309.

Came from the Senate with the Report **READ** and **REJECTED** and the Bill and accompanying papers **INDEFINITELY POSTPONED**.

The Report was **READ**.

Speaker GIDEON of Freeport moved that the Bill and all accompanying papers be **INDEFINITELY POSTPONED**.

Representative ESPLING of New Gloucester **REQUESTED** a roll call on the motion to **INDEFINITELY POSTPONE** the Bill and all accompanying papers.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The **SPEAKER**: The Chair recognizes the Representative from Oakland, Representative Perkins.

Representative **PERKINS**: Madam Speaker, you said we would resume at the sound of the bell and I would believe a lot of people are out, so if we could get -- because that's what it said on the board. Maybe we should sound the bell to get people back in. My apologies.

The **SPEAKER**: The Chair would answer that the bell is about to ring as I open this vote, so that should take care of it, and I appreciate the thought. Thank you.

A roll call has been ordered. The pending question before the House is Indefinite Postponement of the Bill and all accompanying papers. All those in favor will vote yes, those opposed will vote no.

ROLL CALL NO. 692

YEA - Ackley, Alley, Austin B, Babbidge, Bailey, Bates, Beebe-Center, Berry, Blume, Brooks, Bryant, Cardone, Casas, Cebra, Chapman, Collings, Corey, Daughtry, DeChant, Denno, Doore, Dunphy, Farnsworth, Fay, Fecteau, Frey, Fuller, Gattine, Golden, Grohman, Handy, Herbig, Hickman, Higgins, Hogan, Hubbell, Hymanson, Jorgensen, Kornfield, Kumiega, Longstaff, Madigan C, Madigan J, Martin J, Martin R, Mastraccio, McCrea, McCreight, McLean, Melaragno, Monaghan, Moonen, O'Neil, Parker, Perry, Pierce T, Prescott, Riley, Rykerson, Sanborn, Sheats, Spear, Stanley, Talbot Ross, Tepler, Terry, Tipping, Tucker, Vachon, Wadsworth, Warren, Zeigler, Madam Speaker.

NAY - Austin S, Black, Bradstreet, Campbell, Chace, Craig, Espling, Farrin, Fredette, Gerrish, Gillway, Guerin, Haggan, Hanington, Harlow, Hilliard, Johansen, Kinney J, Kinney M, Lockman, Lyford, Mason, McElwee, Ordway, Parry, Perkins, Picchiotti, Pickett, Pouliot, Reed, Sampson, Sherman, Simmons, Sirocki, Skolfield, Stearns, Stetkis, Stewart, Strom, Sutton, Theriault, Timberlake, Tuell, Turner, Wallace, Ward, White, Winsor, Wood.

ABSENT - Battle, Bickford, Cooper, Devin, Dillingham, Duchesne, Foley, Ginzler, Grant, Grignon, Hamann, Hanley, Harrington, Harvell, Hawke, Head, Herrick, Lawrence, Luchini, Malaby, Marean, Nadeau, O'Connor, Pierce J, Reckitt, Sanderson, Schneck, Seavey, Sylvester.

Yes, 73; No, 49; Absent, 29; Excused, 0.

73 having voted in the affirmative and 49 voted in the negative, with 29 being absent, and accordingly the Bill and all accompanying papers were **INDEFINITELY POSTPONED** in concurrence.

On motion of Representative SAMPSON of Alfred, the House **RECONSIDERED** its action whereby An Act To Ensure the Successful Implementation of Proficiency-based Diplomas

(H.P. 1152) (L.D. 1666)
(H. "A" H-797 to C. "A" H-777)

Was **PASSED TO BE ENACTED**.

The **SPEAKER**: The Chair recognizes the Representative from Bar Harbor, Representative Hubbell.

Representative **HUBBELL**: Thank you, Madam Speaker, and thank you to my colleagues. I rise with grave concern that this bill as engrossed, with its proposed dual and separate graduation systems selected by individual schools, severely weakens the state's generation-long commitment to equity of educational opportunity and the greater expectations for meaningful and ambitious learning outcomes for all Maine students, at a time when the state's prosperity and well-being critically depends on skilled and knowledgeable citizens.

Twenty-nine years ago, in 1989, in the 114th Legislature, Governor McKernan issued an executive order creating the Commission on Maine's Common Core of Learning. That order charged "Whereas there should be common agreement on the common outcomes and results of education for all high school graduates, the Commission shall determine the knowledge, skills, and attitudes that all Maine high school students should have when they graduate." Twenty-eight years ago, in 1990, that Commission produced Maine's Common Core of Learning, which established 151 goals for student learning. Based on the recommendations of that

report, in 1993, the 116th Legislature expanded the role of the State Board of Education, and charged the Board to build a long-range plan to develop standards for learning outcomes to identify what all Maine students will be required to know and be able to do by the time they leave school. With that plan, the State Board established that equal opportunity to learn should be insured by a common set of learning results which embody high expectations from all students. From that plan, 22 years ago, in 1996, the State Board's task force recommended to receive a diploma that all students must demonstrate achievement in the learning results. And 17 years ago, in 2001, the 120th Legislature enacted the first proficiency-based graduation requirement. That statute said "each student shall study and achieve proficiency in the eight content standard subject areas of the learning results." By 2009, graduation must be determined by student achievement of the standards of the system of learning results in all content areas.

Madam Speaker, for 17 years it has been the statutory expectation in this state that schools are obligated to represent student achievement by objective measures of proficiency. Seventeen years; transition period that spans the entire academic career of tens of thousands of Maine public school students. But during that time the State also acknowledged that such a significant increase in educational expectations required a concurrent contract of increased support. Believing that equity of educational opportunity requires an equitable distribution of public funding, 15 years ago, in 2003, the 121st Legislature established the essential programs and services funding model, which is explicitly defined as those educational resources necessary to ensure the opportunity for all students to meet the standards of the eight content subject areas of the system of learning results.

Madam Speaker, as you and other members know, for most of my legislative career, I've worked diligently to defend and build this commitment to truly equitable school funding and the elusive 55% state share, because this is our side of the contract that the State made with schools in 2001 and 2003, to reach equity and ambitious learning opportunity through equity in funding. Madam Speaker, I want members to understand that if we weaken the State's responsibility towards assuring the learning results, it will concurrently weaken the argument for fair funding that we here in this Chamber can make to Maine citizens.

Madam Speaker, you certainly remember that a year ago we here in this Chamber shut the State down for three days over a budget that directed an unprecedented amount of additional school subsidy. I'm proud of that effort which we here accomplished in the end with an astonishing unanimous vote in this Chamber. Understanding the accomplishment that budget represented, not just here, but to the citizens and taxpayers of this state, I'm concerned that the message that we send to these same citizens and taxpayers, that this year, accompanying this \$138 million increase in educational allocation, with this bill we are also making a sudden turn with sharply lowered expectations for equity in learning. In Section 7 of the engrossed bill simply erases the basic accountability requirement that accredited Maine schools, not the students, Madam Speaker, the schools themselves demonstrate evidence of sufficient capacity through multiple pathways for students to reach proficiency in each of the content areas of the system of learning results. How on earth can that be interpreted other than as an abdication of commitment to the learning results by the State itself? Section 11 of the engrossed bill strikes the parallel requirement in the learning results themselves and requires that schools are obligated only

to provide opportunity and capacity for students simply to study in the content areas, and it strikes outright the requirement that schools ensure capacity and opportunity for students to actually achieve proficiency in the state's learning standards. How is this to be understood by the public other than as a capitulation of Maine's commitment that schools graduate students in the possession of meaningful and consistent actual knowledge?

Madam Speaker, this here is the heart of my objection to the bill as currently engrossed. As long as Maine public schools have the continued obligation to provide multiple pathways for students to learn, and as long as we have common educational standards by which we objectively credential student learning, the question raised by this bill in its original presentation of whether minimum requirements for schools to issue a diploma is either a high bar or a low bar is only of secondary concern. But as engrossed, this bill sends an 18-pound cannon shot through the section of statute requiring both school educational capacity and objective student learning credentials.

I understand the struggles that local school districts are engaged in, implementing standards-based learning. I've heard and agree with widespread criticism of the State's uneven leadership and support in the most ambitious educational effort of this century. But I would say that the answer to poor leadership is better leadership, not abdication of responsibility. I believe that at this time Maine's schools, having engaged in the hard work required by this initiative, now need our own clear and unwavering support, not capitulation. Good teachers and good school administrators are aghast that after years of hard work on their part, and understand that this is, indeed, hard work, we are contemplating a reversal of this significance at this time.

I've heard it suggested that 25% of students are incapable of success in the learning results. I've even heard it said, even in this building, that that is because you can't fight genetics. I reject that premise. Certainly, there are those for whom the status quo is working well, for those who thrive on distinguishing themselves by excelling in the current conventional game of school, in comparison to those for whom the established system is failing. But what are the implications to our collective souls if we accept the premise that 25% of students will never succeed? Rather than consigning these students to the same constricted avenues of educational misery and diminished expectations, why would we not understand that as an obligation to meet their actual learning needs; to offer them multiple pathways to success and self-actualization and give them, in fact, more authority over their own learning and the liberation from the pipeline of conventional academic credits that is offered by customized learning, not to standards?

Last, Madam Speaker, I would hope that members would take it as significant that Maine School Management Association, Maine School Superintendents Association, and the Maine Schoolboards Association, all of whom regularly testify reflexively against state mandates, in fact today are consistent advocates for retaining this proficiency model of statewide expectations and accountability. I would also like those in this Chamber who are concerned about equity of opportunity to understand the implications that the State abandoning common expectations about educational capacity and surrendering educational leadership to the vicissitudes of local capacity, local commitment, and local control, all students; all students Madam Speaker, not just the fortunate students in communities with the wealth to exercise all the best

options for learning. Madam Speaker, our obligation here today in the State House has to be in defense and support of the disadvantaged schools and disadvantaged students.

Madam Speaker, with the greatest respect for my colleagues on all sides of this issue, I ask that we defend the basic principles of equity in educational opportunity by opposing this bill as currently engrossed. Further, Madam Speaker, given the significance of the proposed policy change, I request a roll call.

The same Representative **REQUESTED** a roll call on **PASSAGE TO BE ENACTED**.

The SPEAKER: The Chair would advise that the motion for a roll call is not in order at this time. There is not a motion pending upon which to ask for a roll call.

The Chair recognizes the Representative from Fort Fairfield, Representative McCrea.

Representative **McCREA**: Thank you, Madam Speaker, Women and Men of the House. I'm speaking in strong support of LD 1666, as amended.

As most of you may well know, I'm a retired teacher of some 48 years, which makes me rather elderly. I wish to start by pointing out that there is a big difference between proficiency-based education, PBE, as we have known it, and proficiency-based diplomas. Proficiency-based education, simply put, is the educational process of determining through multiple methods which of the proficiency standards a student has met. A proficiency-based diploma is one that can only be granted by a high school if the student has met proficiency in all eight of the State's standards.

If we make no changes in the current high school graduation requirements, the following scenario will play out many times in high schools across the state in the spring of 2021. Many students across the State of Maine will have spent 13 years, successful years, in our schools, and in high school accumulating 20 or 22 or 24 credits towards what they have been promised would be graduation, a diploma, in their respective high schools. But unless they have been rated as proficient in each and every one of Maine's eight proficiency standards, they will not receive a high school diploma. By way of shedding light on this issue, I'd like to list those eight standards and ask that each of us consider, Madam Speaker, and Ladies and Gentlemen of the House, and think about students who may not shine enough, do well enough in each and every one of these standards. Bear with me while I list the eight standards. One, Career and Educational Development; two, English Language Arts; three, Health Education and Physical Education; four, Mathematics; five, Science and Technology; six, Social Studies; seven, Visual and Performing Arts; and, eight, World Languages. Should a student fail to meet the level of proficiency in any one of these standards they simply will not receive a diploma. I ask each of us to imagine how this situation would affect the future of this young person. On the Education Committee, we received dozens, if not hundreds, of testimonies either online or in person or by text and in almost, I would guess, 80% were in favor of this bill as amended.

If LD 1666 is passed as amended, the State's proficiency standards will stay in place. Schools will still use these standards to measure student progress. By local options, schools can opt to require that all students meet all of the proficiency standards in order to receive their diploma, or to grant the diploma to those who have met the credit requirements and have their transcript reflect the level of which, at which each student met those proficiencies. A potential employer, college, university, community college or

some other entity wishing to know how well the student met the standards, will simply have to look at the transcript and become more aware of the levels of competency in each of the; of the graduate. I remind you, Ladies and Gentlemen of the House, that this amended version of LD 1666 simply removes the state mandate that requires that all students in all Maine high schools must meet the proficiencies in all of the standards, but, rather, it allows each local school district the option of choosing which path they wish to follow for their students. The passage of this bill in no way will affect the school districts who choose to retain the PBD, proficiency-based diploma requirements. I strongly support LD 1666, as amended, and I sincerely hope that you will agree and follow my light. I thank you, Madam Speaker and Ladies and Gentlemen of the House, for your ear on this very important matter. Thank you.

The SPEAKER: Regarding the motion from the Representative from Bar Harbor, Representative Hubbell, the Chair was in error. The Representative's motion for a roll call was in order and is, in fact, in order at this time.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The SPEAKER: The Chair recognizes the Representative from Bowdoinham, Representative Berry.

Representative **BERRY**: Thank you, Madam Speaker. Madam Speaker and Men and Women of the House, they say the road to failure, or someplace even worse than that, is paved with good intentions, and far too often in our history, good intentions are what has guided public education reform.

I hope someday we will look back at this moment and realize that in 2012, state government went a bridge too far. Many of us here then on both sides spoke against this overreach, but we did it anyway, and, in doing so, we unnecessarily, avoidably imposed hardships and stress on already overloaded teachers and schools. We had a great idea, sure; but we didn't support it properly, either through funding or through consistent leadership in Augusta. We didn't think it through and we didn't follow through.

Many of us who were here in 2012 warned at that time that this top-down reform might be problematic, might be a bit of an overreach. Since then, we've seen some good things happen, but we've also seen some real issues, from lack of funding for training to lack of consistent leadership here from the Department, to lack of community buy-in; and this is especially true, Madam Speaker, of the diploma mandate. In my own career, I've spent two decades in public education and one in business and politics, and one thing I've learned from this experience is that too often, Madam Speaker, political and business leaders assume that we know better; better than the highly-trained, experienced professionals working in our schools. Too often, without meaning to, our message to these professionals is denigrating, demeaning and even destructive. We forget to let teachers teach and let students learn.

Our children's teachers work extremely long hours. They don't have time for endless staff meetings to change things around yet again for Augusta. So, in the future, when we consider a new initiative proposed by corporate education reformers, however well-meaning they may be, we need to ask ourselves, is this practice indeed supported by an ample body of research and is our theory of change, the process we will use to spread the practice, also evidence-based? Is the change worth doing, and will it work?

Madam Speaker, with this bill and the careful process that led to it, I think the majority on the Committee has done an excellent job of respecting our education professionals. I

mean, in particular, the professionals who are on the front lines day-in and day-out. They have shown the humility from Augusta that all too often is missing in conversations by politicians and business leaders when it comes to school reform.

I want to close with a parable about a farmer because I, like many of you here, I grew up on a farm, and one thing that we learned was a lesson that's often talked about in education. If you want to fatten your pig, you don't do it by weighing the pig. We can measure, we can set goals, we can do that all day long, but if we want the pig to grow, we need to feed it; and that is the support that is required in education. Setting goals is fine, but it won't lead to equality of opportunity. Setting expectations is fine, and it's important, but that alone is not enough to ensure that all of our students succeed. And, so, Madam Speaker, we need to teach the children if we want them to get smarter. We need to support the schools if we want them to get better. And I want to say that the Representative from Bar Harbor has done a tremendous job, in many respects, of supporting the schools and providing the equality of funding, the equity of funding that is needed to get us there, so I'm eternally grateful to him for that work. Obviously, we disagree on this one matter, but I do want to make that great appreciation clear in this body at this time.

So, Madam Speaker, for these reasons and others, I will be voting in favor of the pending motion, grateful to the majority on the Committee for their respect for teachers and students, and I urge my colleagues to do the same. Thank you.

The SPEAKER: The Chair recognizes the Representative from Dover-Foxcroft, Representative Higgins.

Representative **HIGGINS**: Thank you, Madam Speaker and Ladies and Gentlemen of the House. Occasionally there are advantages of getting old. It takes me back a ways. I actually am maybe one of the last surviving members, I think, that served on the Commission of The Common Core of Learning established by Governor McKernan. I was barely out of high school, I think. Well, maybe not. And I'm sitting here reflecting upon the conversations that took place in that Commission. And if you look at the report, it isn't about standards; it's very broad goals, of global citizenship, for example. The purpose of that report was to engage the educational and business community in a conversation about what was it we wanted students to know and be able to do. It was not a standards-based report. It was really a very broad, let's think about what we want our students to be able to do, how we want our schools to be able to perform. So, a few short years later, along came learning results, which was now let's put some meat around this, let's set the academic standards. And I served on the task force on learning results as well, and I fully supported clearly identifying what it was we wanted our students to know and be able to do. What we were not able to do was to figure out how we might accomplish that for all students. We failed to recognize that all of us, including, believe it or not, those of us here, learn different things in different ways, requiring different amounts of time. We haven't really mastered that. We still are using a system that doesn't really address those needs.

What we failed to do, and have failed to do ever since, and my concern at the time, which I expressed over and over again, is the need for opportunity to learn standards. What level of resources would we provide to ensure that students can meet the standards? And we certainly have tried a number of ways, and I certainly want to recognize the good Representative from Bar Harbor who really has done a tremendous job in helping move that needle to provide more

resources in those communities that really need it. But for 25 or 30 years, we've struggled with that. I live in Piscataquis County and I taught at one of the schools, I was principal of that school and superintendent of the schools in Gilford for 25 years; and my good friend here, Representative Stearns, followed me, and both of us can tell you it's a challenge every year to figure out where the resources are, and how do you provide the same education the students get in where my grandchildren go to school in, Cape Elizabeth? Foxcroft Academy, eight miles down the road, a private school with a lot of other resources available, can offer a wide curriculum, multiple opportunities, can invest millions of dollars in facilities and programs, while the students eight miles away in a public school don't have the same opportunities.

Here's the dilemma. We all want our students to do well. We'd like to be able to say we have measures to indicate that they can perform, but the trouble is, the student who's at Piscataquis Community High School may not have access to the vast rich academic curriculum that the student eight miles down the road has. Ironically, the students in Monson travel through that district to get to Foxcroft Academy. So, even in that small area, the opportunities vary dramatically, and to hold the students who are graduating from Piscataquis Community High School to the exact same standards as the students who graduate from Foxcroft Academy, where twice as much money is spent per student, doesn't really strike me as fair.

So, while I'm a firm believer that we should want all of our students to meet high standards, and I hope the day comes when we can say every student has had that opportunity, and we can fairly assess all students at the same level and provide a diploma that means the same thing. I've not yet seen that day in nearly 50 years of education. I pray it will come, but until it does, I will be supporting the pending motion. Thank you.

The SPEAKER: The Chair recognizes the Representative from Alfred, Representative Sampson.

Representative **SAMPSON**: Thank you, Madam Speaker, Ladies and Gentlemen of the House. I just would like to say that I support this pending motion, and I would just ask that we let teachers teach and students learn. Thank you.

The SPEAKER: A roll call has been ordered. The pending question before the House is Passage to be Enacted. All those in favor will vote yes, those opposed will vote no.

ROLL CALL NO. 693

YEA - Ackley, Alley, Austin B, Austin S, Babbidge, Bailey, Bates, Beebe-Center, Berry, Black, Blume, Bradstreet, Brooks, Bryant, Campbell, Cardone, Casas, Cebra, Chace, Collings, Corey, Craig, Daughtry, DeChant, Denno, Doore, Dunphy, Espling, Farnsworth, Farrin, Fay, Fecteau, Fredette, Frey, Fuller, Gattine, Gerrish, Gillway, Golden, Guerin, Haggan, Handy, Hanington, Harlow, Harvell, Herbig, Hickman, Higgins, Hilliard, Hogan, Hymanson, Johansen, Kinney J, Kornfield, Kumiega, Lockman, Longstaff, Luchini, Lyford, Madigan C, Madigan J, Martin J, Martin R, Mason, Mastraccio, McCrea, McCreight, McElwee, McLean, Melaragno, Monaghan, Moonen, O'Neil, Ordway, Parry, Perkins, Perry, Picchiotti, Pickett, Pierce T, Prescott, Reed, Riley, Sampson, Sanborn, Sheats, Sherman, Simmons, Sirocki, Skolfield, Spear, Stanley, Stearns, Stetkis, Stewart, Strom, Sutton, Talbot Ross, Tepler, Terry, Theriault, Timberlake, Tipping, Tucker, Tuell, Turner, Vachon, Wadsworth, Wallace, Ward, Warren, White, Winsor, Wood, Zeigler, Madam Speaker.

NAY - Chapman, Grohman, Hubbell, Jorgensen, Kinney M, Parker, Pouliot.

ABSENT - Battle, Bickford, Cooper, Devin, Dillingham, Duchesne, Foley, Ginzler, Grant, Grignon, Hamann, Hanley, Harrington, Hawke, Head, Herrick, Lawrence, Malaby, Marean, Nadeau, O'Connor, Pierce J, Reckitt, Rykerson, Sanderson, Schneck, Seavey, Sylvester.

Yes, 116; No, 7; Absent, 28; Excused, 0.

116 having voted in the affirmative and 7 voted in the negative, with 28 being absent, and accordingly the Bill was **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

SENATE PAPERS
Non-Concurrent Matter

Bill "An Act To Fund Enhanced Data Sharing between the Department of Public Safety, Bureau of State Police and the Maine Judicial Branch"

(S.P. 740) (L.D. 1910)

Bill and accompanying papers **REFERRED** to the Committee on **CRIMINAL JUSTICE AND PUBLIC SAFETY** in the House on June 26, 2018.

Came from the Senate with that Body having **INSISTED** on its former action whereby the Bill was **PASSED TO BE ENGROSSED** in **NON-CONCURRENCE**.

The House voted to **RECEDE AND CONCUR**.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

The following Joint Order: (S.P. 751)

ORDERED, the House concurring, that when the Senate and House adjourn, they do so today, June 26, 2018 until the call of the President of the Senate and the Speaker of the House, respectively, when there is a need to conduct business or consider objections of the Governor.

Came from the Senate, **READ** and **PASSED**.

READ and **PASSED** in concurrence.

ENACTORS
Acts

An Act To Fund Enhanced Data Sharing between the Department of Public Safety, Bureau of State Police and the Maine Judicial Branch

(S.P. 740) (L.D. 1910)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

SENATE PAPERS

The following Joint Order: (S.P. 752)

ORDERED, the House concurring, that Bill, "An Act To Establish the Total Cost of Education and the State and Local Contributions to Education for Fiscal Year 2018-19 and To Provide That Employees of School Management and Leadership Centers Are Eligible To Participate in the Maine Public Employees Retirement System," S.P. 712, L.D. 1869, and all its accompanying papers, be recalled from the Governor's desk to the Senate.

Came from the Senate, **READ** and **PASSED**.

READ and **PASSED** in concurrence.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH**.

UNFINISHED BUSINESS

The following matter, in the consideration of which the House was engaged at the time of adjournment yesterday, had preference in the Orders of the Day and continued with such preference until disposed of as provided by House Rule 502.

Bill "An Act To Prohibit Campaign Fund-raising at the Voting Place"

(H.P. 1354) (L.D. 1912)

(Committee on **VETERANS AND LEGAL AFFAIRS** suggested)

TABLED - June 20, 2018 (Till Later Today) by Representative HERBIG of Belfast.

PENDING - **REFERENCE**.

Under suspension of the rules, the Bill was given its **FIRST READING WITHOUT REFERENCE** to a committee.

Under further suspension of the rules, the Bill was given its **SECOND READING WITHOUT REFERENCE** to the Committee on **Bills in the Second Reading**.

Representative LUCHINI of Ellsworth **PRESENTED House Amendment "A" (H-804)**.

The SPEAKER: The Representative may proceed.

Representative **LUCHINI**: Thank you, Madam Speaker. Madam Speaker, Men and Women of the House, as this bill from the Chief Executive restricts the solicitation of campaign contributions, whether they be traditional or collecting of \$5 checks, the amendment before us again tries to offer a compromise regarding the Clean Election system. So, the amendment that I present today is one that accepts this bill in full, while also trying to fix the error to the Maine Clean Election Act Fund that occurred in the budget deal that we passed last year. So, this provides the fix to the negative allocation issue that prevents the Ethics Commission from distributing money that's already within their account.

Additionally, we also offer to send back \$1 million of the \$3 million that we advanced in the budget deal that we passed last July. So, I thank you for considering this amendment. These are things that we're willing to offer to try to fix the error from the bill last year. Thank you, Madam Speaker.

The SPEAKER: The Chair recognizes the Representative from Newport, Representative Fredette.

Representative **FREDETTE**: Thank you, Madam Speaker. As a course of business in regards to tying the two bills together, I don't think it's something that our caucus can support, and I will therefore request a roll call.

The same Representative **REQUESTED** a roll call on the motion to **ADOPT House Amendment "A" (H-804)**.

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The SPEAKER: The Chair recognizes the Representative from Winthrop, Representative Hickman.

Representative **HICKMAN**: Thank you, Madam Speaker. Madam Speaker, Women and Men of the House, I rise in support of this amendment being attached to this bill, since in my opinion, the matters are actually related.

"In the beginning was the Word, and the Word was with God, and the Word was God," John 1:1. Madam Speaker, "be impeccable with your word." That is the first agreement of Don Miguel Ruiz's Four Agreements. "Is it the truth? Is it fair to all to concerned? Will it build good will and better friendships? Will it be beneficial to all concerned?" That is the Rotary Four-Way Test.

Your word is your bond, Madam Speaker, a colloquialism that I think everyone in this chamber is familiar with. Many of us recently have been going around the state, in our districts, to present to students the Secretary of State's Citizenship Award. Some of us have gone around to our schools and presented scholarships on behalf of some of the civic organizations that we belong to. As I have done that in my community, I have reminded the young people in our community that they can do great things if they put their minds to it, and they can do anything they put their mind to, if they believe in themselves. I have also asked them to, as they go about their business in life, to always tell the truth, and I've said to them that's probably the most difficult thing that you will be able to do, especially as we live in an age where the truth is very hard to see, because what's left is right, what's right is left, what's up is down, and what's down is up. And we've become very comfortable with this movement of truth away from fact. And, so, when I say that, on two occasions, the parents in these audiences applauded it, because I think they understood that as simple as that may sound, it's becoming more difficult to tell the truth. In the truth that I see, we passed a budget last session that I did not agree with in its entirety.

The SPEAKER: The Representative will defer. The Chair recognizes the Representative from Newport and inquires as to why he rises.

Representative **FREDETTE**: Thank you, Madam Speaker. I'd ask that the Speaker remind the body not to impinge upon the motives of other members in the body.

On **POINT OF ORDER**, Representative **FREDETTE** of Newport objected to the comments of Representative **HICKMAN** of Winthrop because he was questioning the motives of other members of the House

The SPEAKER: So, overall, the Chair will remind members that the rules of the body do include, as the Representative mentioned, not impugning motives of others. In this case, I believe that the member is speaking very broadly about the state of the world/nation/other things and not impugning motives, but nonetheless, I will send that reminder.

The Chair reminded all members that it was inappropriate to question the motives of other members of the House.

The SPEAKER: The Representative may proceed.

Representative **HICKMAN**: Thank you, Madam Speaker. I am reminded of that, and I apologize if anyone believes that I am impugning their motives, except that I'm just speaking about what I see in front of me today, and I'm not calling out anyone at all.

The truth as I see it is that last year, we had a very difficult negotiation around the budget that would keep our state government funded. And I believe that at the time we put that bill forward, I called it something like a steaming pile of cow

manure, and I did not want to vote for it. But I understood that in tough negotiations you have to sometimes give in order to get, and you have to put up with things that you don't necessarily want to put up with for the greater good of passing a very large and complicated bill. I believe, Madam Speaker, that I have a little bit of practice with that in this body, as a part of my legislative service, on some pretty important issues, where I have no problem negotiating with members from any party in any chamber in any branch of government.

Today, we find ourselves faced with a very difficult circumstance regarding an agreement that we all made together, Madam Speaker. You signed the budget and you sent it forthwith, the President of the other chamber signed the budget and he sent it forthwith, and the Chief Executive signed the budget. And one of the things that we try to tell young people is that when you agree to something, you can't change your mind unless all the parties agree to change their minds. Right now, we are faced with a situation where we intended to do something, and because of a drafting error, it didn't happen. And, so, the Ethics Commission is not authorized to spend \$3 million that 147 members of this chamber agreed to when they voted for the budget.

What I believe we have in front of us is what the doctrine of law calls a scrivener's error. And, if you would indulge me for a second, Madam Speaker, I would just like to read the definition of what that is. "A scrivener's error is an error due to a minor mistake or inadvertence and not one that occurs from judicial reasoning or determination. It can be a mistake made in a letter, a paper, or a document that changes the meaning of the same. Typographical errors or the unintentional addition or omission of a word, phrase, or figure in writing or copying something on the record are all examples of clerical or scrivener's errors. Such an error is made by mistake and not purposefully and so it should be readily remedied without objection. For example, if the amount of money owed to a plaintiff by the defendant is mistakenly recorded by a court reporter as \$50 rather than \$500, then the plaintiff is not bound by this, since it is only a clerical error. An error of this nature can be rectified by the court acting *sua sponte*, on its own, or on the motion of either party once the court learns of the error. In case parties to a contract make an oral agreement which when reduced to writing is mis-transcribed, the aggrieved party is entitled to reformation so that the writing corresponds to the oral agreement."

The aggrieved parties in this case are all of the citizens of the State of Maine who gave \$5 qualifying contributions to the candidates of their choice so that they could receive money from the State in lieu of raising traditionally-financed money privately. They signed a contract with the State; the State is, therefore, bound by that contract. This legislative body, and all of the nonpartisan staff who work really hard under duress, came together to do something that we orally agreed to and there was a transcription error in putting it in writing. And usually that is done without objection, but, in this case, there are objections to correcting this problem without a drama. And, so, I ask us to consider what message we are giving our children if we do not uphold our word. Many people here know that James Baldwin is one of my absolute favorite writers, and what he says is this: "Children have never been very good at listening to their elders but they have never failed to imitate them." And, so, what I'm wondering is if we leave this session, the longest session that we probably have in recorded history of this Legislature, and we tell our children that our word doesn't mean anything, that it's not even worth the composted manure that I grow great crop in, that if your word means

nothing, what will the leaders, the future leaders of this state and of this nation, take with them as we move forward?

So, I simply ask you, Madam Speaker, to consider your vote on this, because if you were to vote down this particular compromise to something that should not even be objected to, we are making a statement that our word, your word and my word, is no good. And I do not want to tell that to you, I do not want to tell that to anyone listening, and I certainly do not want to tell that to our children. And, so, I will ask you, Madam Speaker, to join me in voting for this amendment because it is the right thing to do. Thank you, Madam Speaker.

The SPEAKER: The Chair recognizes the Representative from Turner, Representative Timberlake.

Representative **TIMBERLAKE**: Madam Speaker, Ladies and Gentlemen of the House, I appreciate the comments from the Good Representative from Winthrop, but we happen to disagree a little, that's all.

I think that the scrivener fault that he talks about might not be totally true, because when it was brought to our attention at about 2:30 in the morning when the committee of conference had come back to present the changes they had made to the budget, I said to our leader and to some of the members of the Appropriation Committee, don't worry about the Clean Elections money because they have an error in it, and we'll have to deal with that next year when we have to deal with all of the other errors that were in the budget that weren't funded, like the home healthcare workers, the nursing homes, the jails and many other issues.

So, to say that we're going back on our word or back on our; on something, I think is inaccurate. And everybody's entitled to their opinion, and I respect that, and I hope that you respect ours, but this is not something and maybe I should've brought it to the attention; but our caucus has never been a big proponent of Clean Elections and I don't think we're still a big proponent of Clean Elections. So, with that being said, I didn't bring it to the attention because I knew we would get another whack at it, and this is where we're at, and I can't believe we're holding this as our 11th hour, last of the stage. This is what we're here talking about. So, I don't agree with what the good Representative had to say, but everybody's entitled to their opinion, so please follow my light.

The SPEAKER: A roll call has been ordered. The pending question before the House is Adoption of House Amendment "A" (H-804). All those in favor will vote yes, those opposed will vote no.

ROLL CALL NO. 694

YEA - Ackley, Alley, Austin B, Babbidge, Bailey, Bates, Beebe-Center, Berry, Blume, Brooks, Bryant, Casas, Chapman, Collings, Corey, DeChant, Denno, Doore, Dunphy, Farnsworth, Fay, Fecteau, Frey, Fuller, Gattine, Golden, Grant, Handy, Harlow, Herbig, Hickman, Higgins, Hubbell, Hymanson, Jorgensen, Kornfield, Kumiega, Longstaff, Luchini, Madigan C, Madigan J, Martin J, Martin R, Mastraccio, McCrea, McCreight, McLean, Melaragno, Monaghan, Moonen, O'Neil, Parker, Perry, Pierce T, Riley, Sanborn, Sheats, Spear, Stanley, Talbot Ross, Tepler, Terry, Tipping, Tucker, Tuell, Warren, Zeigler, Madam Speaker.

NAY - Austin S, Black, Campbell, Cebra, Chace, Craig, Esping, Farrin, Fredette, Gerrish, Gillway, Guerin, Haggan, Hanington, Harvell, Hilliard, Johansen, Kinney J, Kinney M, Lockman, Lyford, Mason, McElwee, Ordway, Parry, Perkins, Picchiotti, Pickett, Pouliot, Prescott, Reed, Sampson, Sirocki, Skolfield, Stearns, Stetkis, Stewart, Strom, Sutton, Timberlake, Turner, Vachon, Wadsworth, Wallace, White, Winsor, Wood.

ABSENT - Battle, Bickford, Bradstreet, Cardone, Cooper, Daughtry, Devin, Dillingham, Duchesne, Foley, Ginzler, Grignon, Grohman, Hamann, Hanley, Harrington, Hawke, Head, Herrick, Hogan, Lawrence, Malaby, Marean, Nadeau, O'Connor, Pierce J, Reckitt, Rykerson, Sanderson, Schneck, Seavey, Sherman, Simmons, Sylvester, Theriault, Ward.

Yes, 68; No, 47; Absent, 36; Excused, 0.

68 having voted in the affirmative and 47 voted in the negative, with 36 being absent, and accordingly **House Amendment "A" (H-804) was ADOPTED.**

Subsequently, the Bill was **PASSED TO BE ENGROSSED as Amended by House Amendment "A" (H-804)** and sent for concurrence. **ORDERED SENT FORTHWITH.**

SENATE PAPERS
Non-Concurrent Matter

Bill "An Act To Amend Maine's Medical Marijuana Law"
(H.P. 1060) (L.D. 1539)
(C. "A" H-765)

PASSED TO BE ENGROSSED AS AMENDED BY COMMITTEE AMENDMENT "A" (H-765) in the House on April 13, 2018.

Came from the Senate **PASSED TO BE ENGROSSED AS AMENDED BY COMMITTEE AMENDMENT "A" (H-765) AS AMENDED BY SENATE AMENDMENTS "D" (S-530), "G" (S-539) AND "H" (S-540)** thereto in **NON-CONCURRENCE.**

The House voted to **RECEDE AND CONCUR.**

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH.**

Non-Concurrent Matter

An Act To Establish the Total Cost of Education and the State and Local Contributions to Education for Fiscal Year 2018-19 and To Provide That Employees of School Management and Leadership Centers Are Eligible To Participate in the Maine Public Employees Retirement System (EMERGENCY)

(S.P. 712) (L.D. 1869)

(S. "B" S-491 and S. "C" S-495 to C. "B" S-469; S. "A" S-528)

PASSED TO BE ENACTED in the House on June 21, 2018.

Came from the Senate **PASSED TO BE ENGROSSED AS AMENDED BY COMMITTEE AMENDMENT "B" (S-469) AS AMENDED BY SENATE AMENDMENT "D" (S-541)** thereto **AND SENATE AMENDMENT "A" (S-528)** in **NON-CONCURRENCE.**

On motion of Representative KORNFIELD of Bangor, the House voted to **RECEDE.**

The same Representative **PRESENTED House Amendment "A" (H-805) to Committee Amendment "B" (S-469)**, which was **READ.**

Representative FREDETTE of Newport **REQUESTED** a roll call on the motion to **ADOPT House Amendment "A" (H-805) to Committee Amendment "B" (S-469).**

More than one-fifth of the members present expressed a desire for a roll call which was ordered.

The SPEAKER: The Chair recognizes the Representative from Presque Isle, Representative Stewart.

Representative STEWART: Thank you, Madam Speaker, Ladies and Gentlemen of the House. I'll be very brief with my remarks this evening.

We certainly understand, on our side of the aisle, the significance of the bill that's before us this evening in terms of funding education for the second year of the biennium, for public education in the State of Maine. We do, however, take issue with one part of this amendment, as it relates to the ability of employees and the new management and leadership centers to be able to join the pension system for the State of Maine in terms of their retirement plans; and this amendment would, in effect, strip that out of the original bill. In the spirit of compromise, I think we're making good faith effort to come to an agreement with folks in this chamber and with this; in the Legislature in general, and I would just like to note that we certainly have objections to that change but we'll support the bill; but we do certainly see issue with the fact that it prevents these folks from being on par with other members of the education community in the State of Maine, and we feel like that is a disincentive for them, certainly. So, with that objection noted, I will be voting against this motion but will be supporting the bill in general. Thank you.

The SPEAKER: The Chair recognizes the Representative from Newport, Representative Fredette.

Representative FREDETTE: Thank you, Madam Speaker, Ladies and Gentlemen of the House. So, just to sort of synthesize this just a bit, I think what the good Representative from Presque Isle is indicating is, in regards to this particular vote on this amendment, I suspect that our folks on this side of the aisle will not support that, understanding that we are going to have to pass a bill to in fact have funding for education, which is something we anticipate doing at a later vote; and I'd like to have a caucus as we have time in between votes to do that. So, just to have folks sort of understand, we'll take a vote on this now, understanding that we need to pass a bill tonight in regards to the bigger picture on this.

The SPEAKER: A roll call has been ordered. The pending question before the House is Adoption of House Amendment "A" (H-805) to Committee Amendment "B" (S-469). All those in favor will vote yes, those opposed will vote no.

ROLL CALL NO. 695

YEA - Ackley, Alley, Austin B, Babbidge, Bailey, Bates, Berry, Blume, Brooks, Bryant, Casas, Chapman, Collings, DeChant, Denno, Doore, Dunphy, Farnsworth, Fay, Fecteau, Frey, Fuller, Gattine, Golden, Grant, Handy, Harlow, Herbig, Hickman, Hubbell, Hymanson, Jorgensen, Kornfield, Kumioga, Longstaff, Luchini, Madigan C, Madigan J, Martin J, Martin R, Mastraccio, McCrea, McCreight, McLean, Melaragno, Monaghan, Moonen, O'Neil, Parker, Perry, Pierce T, Riley, Sanborn, Sheats, Spear, Stanley, Talbot Ross, Tepler, Terry, Tipping, Tucker, Tuell, Warren, Zeigler, Madam Speaker.

NAY - Austin S, Black, Bradstreet, Campbell, Corey, Craig, Espling, Farrin, Fredette, Guerin, Haggan, Hanington, Hilliard, Johansen, Kinney J, Kinney M, Lockman, Lyford, Mason, McElwee, Ordway, Parry, Perkins, Picchiotti, Pickett, Pouliot, Prescott, Reed, Sirocki, Skolfield, Stearns, Stetkis, Stewart, Strom, Sutton, Timberlake, Turner, Vachon, Wadsworth, Wallace, White, Winsor, Wood.

ABSENT - Battle, Beebe-Center, Bickford, Cardone, Cebra, Chace, Cooper, Daughtry, Devin, Dillingham, Duchesne, Foley, Gerrish, Gillway, Ginzler, Grignon, Grohman, Hamann, Hanley, Harrington, Harvell, Hawke, Head, Herrick, Higgins, Hogan, Lawrence, Malaby, Marean, Nadeau, O'Connor,

Pierce J, Reckitt, Rykerson, Sampson, Sanderson, Schneck, Seavey, Sherman, Simmons, Sylvester, Theriault, Ward.

Yes, 65; No, 43; Absent, 43; Excused, 0.

65 having voted in the affirmative and 43 voted in the negative, with 43 being absent, and accordingly **House Amendment "A" (H-805) to Committee Amendment "B" (S-469) was ADOPTED.**

Senate Amendment "D" (S-541) to Committee Amendment "B" (S-469) was READ by the Clerk.

On motion of Representative KORNFIELD of Bangor, **Senate Amendment "D" (S-541) to Committee Amendment "B" (S-469) was INDEFINITELY POSTPONED.**

Committee Amendment "B" (S-469) as Amended by House Amendment "A" (H-805) thereto was ADOPTED.

Subsequently, the Bill was **PASSED TO BE ENGROSSED as Amended by Committee Amendment "B" (S-469) as Amended by House Amendment "A" (H-805) thereto and Senate Amendment "A" (S-528) in NON-CONCURRENCE** and sent for concurrence. **ORDERED SENT FORTHWITH.**

ENACTORS
Acts

An Act To Amend Maine's Medical Marijuana Law
(H.P. 1060) (L.D. 1539)
(S. "D" S-530, S. "G" S-539 and S. "H" S-540 to C. "A" H-765)
Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed, **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH.**

Emergency Measure

An Act To Establish the Total Cost of Education and the State and Local Contributions to Education for Fiscal Year 2018-19
(S.P. 712) (L.D. 1869)
(H. "A" H-805 to C. "B" S-469; S. "A" S-528)

Reported by the Committee on **Engrossed Bills** as truly and strictly engrossed. This being an emergency measure, a two-thirds vote of all the members elected to the House being necessary, a total was taken. 106 voted in favor of the same and 0 against, and accordingly the Bill was **PASSED TO BE ENACTED**, signed by the Speaker and sent to the Senate.

By unanimous consent, all matters having been acted upon were **ORDERED SENT FORTHWITH.**

The SPEAKER: The Chair recognizes the Representative from Greene, Representative Wood, who wishes to address the House on the record.

Representative **WOOD**: Madam Speaker, it seems we're leaving today. When can I tell my constituents we're going to come back and vote for the transportation bond and tax conformity?

The SPEAKER: The Chair would answer the Representative that, in answering you or your constituents, they can expect that on July 9th. We hopefully will be in a position where all members of this body are in agreement to pass the remaining issues in front of us, and hopefully at that time also, we will have resolved the transportation bonds that are outstanding, which were not able to be closed on Tuesday. I'm sure that's heavy on people's minds as well.

On motion of Representative WOOD of Greene, the House adjourned at 11:40 p.m., until the call of the President of the Senate and the Speaker of the House, respectively, when there is a need to conduct business or consider objections of the Governor, pursuant to the Joint Order (S.P. 751).