

The Florida Senate
BILL ANALYSIS AND FISCAL IMPACT STATEMENT

(This document is based on the provisions contained in the legislation as of the latest date listed below.)

Prepared By: The Professional Staff of the Committee on Appropriations

BILL: CS/CS/SB 796

INTRODUCER: Appropriations Committee; Education Committee; and Senator Bean

SUBJECT: K-12 Public Schools

DATE: April 27, 2017

REVISED: _____

	ANALYST	STAFF DIRECTOR	REFERENCE	ACTION
1.	<u>Androff</u>	<u>Graf</u>	<u>ED</u>	<u>Fav/CS</u>
2.	<u>Sikes</u>	<u>Hansen</u>	<u>AP</u>	<u>Fav/CS</u>
3.	_____	_____	<u>RC</u>	_____

Please see Section IX. for Additional Information:

COMMITTEE SUBSTITUTE - Substantial Changes

I. Summary:

CS/CS/SB 796 creates the high-impact school operator designation, specifies eligibility requirements, and defines related terms. Specifically, the bill:

- Defines high-impact school operator, high-impact schools, and persistently-low performing schools.
- Provides the authority and responsibility of school districts, high-impact operators, high-impact schools, and the State Board of Education with respect to high-impact school operators and high-impact schools.
- Outlines the State Board of Education's role and duties regarding the oversight and implementation of the high-impact school and high-impact operator requirements.
- Establishes a revolving loan program to assist high-impact operators meet school building construction needs, pay for expenses related to the start-up of a new high-impact school, and support the performance-based contract components of high-impact schools.

The bill has no impact on state revenues or expenditures. Funding for high impact schools is subject to appropriation in the General Appropriations Act.

The bill takes effect July 1, 2017.

II. Present Situation:

The Florida Legislature has enacted legislation to promote school choice and strengthen education accountability.

Charter Schools

Charter schools are nonsectarian, public schools that operate under a performance contract with a sponsor, called a charter.¹ A guiding principle of charter schools is to meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.²

Charter School Application Process

Florida law establishes an application process for establishing a new charter school.³ An applicant must submit a charter school application to the sponsor.⁴ The sponsor must approve or deny the application.⁵ The law requires sponsors and applicants to use a standard charter school application and application evaluation instrument.⁶ The standard application is designed to enable the sponsor to evaluate the applicant's educational plan, organizational plan, financial viability, and business plan.⁷

In order to facilitate greater collaboration in the application process, an applicant may submit a draft charter school application by May 1 with an application fee of \$500.⁸ Otherwise, a sponsor is prohibited from charging an applicant any fee for the processing or consideration of an application.⁹

Charter school sponsors evaluate a variety of factors when considering an application to open a charter school.¹⁰ The standard application requires the applicant to:¹¹

- List each proposed member of the charter school's governing board and his or her background and qualifications.
- Indicate to what extent the governing board will contract with a management company, summarize the management company's history of operating charter schools, and list other charter schools managed by the company along with student achievement and financial performance data of such schools.

Charter School Accountability

Florida law establishes several requirements designed to hold charter schools accountable both financially and academically, including:¹²

- A detailed application and rigorous review and approval process.

¹ Section 1002.33(5)(a), (6)(h), (7) and (9)(a), F.S.

² Section 1002.33(2)(a)1., F.S.

³ *Id.* at (6)(a).

⁴ *Id.*

⁵ *Id.*

⁶ *Id.*

⁷ *Id.*

⁸ Section 1002.33(6)(b), F.S. The deadline for applications is August 1, although a sponsor may receive applications later if it so chooses. *Id.*

⁹ *Id.*

¹⁰ *Id.* at (6)(a), (7), (8), (9).

¹¹ *Id.* at (6).

¹² Sections 1002.33(6), (7), (9), (16), (21), (23), (24), (26), and 1002.345, F.S.

- The execution and maintenance of charter agreements between the charter school and its sponsor.
- Annual reporting, annual financial audits, and sponsor monitoring of monthly financial statements.
- Participation in statewide assessments and Florida’s school grading system.
- Interventions for unsatisfactory academic performance and financial instability.
- Reporting of student performance information to parents and the public.
- Compliance with ethical standards for employees and governing board members.

Florida assigns each public school, including charter schools, a school grade in order to help parents and the public measure the performance of a school.¹³

Schools are graded using one of the following grades:¹⁴

- “A,” for schools making excellent progress – 62% or higher of total points.
- “B,” for schools making above average progress – 54% to 61% of total points.
- “C,” for schools making satisfactory progress – 41% to 53% of total points.
- “D,” for schools making less than satisfactory progress – 32% to 40% of total points.
- “F,” for schools failing to make adequate progress – 31% or less of total points.

For a charter school that earns a grade of “D” or “F,” the director and a representative of the governing board must appear before the sponsor to address each contract component having noted deficiencies.¹⁵ If a charter school earns three consecutive grades of “D,” two consecutive grades of “D” followed by a grade of “F,” or two nonconsecutive grades of “F” within a 3-year period, the governing board must choose a statutorily authorized corrective action.¹⁶ Such a charter school may choose one of the following corrective actions:¹⁷

- Contract for educational services to be provided directly to students, instructional personnel, and school administrators;
- Contract with an outside entity with a track record of effectiveness to operate the school;
- Reorganize the school under a new director or principal who is authorized to hire new staff;
or
- Voluntarily close the school.

The charter school must implement the corrective action in the school year following receipt of a third consecutive grade of “D,” a grade of “F” following two consecutive grades of “D,” or a second nonconsecutive grade of “F” within a 3-year period.¹⁸ A corrective action is no longer required if the charter school improves by at least one letter grade.¹⁹ However, the school must continue to implement its school improvement plan.²⁰ If a charter school does not improve by at

¹³ Florida Department of Education, *2016 Preliminary School Grades Overview*, available at <http://schoolgrades.fldoe.org/pdf/1516/SchoolGradesOverview16.pdf>.

¹⁴ Section 1008.34(2), F.S.; rule 6A-1.09981, F.A.C.

¹⁵ Section 1002.33(9)(n), F.S.

¹⁶ *Id.*

¹⁷ Section 1002.33(9)(n)2.a., F.S.

¹⁸ Section 1002.33(9)(n)2.b., F.S.

¹⁹ Section 1002.33(9)(n)2.d., F.S.

²⁰ *Id.*

least one letter grade after two full school years of implementing a corrective action, the school must choose a different corrective action.²¹

A charter school's charter contract is automatically terminated if the school earns two consecutive grades of "F" after all appeals are final unless:²²

- The charter school is established to turn around the performance of a district public school;
- The charter school serves a student population the majority of which resides in a school zone served by a district public school that earned a grade of "F" in the year before the charter school opened and the charter school earns at least a grade of "D" in its third year of operation; or
- The State Board of Education grants the charter school a waiver of termination.

III. Effect of Proposed Changes:

The bill creates the high-impact school operator designation, specifies eligibility requirements, and defines related terms. Specifically, the bill:

- Defines high-impact school operator, high-impact schools, and persistently-low performing schools.
- Provides the authority and responsibility of school districts, high-impact school operators and high-impact schools with respect to high-impact school operators and high-impact schools.
- Outlines the State Board of Education's role and duty regarding the oversight and implementation of the high-impact school and high-impact operator requirements.
- Establishes a revolving loan program to assist high-impact operators meet school building construction needs, pay for expenses related to the start-up of a new high-impact school, and support the performance-based contract components of high-impact schools.

High-Impact School Operator (Section 1)

Section 1 defines:

- **High-impact school operator** as a nonprofit organization with tax exempt status under the Internal Revenue Code which operates three or more charter schools that serve students in grades K-12 in Florida or other states, has a record of serving students from low-income families, and is designated by the State Board of Education (SBE) as a high-impact school operator based on the operator meeting specified requirements. The term does not include a for-profit entity.
- **High-impact school** as a full-time public school operated by a high-impact school operator which primarily serves students who were attending, or were assigned to attend, a persistently low-performing school and who comprise at least 60 percent of its total enrollment; which is located in the attendance zone of a persistently low-performing school;

²¹ Section 1002.33(9)(n)2.c. and e., F.S. Implementation of the new corrective action must begin in the school year following the implementation period of the existing corrective action. The sponsor may waive corrective actions if it determines that the charter school is likely to improve its grade if additional time is given to implement the school improvement plan. The sponsor may also extend the implementation period for a corrective action based upon a similar standard. The sponsor may not waive or extend corrective actions if the charter school earns a second consecutive grade of "F" while in corrective action. *Id.* Unless an exception applies, such a charter school must be terminated by the sponsor. Section 1002.33(9)(n) 4., F.S.

²² Section 1002.33(9)(n)4., F.S.

and which is a Title I eligible school. The term does not include a part-time school or a virtual charter school.

- **Persistently low-performing school** as a turnaround school, a school that has earned a grade of “F” or two consecutive grades below a “C,” that has been either closed by the state or is persistently, for more than 3 consecutive years, unable to improve to a grade of “C.”²³

Designation Process

Section 1 authorizes the SBE to adopt rules prescribing the process and criteria for initial designation as a high-impact school operator and renewal of the designation. The initial designation as a high-impact school operator is valid for 3 years after the high-impact school opens.

The SBE may designate an entity as a high-impact school operator based on a determination that the operator meets at least one of the following requirements:

- The past performance of the high-impact operator meets or exceeds the following criteria:
 - The achievement of enrolled students exceeds the district and state averages of the states in which the operator’s schools operate.
 - The average college attendance rate at all schools currently operated by the operator exceeds 80 percent, if such data is available.
 - The percentage of students eligible for a free or reduced price lunch under the National School Lunch Act enrolled at all schools currently operated by the operator exceeds 70 percent.
 - The operator is in good standing with the authorizer in each state in which it operates.
 - The audited financial statements of the operator are free of material exceptions and going concern issues.
 - Other outcome measures as determined by the SBE.
- The operator was awarded a U.S. Department of Education Charter School Program grant for Replication and Expansion of High-Quality Charter Schools within the preceding 3 years before applying to be a high-impact school operator.
- The operator receives funding through the National Fund or a Regional Fund of the Charter School Growth Fund to accelerate the growth of the nation’s best charter schools.
- A district school board selected the operator in the turnaround process in accordance with the law.

Section 1 provides that before the SBE adopts measurable criteria for the designation, an operator that meets one of the specified criteria related to grant funding or selection by a district school board in the turnaround process may be designated as a high-impact operator. After the SBE has adopted measurable criteria, an entity may be designated as a high-impact school operator if the entity meets the specified criteria or is selected by a district school board in a turnaround process.

²³ The bill defines persistently low-performing school by cross reference to section 1008.33(3)(c), F.S. Pursuant to the definition specified in CS/CS/SB 1552, a persistently low-performing school is a turnaround school, a school that has earned a grade of “F” or two consecutive grades below a “C,” that has been either closed by the state or is persistently, for more than 3 consecutive years, unable to improve to a grade of “C.”

If the operator seeks the renewal of its status, such renewal must be based solely on the academic and financial performance of all schools established by the operator in the state since its initial designation and the operator's material compliance with the terms of its performance-based agreement.

High-Impact Schools (Section 1)

A high-impact school operator may submit a notice of intent to open a high-impact school to the school district in which a persistently low-performing school has been identified by the SBE.

Notice of Intent

The notice of intent must include:

- An academic focus and plan;
- A financial plan;
- Goals and objectives for increasing student achievement for the students from any persistently low-performing school and students from low-income families;
- A completed or planned community outreach plan;
- The organizational history of success in working with students with similar demographics;
- The grade levels to be served and enrollment projections;
- The proposed location or geographic area proposed for the school and its proximity to the persistently low-performing school; and
- A staffing plan.

Such information may assist district school boards to make informed decisions to improve student performance outcomes.

A school district with a school that is designated, or is likely to be designated, as a persistently low-performing school during the 2017-2018 school year may, with the approval of the SBE contingent on its determination that the school is likely to improve to a grade of "C" or higher during the 2018-2019 school year, implement a new turnaround option specified in law. In the absence of SBE approval, a school district must enter into a performance-based agreement with a high-impact school operator, or may relinquish the district's authority to the SBE to enter into a performance-based agreement with a high-impact school operator, to open one or more high-impact schools.

Performance-Based Agreement

Section 1 also specifies that the performance-based agreement entered into with a high-impact school operator must include the following components:

- The notice of intent, which must be incorporated by reference and attached to the agreement.
- The location or geographic area proposed for the high-impact school and its proximity to the persistently low-performing school.
- An enumeration of the grades to be served in each year of the agreement and whether the school will serve children in the school readiness or prekindergarten programs.
- A plan of action and specific milestones for student recruitment and the enrollment of students from persistently low-performing schools, including enrollment preferences and

procedures for conducting transparent admissions lotteries that are open to the public. However, the bill specifies that enrollment preference must be given to students who are attending, or are assigned to attend, a low-performing school. Moreover, if the high-impact school's total enrollment consists of at least 60 percent of students who were attending, or were assigned to attend, a persistently low-performing school, students attending the high-impact school are exempt, to the extent permitted by federal grant requirements, from any enrollment lottery.

- A delineation of the current incoming baseline standard of student academic achievement, the outcomes to be achieved, and the method of measurement that will be used.
- A description of the methods of involving parents and expected levels for such involvement.
- The grounds for termination, including failure to meet the requirements for student performance established in the performance-based agreement, generally accepted standards of fiscal management, or material violation of terms of the agreement. The nonrenewal or termination of a performance-based agreement must comply with the requirements specified in law for charter schools.
- A provision allowing the high-impact school operator to open additional schools to serve students enrolled in or zoned for a persistently low-performing school if the high-impact school operator maintains its status as a high-impact school operator.
- A provision establishing the initial term as 3 years. The agreement must be renewed, upon the request of the high-impact school operator, unless the school fails to meet the requirements for student performance established in the agreement or generally accepted standards of fiscal management, or the high-impact school operator or its high-impact school materially violates the law or the terms of the agreement.
- A requirement to provide transportation consistent with Florida law. The governing body of the high-impact school may provide transportation through an agreement or contract with the district school board, a private provider, or parents of enrolled students. Transportation may not be a barrier to the equal access for all students residing within a reasonable distance of the school.
- A requirement that any arrangement entered into to borrow or otherwise secure funds from the high-impact school from a source other than the state or a school district must indemnify the state and the school district from any and all liability, including, but not limited to, financial responsibility for the payment of principal or interest.
- A provision specifying that any loans, bonds, or other financial agreements are not obligations of the state or the school district but are obligations of the high-impact school and are payable solely from the sources of funds pledged by such agreement.
- A prohibition on the pledge of credit or taxing power of the state or the school district.

The performance-based agreement may assist with clarifying performance expectations and requirements associated with operating high-impact schools in Florida.

Facilities

Section 1 specifies that a high-impact school must use facilities that comply with the Florida Building Code, except for the State Requirements for Educational Facilities. A high-impact school that uses school district facilities is only required to comply with the State Requirements for Educational Facilities if the school district and the high-impact school operator have entered into a mutual management plan for the reasonable maintenance of such facilities. Such mutual

management plan must contain a provision by which the district school board agrees to maintain the school facilities in the same manner as its other public schools within the district. The bill prohibits the local governing authority from adopting or imposing any local building requirements or site-development restrictions, such as parking and site-size criteria, which are addressed by and more stringent than those found in the State Requirements for Educational Facilities of the Florida Building Code.

Section 1 requires a local governing authority to treat high-impact schools equitably in comparison to similar requirements, restrictions, and site planning processes imposed on public schools. The agency having jurisdiction for the inspection of a facility and issuance of a certificate of occupancy or use must be the local municipality, or the county governing authority if in an unincorporated area. If an official or employee of the local governing authority refuses to comply with this paragraph, the aggrieved school or entity has an immediate right to bring an action in circuit court to enforce its rights by injunction. An aggrieved party that receives injunctive relief may be awarded reasonable attorney fees and court costs.

Consistent with Florida law regarding facilities used to house charter schools, the bill provides that any facility, or portion thereof, that is used to house a high-impact school is exempt from ad valorem taxes. Specifically, a library, community service, museum, performing arts, theatre, cinema, church, Florida College System institution, college and university facilities may provide space to high-impact schools within their facilities under their preexisting zoning and land use designations. Similar to current fee exemptions for charter schools, the bill states that high-impact school facilities are exempt from assessments or fees for building permits; fees for building and occupational licenses; impact fees or exactions; service availability fees; and any assessments for special benefits.

Section 1 requires each school district to annually provide to the Florida Department of Education (DOE) a list of all underused, vacant, or surplus facilities owned or operated by the school district by October 1 and permits a high-impact school operator establishing a high-impact school to use a facility identified on this list at no cost or at a mutually agreeable cost, not to exceed fair market value rates. The bill clarifies that a high-impact school operator that uses a facility from this list may not sell or dispose of the facility without the written permission of the school district. For such purposes, “underused, vacant, or surplus facility” is defined as an entire facility or portion that is not fully used or is used irregularly or intermittently by the school district for instructional or program use.

Funding

Section 1 provides that high-impact schools must receive priority in the DOE’s Public Charter School Grant Program competitions. The bill also specifies that high-impact schools are considered charter schools for purposes of charter school capital outlay funding, except that such funds may not be used to purchase real property or for the construction of school facilities.

This section authorizes funding for high-impact schools to be provided in the General Appropriations Act to support the following eligible expenditures:

- Preparing teachers, school leaders, and specialized instructional support personnel, including costs associated with providing professional development and hiring and compensating

teachers, school leaders, and specialized instructional support personnel for services beyond the school day and year.

- Acquiring supplies, training, equipment, and educational materials, including developing and acquiring instructional materials.
- Providing one-time startup costs associated with providing transportation to students to and from the high-impact school.
- Carrying out community engagement activities, which may include paying the cost of student and staff recruitment.
- Providing funds to cover the nonvoted ad valorem millage that would otherwise be required for schools and the required local effort funds when the SBE enters into an agreement with a high-impact school operator.

Additionally, section 1 states that if a high-impact school is not renewed or is terminated, any unencumbered funds and all equipment and property purchased with the funds must revert to the ownership of the district school board. The reversion of such equipment, property, and furnishings must focus on tangible or irrecoverable costs such as rental or leasing fees, normal maintenance, and limited renovations. Additionally, the reversion of all property secured with grant funds is subject to the complete satisfaction of all lawful liens or encumbrances.

Statutory Flexibilities (Section 1)

Section 1 provides the following statutory flexibilities to high-impact school operators and high-impact schools:

- A high-impact school may be designated by the SBE as a local education agency, if requested, for the purposes of receiving federal funds. A high-impact school that is designated as a local education agency accepts the full responsibility for all local education agency requirements and the schools for which the high-impact school will perform local education agency responsibilities. Students enrolled in a school established by a high-impact school operator designated as a local educational agency are not eligible students for purposes of calculating the district grade.
- For the purposes of tort liability, the high-impact school operator, the high-impact school, and its employees or agents are governed by the waiver of sovereign immunity contained in Florida law.²⁴ The bill specifies that the school district sponsor is not liable for civil damages under state law for the employment actions or personal injury, property damage, or death resulting from an act or omission of a high-impact school operator, the high-impact school, or its employees or agents.
- A high-impact school may be either a public or private employer. As a public employer, the school may participate in the Florida Retirement System upon application and approval as a covered group. If a high-impact school participates in the Florida Retirement System, the high-impact school's employees must be compulsory members.
- A high-impact school operator may employ school administrators and instructional personnel who do not meet certain statutory requirements if they are not ineligible for such employment under Florida law.
- Compliance with maximum class size requirements must be calculated as the average at the school level for high-impact schools.

²⁴ Section 768.28, F.S.

- High-impact schools operated by a high-impact school operator are exempt from the school code and all district school board policies. However, a high-impact school operator must comply with provisions of the school code related to:
 - The student assessment program and school grading system.
 - Student progression and graduation.
 - The provision of services to students with disabilities.
 - Civil rights, including s. 1000.05, F.S., related to discrimination.
 - Student health, safety, and welfare.
 - Public meetings and records, public inspection, and criminal and civil penalties pursuant to Florida law. The governing board of a high-impact school must hold at least two public meetings per school year in the school district in which the high-impact school is located.
 - Public records pursuant to Florida law.
 - The code of ethics for public officers and employees.

SBE Authority and Obligations (Section 1)

Section 1 establishes certain responsibilities for the SBE related to high-impact schools and high-impact school operators. Specifically, this section requires the SBE to:

- Publish an annual list of persistently low-performing schools after the release of preliminary school grades.
- Adopt a standard notice of intent and performance-based agreement that must be used by high-impact school operators and district school boards to eliminate regulatory and bureaucratic barriers that delay access to high-quality schools for students in persistently low-performing schools.
- Resolve disputes between a high-impact school operator and a school district arising from a performance-based agreement or a contract between a charter operator and a school district under the SBE's oversight and enforcement authority.
- Provide students in persistently low-performing schools with a public school that meets accountability standards. Subject to the authorities and approvals created in this bill, the SBE is authorized to enter into a performance-based agreement with a high-impact school operator to establish a high-impact school. Upon the SBE entering into a performance-based agreement with a high-impact school operator, the school district must transfer the proportionate share of state funds allocated from the Florida Education Finance Program.
- Adopt rules to implement the high-impact school operator provisions.

The establishment of the high-impact school operator designation may result in the creation of high-impact schools to serve students currently enrolled in persistently low-performing schools.

Revolving Loan Program (Section 2)

Section 2 creates the High-Impact Schools Revolving Loan Program within the Department of Education to provide assistance to a high-impact operator to meet school building construction needs and pay for expenses related to the startup of a new high-impact school. The program must consist of funds appropriated by the Legislature, money received from the repayment of loans made from the program, and interest earned. Funds provided through the program cannot exceed 25 percent of the total cost of the project, which is calculated based on 80 of the cost per student station multiplied by the capacity of the facility.

Section 2 permits the DOE to contract with a third-party administrator to administer the program. If the DOE contracts with a third-party administrator, funds must be granted to the administrator to create a revolving loan fund for the purpose of financing projects that meet specified criteria. The third-party administrator is required to annually report to the DOE. The bill requires the DOE to administer the program until a third-party administrator is selected.

Section 2 provides that high-impact school operators that are designated as such by the SBE and that have executed a performance-based agreement to operate a high-impact school must be provided a loan to support the performance-based contract components of the high-impact school. The DOE must post on the DOE's website the projects that have received loans, the geographic distribution of the projects, the status of the projects, the costs of the program, and the student outcomes for students enrolled in the high-impact school receiving funds.

All repayments of principal and interest must be returned to the loan fund and made available for loans to other applicants. Interest on loans provided in this program may be used to defray the costs of administration and must be the lower of the rate paid on money held in the fund or 50 percent of the rate authorized in law.²⁵

The creation of the high-impact schools revolving loan program within the DOE may assist and provide incentive to high-impact school operators to open high-impact schools to serve students enrolled in persistently low-performing schools. The number of high-impact schools that may open is indeterminate.

The bill takes effect July 1, 2017.

IV. Constitutional Issues:

A. Municipality/County Mandates Restrictions:

None.

B. Public Records/Open Meetings Issues:

None.

C. Trust Funds Restrictions:

None.

V. Fiscal Impact Statement:

A. Tax/Fee Issues:

None.

²⁵ Section 215.84, F.S.

B. Private Sector Impact:

None.

C. Government Sector Impact:

The bill has no impact on state revenues or expenditures. Funding for high impact schools is subject to appropriation in the General Appropriations Act.

The bill provides that high-impact schools opened by high-impact school operators will be eligible for charter school capital outlay, notwithstanding the statutory requirements. It is not known how many such schools will be opened under the bill and will be eligible for charter school capital outlay funding.

VI. Technical Deficiencies:

None.

VII. Related Issues:

None.

VIII. Statutes Affected:

This bill creates sections the following sections of the Florida Statutes: 1001.292 and 1002.333.

IX. Additional Information:**A. Committee Substitute – Statement of Changes:**

(Summarizing differences between the Committee Substitute and the prior version of the bill.)

CS/CS by Appropriations on April 25, 2017:

The committee substitute:

- Defines high-impact school operators, high-impact schools and persistently low-performing schools.
- Specifies the authority and responsibility of school districts, high-impact operators, high-impact schools and the State Board of Education with respect to high-impact school operators and high-impact schools.
- Outlines the State Board of Education’s role and responsibility regarding the oversight and implementation of the high-impact school and high-impact operator requirements.
- Establishes a revolving loan program to assist high-impact operators meet school building construction needs, pay for expenses related to the start-up of a new high-impact school, and support the performance-based contract components of high-impact schools.

CS by Education on April 17, 2017:

The committee substitute assigns a new section of law to the High-Impact Charter Management Organization provisions in the bill.

B. Amendments:

None.

This Senate Bill Analysis does not reflect the intent or official position of the bill's introducer or the Florida Senate.
