

Second Regular Session of the 124th General Assembly (2026)

PRINTING CODE. Amendments: Whenever an existing statute (or a section of the Indiana Constitution) is being amended, the text of the existing provision will appear in this style type, additions will appear in **this style type**, and deletions will appear in ~~this style type~~.

Additions: Whenever a new statutory provision is being enacted (or a new constitutional provision adopted), the text of the new provision will appear in **this style type**. Also, the word **NEW** will appear in that style type in the introductory clause of each SECTION that adds a new provision to the Indiana Code or the Indiana Constitution.

Conflict reconciliation: Text in a statute in *this style type* or ~~this style type~~ reconciles conflicts between statutes enacted by the 2025 Regular Session of the General Assembly.

## SENATE ENROLLED ACT No. 199

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AN ACT to amend the Indiana Code concerning education.

*Be it enacted by the General Assembly of the State of Indiana:*

SECTION 1. IC 20-26-14-6, AS AMENDED BY P.L.43-2021, SECTION 78, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: Sec. 6. (a) The association must establish a case review panel that meets the following requirements:

- (1) The panel has nine (9) members.
- (2) The secretary of education or the secretary's designee is a member of the panel and is the chairperson of the panel.
- (3) The secretary of education appoints as members of the panel persons having the following qualifications:
  - (A) Four (4) parents of high school students.
  - ~~(B) Two (2) high school principals.~~
  - ~~(C) Two (2) high school athletic directors.~~
  - (B) Four (4) school administrators.**
- (4) The secretary of education shall administer the functions of the panel.
- (5) A member of the panel serves for a four (4) year term, subject to the following:
  - (A) An appointee who ceases to meet the member's qualification under subdivision (3) ceases to be a member of the panel.
  - (B) The secretary of education shall appoint fifty percent



(50%) of the initial appointees under each clause in subdivision (3) for terms of two (2) years, so that terms of the panel are staggered.

(6) The panel must meet monthly, unless there are no cases before the panel. The panel may meet more frequently at the call of the chairperson. However, the chairperson must call a meeting within five (5) business days, or as soon thereafter as a quorum can be assembled, after the panel receives a case in which time is a factor in relation to the scheduling of an athletic competition.

(7) A quorum of the panel is five (5) members. The affirmative vote of the greater of the majority present or four (4) members of the panel is required for the panel to take action.

(b) A student's parent who disagrees with a decision of the association concerning the application or interpretation of a rule of the association to the student shall have the right to do one (1) of the following:

(1) Accept the decision.

(2) Refer the case to the panel. The parent must refer the case to the panel not later than thirty (30) days after the date of the association's decision.

(c) After a case is referred under subsection (b)(2), the panel must do the following:

(1) Collect testimony and information on the case, including testimony and information from both the association and the parent.

(2) Place the case on the panel's agenda and consider the case at a meeting of the panel.

(3) Not later than ten (10) business days after the meeting at which the panel considers the case, issue a written decision that does one (1) of the following:

(A) Upholds the association's decision on the case.

(B) Modifies the association's decision on the case.

(C) Nullifies the association's decision on the case.

(d) Subject to section 7 of this chapter, the association must implement the decision of the panel on each case. However, a decision of the panel:

(1) applies only to the case before the panel; and

(2) does not affect any rule of the association or decision under any rule concerning any student other than the student whose parent referred the case to the panel.

(e) The association shall pay all costs attributable to the operation of the panel, including travel and a stipend of at least fifty dollars (\$50)



for each meeting for panel members.

SECTION 2. IC 20-28-3-1, AS AMENDED BY P.L.190-2025, SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE UPON PASSAGE]: Sec. 1. (a) As used in this section, "teacher candidate" means an individual recommended for an initial teaching license from a teacher preparation program located in Indiana.

(b) As used in this section, "teacher preparation program" includes, but is not limited to, the following:

- (1) A teacher education school or department.
- (2) A transition to teaching program under IC 20-28-4.
- (3) Any other entity approved by the department to offer a course of study leading to an initial teaching license.

(c) The department shall:

- (1) arrange a statewide system of professional instruction for teacher education;
- (2) accredit and review teacher preparation programs that comply with the rules of the department;
- (3) approve content area licensure programs for particular kinds of teachers in accredited teacher preparation programs; and
- (4) specify the types of licenses for individuals who complete programs of approved courses.

(d) The department shall work with teacher preparation programs to develop a system of teacher education that ensures individuals who complete teacher preparation programs are able to meet the highest professional standards.

(e) Before July 1, 2015, the department shall establish standards for the continuous improvement of program processes and the performance of individuals who complete teacher preparation programs. The state board shall adopt rules containing the standards not later than two hundred seventy (270) days after the department finishes the standards.

(f) The standards established under subsection (e) must include benchmarks for performance, including test score data for each teacher preparation entity on content area licensure tests and test score data for each teacher preparation entity on pedagogy licensure tests.

(g) Each teacher preparation program shall annually report the program's performance on the standards and benchmarks established under this section to the department. The department shall make the information reported under this subsection available to the public on the department's website. Each teacher preparation program shall make the information reported under this subsection available to the public on the teacher preparation program's website. In addition to reporting performance, each teacher preparation program must report to the



department the following:

- (1) The attrition, retention, and completion rates of teacher candidates for the previous three (3) calendar years. The teacher preparation program must also provide underlying data, as determined by the department, used as part of calculating the teacher preparation program's retention rates.
  - (2) The number of teacher candidates in each content area who complete the teacher preparation program during the year, disaggregated by ranges of cumulative grade point averages.
  - (3) The number of teacher candidates in each content area who, during the year:
    - (A) do not pass a content area licensure examination; and
    - (B) do not retake the content area licensure examination.
- (h) In making information available to the public on the department's website, the department shall include in the report under subsection (g), in addition to the matrix ratings described in subsection (i), the following information:
- (1) Average scaled or standard scores of teacher candidates who complete teacher preparation programs on basic skills, content area, and pedagogy licensure examinations.
  - (2) The average number of times teacher candidates who complete a teacher preparation program take each licensing test before receiving a passing score and the percentage of teacher candidates who receive a passing score on each licensing test on the teacher candidates' first attempts.
- (i) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a matrix rating system for teacher preparation programs based on the performance of the programs as demonstrated by the data collected under subsections (g) and (h). The matrix rating system must be based on data collected for teachers who initially receive their teaching license during the previous three (3) years. The department shall make the matrix ratings available to the public on the department's website.
- (j) Each teacher preparation program shall report to the department, in a manner prescribed by the department, the teacher preparation program's admission practices, in accordance with:
- (1) the Council for the Accreditation of Educator Preparation standards, for teacher preparation programs accredited by the Council for the Accreditation of Educator Preparation;
  - (2) rigorous academic entry requirements for admission into a



teacher preparatory program that are equivalent to the minimum academic requirements determined by the Council for the Accreditation of Educator Preparation, for teacher preparation programs that are not accredited by the Council for the Accreditation of Educator Preparation; **or**

(3) the Association for Advancing Quality in Educator Preparation standards, for teacher preparation programs accredited by the Association for Advancing Quality in Educator Preparation; **or**

**(4) the department's admission standards for teacher preparation programs accredited by the department.**

The department shall include information reported to the department on the department's website.

(k) Not later than July 30, 2016, the department and the commission for higher education, in conjunction with the state board, the Independent Colleges of Indiana, Inc., and teacher preparation programs, shall establish a minimum rating under the matrix rating system established under subsection (i) that teacher preparation programs must achieve to avoid referral under subsection (l).

(l) Not later than July 1 of each year, the department shall submit a list of teacher preparation programs that do not meet the minimum rating established under subsection (k) or the requirements of section 3.1 or 3.2 of this chapter to the commission for higher education and the Independent Colleges of Indiana, Inc. for one (1) of the following actions:

(1) In the case of a state educational institution, the commission for higher education shall place the teacher preparation program on an improvement plan with clear performance goals and a designated period in which the performance goals must be achieved.

(2) In the case of a proprietary postsecondary educational institution, the commission for higher education shall recommend to the teacher preparation program an improvement plan with clear performance goals and a designated period in which the performance goals should be achieved.

(3) In the case of a nonprofit college or university, the Independent Colleges of Indiana, Inc., shall coordinate a peer review process to make recommendations to the peer institution in achieving the department's performance metrics.

(m) The department shall approve at least two (2) accreditors that:

(1) accredit teacher preparation programs; and

(2) are recognized by the Council for Higher Education



Accreditation;  
to accredit teacher preparation programs for use in Indiana. **The department may also serve as an accreditor in addition to the two (2) accreditors approved under this subsection.**

(n) Not later than December 31, 2024, the department and the commission for higher education, in conjunction with the state board, shall partner with teacher preparation programs to receive an outside evaluation by a nationally recognized nonprofit, nonpartisan organization that leverages evidence based approaches on the science of reading to evaluate teacher preparation reading instruction programs.

SECTION 3. IC 20-28-10-20 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: **Sec. 20. (a) As used in this section, "stillbirth" means a birth after twenty (20) weeks of gestation that is not a live birth.**

**(b) Not later than December 1, 2026, the secretary of education shall do the following:**

**(1) Identify school corporations that provide employees paid leave upon any of the following events:**

- (A) The birth of an employee's child.**
- (B) The birth of a child to an employee's spouse.**
- (C) The placement of a child for adoption with an employee.**
- (D) The placement of a child in foster care with an employee.**
- (E) The stillbirth of an employee's child.**

**(2) Identify the length of paid leave school corporations provide for each event under subdivision (1).**

**(3) Make recommendations concerning paid leave for employees for each event under subdivision (1).**

**(4) Submit the findings and recommendations under this subsection to the general assembly in an electronic format under IC 5-14-6.**

**(c) This section expires July 1, 2027.**

SECTION 4. IC 20-30-5-7.4 IS ADDED TO THE INDIANA CODE AS A **NEW** SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: **Sec. 7.4. (a) Not later than December 1, 2026, the secretary of education shall do the following:**

**(1) Identify key metrics and activities to be used to measure civic literacy and engagement in kindergarten through grade 12 and postsecondary education.**

**(2) Submit the metrics identified under subdivision (1) to the**



**general assembly in an electronic format under IC 5-14-6.**

**(b) This section expires July 1, 2027.**

SECTION 5. IC 20-32-5.1-17, AS AMENDED BY P.L.150-2024, SECTION 55, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: Sec. 17. (a) The state board shall approve two (2) or more benchmark, formative, interim, or similar assessments to identify students that require remediation and provide individualized instruction in which a school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) may receive a grant under subsection (g).

(b) For a benchmark, formative, interim, or similar assessment described in subsection (a) that is administered to students in kindergarten through grade 2, the assessment must meet one (1) or more of the following:

(1) The assessment:

- (A) focuses on English/language arts; and
- (B) shows alignment, verified by a third party, to Indiana's academic standards for English/language arts domains, specifically foundational reading skills.

(2) The assessment is a universal screener that:

- (A) meets the screening requirements listed in IC 20-35.5-2-2;
- (B) measures foundational reading skills;
- (C) received a convincing or partially convincing rating for accuracy, reliability, and validity by the National Center on Intensive Intervention or a nationally recognized dyslexia assessment expert;
- (D) screens for early literacy skill deficits;
- (E) provides parents and schools with data analysis guides for interpreting results and comprehensive support for schools to guide classroom instruction and the implementation of reading interventions; and
- (F) provides the department with an annual analysis of statewide data trends to support identification of early literacy skill deficits and guides targeted intervention efforts.

(3) The assessment focuses on numeracy and shows alignment, verified by a third party, to Indiana's academic standards for mathematical domains, specifically:

- (A) number sense;
- (B) computation and algebraic thinking; and
- (C) measurement.

(c) For a benchmark, formative, interim, or similar assessment described in subsection (a) that is administered to students in grades 3



through 7, the assessment must show alignment, verified by a third party, to Indiana's academic standards.

(d) For a benchmark, formative, interim, or similar assessment described in subsection (a) that is administered to students in grades 8 through 10, the assessment must show alignment, verified by a third party, to:

- (1) Indiana's academic standards; or
- (2) the nationally recognized college entrance exam required to be administered under section 7 of this chapter.

(e) This subsection does not apply to an assessment that is a universal screener described in subsection (b)(2). The majority of the benchmark, formative, interim, or similar assessment reporting must indicate the degree to which students are on track for grade level proficiency and college and career readiness. Approved assessments must also provide predictive study results for student performance on the statewide summative assessment under section 7 of this chapter, not later than two (2) years after the statewide summative assessment has been first administered.

(f) This subsection does not apply to an assessment that is a universal screener described in subsection (b)(2). A school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) may elect to administer a benchmark, formative, interim, or similar assessment described in subsection (a). If a school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) administers an assessment described in subsection (a), the school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) may prescribe the time and the manner in which the assessment is administered.

(g) If a school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) elects to administer a benchmark, formative, interim, or similar assessment described in subsection (a), the school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) is entitled to receive a grant or reimbursement from the department in an amount not to exceed the cost of the assessment. The department shall provide grants and reimbursements to a school corporation, charter school, state accredited nonpublic school, or eligible school (as defined in IC 20-51-1-4.7) under this section from money appropriated to the department for the purpose of carrying out this section.

(h) Except as provided in subsection (j), the state board and the



department may not contract with, approve, or endorse the use of a single vendor to provide benchmark, formative, interim, or similar assessments for any grade level or levels of kindergarten through grade 7.

(i) Before the state board may approve a benchmark, formative, interim, or similar assessment described in subsection (a), the assessment vendor must enter into a data share agreement with the department in the manner prescribed by the department. A vendor providing an assessment described in subsection (b)(2) shall provide a summary of a student's assessment results to the student and the student's parents. The summary of the results must be in an understandable format for parents that is easy to read.

(j) The department shall procure a preferred assessment that meets the requirements specified in subsection (b)(2) for use by schools in which, **over the course of three (3) consecutive years**, fewer than ~~seventy percent (70%)~~ **an average of seventy-five percent (75%)** of students in the school achieved a valid passing score on the determinant evaluation of reading skills approved by the state board.

(k) This subsection applies to:

- (1) a public school, including a charter school;
- (2) a state accredited nonpublic school; and
- (3) an eligible school (as defined in IC 20-51-1-4.7).

An elementary school shall administer an assessment described in subsection (b)(2) to students in kindergarten through grade 2. The department shall provide guidance as to the number of times the assessment is required and when the administrations of the assessment should occur.

SECTION 6. IC 20-32-8.5-2, AS AMENDED BY P.L.186-2025, SECTION 291, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: Sec. 2. (a) Except as provided in subsection (b), the plan required by this chapter must include the following:

- (1) Reading skill standards for grade 1 through grade 3.
- (2) A method for making determinant evaluations by grade 3 that remedial action is required for a student, including:
  - (A) except as provided in subsections (c) and (g), beginning with evaluations administered during the 2024-2025 school year, retention of the student in grade 3 if the student has not achieved a passing score on the determinant evaluation of reading skills approved by the state board after the student has had an opportunity to retake the determinant evaluation at least twice in the summer; and



- (B) the use of curricular materials and supplemental materials aligned to the science of reading that are designed to address deficiencies in reading;  
after other methods of remediation have been evaluated or used, or both, if reading skills are below the standard. Appropriate consultation with parents or guardians must be part of the plan.
- (3) A requirement that schools notify a student's parent of the following:
- (A) The student's assessment results regarding skill level in:
    - (i) phonemic awareness;
    - (ii) phonics;
    - (iii) fluency;
    - (iv) vocabulary; and
    - (v) comprehension.
  - (B) The student's assessment results on the determinant evaluation of reading skills approved by the state board.
  - (C) Any intervention provided to the student or any remedial action taken.
- (4) A requirement that schools monitor the progress of students who failed to achieve a valid passing score on the:
- (A) determinant evaluation of reading skills approved by the state board; or
  - (B) statewide assessment program test.
- (5) A requirement that schools provide reading instruction that includes a core reading program aligned with the science of reading to all students in kindergarten through grade 8.
- (6) A requirement for the administration of the determinant evaluation of reading skills approved by the state board to students in grade 2.
- (7) A requirement that all students take the determinant evaluation of reading skills approved by the state board until the student:
- (A) receives a passing score, regardless of the student's grade level; or
  - (B) enters grade 7.
- (8) A requirement that a school report the following to the department:
- (A) The literacy interventions that will be used for students in grade 2 who are at risk of not being reading proficient and students in grade 3 who do not achieve a valid passing score on the determinant evaluation of reading skills approved by the state board.



- (B) The literacy interventions in use before the adoption of the plan for students in grade 2 who are at risk of not being reading proficient and students in grade 3 who do not achieve a valid passing score on the determinant evaluation of reading skills approved by the state board.
- (C) The literacy interventions in use before the adoption of the plan for students who do not achieve a valid passing score on the determinant evaluation of reading skills approved by the state board.
- (D) The number of students being served by the interventions described in clauses (B) and (C).
- (E) The cost of providing the interventions described in clauses (B) and (C).
- (F) Any other information requested by the department.
- (9) Requirements for a school in which, **over the course of three (3) consecutive years**, fewer than ~~seventy~~ **an average of seventy-five percent (75%)** of students of the school achieved a valid passing score on the determinant evaluation of reading skills approved by the state board that must include the following:
- (A) Use of curriculum that is:
    - (i) based on the science of reading;
    - (ii) age appropriate; and
    - (iii) approved by the department.
  - (B) Employment of the following:
    - (i) Before July 1, 2025, an instructional coach who is trained in the science of reading, as determined by the department. This item expires January 1, 2026.
    - (ii) After June 30, 2025, an instructional coach with a literacy related endorsement who is trained in the science of reading.
  - (C) Use of only benchmark, formative, interim, or similar assessments that:
    - (i) show alignment with Indiana's academic standards; and
    - (ii) are approved by the department.
  - (D) Use of a screener procured under IC 20-32-5.1-17(j).
- (10) The fiscal impact of each component of the plan, if any. In determining whether a component has a fiscal impact, consideration shall be given to whether the component will increase costs to the state or a school corporation or require the state or school corporation to reallocate resources.
- (b) A school may receive a waiver of the requirements provided in



511 IAC 6.2-3.1-4(a)(2) if the state board approves an alternative reading plan provided by the school.

(c) Except as approved by the department under subsection (g), a student who would otherwise be subject to retention in grade 3 under the plan is not subject to the retention requirement only if the student meets one (1) of the following criteria:

(1) The student was subject to retention and has been retained in grade 3 for one (1) school year.

(2) The student has an intellectual disability or the student's individualized education program specifies that retention is not appropriate, and the student's case conference committee has determined that promotion to another grade is appropriate.

(3) The student is an English learner who has received services for fewer than two (2) years and a committee consisting of:

(A) the student's parent;

(B) a building level administrator or designee;

(C) a classroom teacher of service;

(D) an English learner teacher of record, if one exists; and

(E) an English learner district administrator, if one exists;

determines that promotion is appropriate based on the implementation of research based instructional practices outlined in the student's individual learning plan.

(4) The student received a score of proficient or above proficient in grade 3 math on the statewide summative assessment.

(5) The student:

(A) has received intensive intervention as determined by the department in reading for two (2) or more years; and

(B) was retained more than one (1) time throughout kindergarten, grade 1, or grade 2.

(d) A student who is not subject to the retention requirement as provided under subsection (c) must be provided with additional reading instruction that is aligned with the science of reading until the student achieves a passing score on the determinant evaluation of reading skills approved by the state board.

(e) Before October 1 of each school year, the department shall:

(1) identify each incoming student (as defined in section 0.7 of this chapter) enrolled in kindergarten in a school in Indiana; and

(2) notify the parent or guardian of the student of the retention requirement under this chapter for grade 3 students who do not achieve a passing score on the Indiana reading evaluation and determination (IRead3).

(f) The department shall establish a standard reporting process and



reporting window for schools to report students who qualify for an exemption under subsection (c).

(g) The department shall establish a registration process for schools to exempt an English language learner who:

- (1) does not achieve a passing score on the determinant evaluation of reading skills approved by the state board; and
- (2) attends a school that has a student population comprised of at least fifty percent (50%) of English language learners in grade 3, as determined by the department;

from compliance with the requirements under subsection (a)(2)(A) until the beginning of the 2027-2028 school year. This subsection expires July 1, 2028.

SECTION 7. IC 20-32-8.5-5, AS ADDED BY P.L.199-2025, SECTION 3, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: Sec. 5. (a) As used in this section, "Indiana literacy cadre" refers to the department's collaborative professional development initiative for educators that is aligned with the science of reading.

(b) Subject to available funding, a school in which, **over the course of three (3) consecutive years**, fewer than ~~seventy percent (70%)~~ **an average of seventy-five percent (75%)** of students of the school achieved a valid passing score on the determinant evaluation of reading approved by the state board must participate in the Indiana literacy cadre.

SECTION 8. IC 21-18-6-10 IS ADDED TO THE INDIANA CODE AS A NEW SECTION TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: **Sec. 10. (a) Not later than December 1, 2026, the commission shall do the following:**

- (1) Evaluate accrediting agencies or associations that currently accredit:**
  - (A) state educational institutions; or**
  - (B) degree programs offered by state educational institutions.**
- (2) Identify and evaluate innovative accrediting agencies or associations, including those not yet recognized by the United States Department of Education, that do not currently accredit state educational institutions.**
- (3) Identify potential alternative agencies, associations, or methods to accredit degree programs offered by state educational institutions.**
- (4) Provide a report in an electronic format under IC 5-14-6 to the general assembly that includes:**



**(A) the commission's findings under subdivisions (1) through (3); and**

**(B) recommendations concerning accrediting agencies or associations identified in subdivisions (2) and (3) that may be best suited to serve as an accreditor for state educational institutions or degree programs.**

**(b) This section expires July 1, 2027.**

SECTION 9. IC 21-18-9-10.7, AS ADDED BY P.L.213-2025, SECTION 248, IS AMENDED TO READ AS FOLLOWS [EFFECTIVE JULY 1, 2026]: Sec. 10.7. (a) For each state educational institution degree program, if ~~the~~:

(1) ~~the~~:

**(A)** average number of students who graduate over the immediately preceding three (3) years is fewer than:

~~(A)~~ **(i)** ten (10) students for a particular associate degree program;

~~(B)~~ **(ii)** fifteen (15) students for a particular bachelor's degree program;

~~(C)~~ **(iii)** seven (7) students for a particular master's degree program;

~~(D)~~ **(iv)** three (3) students for a particular education specialist program; or

~~(E)~~ **(v)** three (3) students for a particular doctorate degree program; ~~and~~ **or**

**(B) degree program meets the definition of a low earning outcome program under the Higher Education Act (20 U.S.C. 1087d); and**

(2) ~~the~~ state educational institution would like to continue a degree program described in subdivision (1);

the state educational institution must request approval from the commission to continue the degree program.

(b) If the commission does not grant approval under subsection (a), the state educational institution must eliminate:

(1) the degree program; and

(2) any costs associated with the degree program.

SECTION 10. [EFFECTIVE UPON PASSAGE] **(a) 511 IAC 13-1-1(b)(6) is void. The publisher of the Indiana Administrative Code and Indiana Register shall remove this provision from the Indiana Administrative Code.**

**(b) This SECTION expires July 1, 2027.**

SECTION 11. **An emergency is declared for this act.**



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President of the Senate

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President Pro Tempore

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Speaker of the House of Representatives

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Governor of the State of Indiana

Date: \_\_\_\_\_ Time: \_\_\_\_\_

SEA 199 — CC 1

