

1 Section 11-103.6 A. 1. The State Board of Education shall
2 adopt subject matter standards for instruction of students in the
3 public schools of this state that are necessary to ensure there is
4 attainment of desired levels of competencies in a variety of areas
5 to include language, mathematics, science, social studies,
6 communication, and health and physical education.

7 2. School districts shall develop and implement curriculum,
8 courses and instruction in order to ensure that students meet the
9 skills and competencies as set forth in this section and in the
10 subject matter standards adopted by the State Board of Education.

11 3. All students shall gain literacy at the elementary and
12 secondary levels. Students shall develop skills in reading,
13 writing, speaking, computing and critical thinking. For purposes of
14 this section, critical thinking means a manner of analytical
15 thinking which is logical and uses linear factual analysis to reach
16 a conclusion. They shall learn about cultures and environments -
17 their own and those of others with whom they share the earth. All
18 students shall receive the instruction needed to lead healthy and
19 physically active lifestyles. Students, therefore, shall study
20 social studies, literature, languages, the arts, health, mathematics
21 and science. Such curricula shall provide for the teaching of a
22 hands-on career exploration program in cooperation with technology
23 center schools.

24

1 4. The subject matter standards shall be designed to teach the
2 competencies for which students shall be tested as provided in
3 Section 1210.508 of this title, and shall be designed to prepare all
4 students for active citizenship, employment and/or successful
5 completion of postsecondary education without the need for remedial
6 coursework at the postsecondary level.

7 5. The subject matter standards shall be designed with rigor as
8 defined in paragraph 3 of subsection G of this section.

9 6. The subject matter standards for English Language Arts shall
10 give Classic Literature and nonfiction literature equal
11 consideration to other literature. In addition, emphasis shall be
12 given to the study of complete works of literature.

13 7. At a minimum, the subject matter standards for mathematics
14 shall require mastery of the standard algorithms in mathematics,
15 which is the most logical, efficient way of solving a problem that
16 consistently works, and for students to attain fluency in Euclidian
17 geometry.

18 8. The subject matter standards for history, social studies and
19 United States Government shall include study of important historical
20 documents, including the United States Constitution, Declaration of
21 Independence, Emancipation Proclamation, Federalist Papers and other
22 documents with significant history and heritage of the United
23 States, and the content of the United States naturalization test,
24 with an emphasis on the specific content of the test and the ideas

1 and concepts it references. Beginning with the 2022-2023 school
2 year, the United States naturalization test shall be administered in
3 accordance with subsection F of this section.

4 9. The subject matter standards for United States Government
5 shall include an emphasis on civics, the structure and relationship
6 between the national, state, county and local governments and
7 simulations of the democratic process. For the purposes of this
8 section, "civics" means the study of the rights and duties of
9 Oklahoma and United States citizens and of how those governments
10 work.

11 10. The subject matter standards for health and physical
12 education shall include but not be limited to the domains of
13 physical, emotional, social and intellectual health. Health
14 literacy shall include the ability to obtain, process and understand
15 basic health information and services needed to make appropriate
16 health decisions. Health shall also include the importance of
17 proper nutrition and exercise, mental health and wellness, substance
18 abuse, coping skills for understanding and managing trauma,
19 establishing and maintaining positive relationships and responsible
20 decision making. Physical literacy shall include the ability to
21 move with competence and confidence in a wide variety of physical
22 activities in multiple environments that benefit the healthy
23 development of the whole person.

24

1 B. Subject to the provisions of subsection C of this section,
2 in order to graduate from a public high school accredited by the
3 State Board of Education with a standard diploma, students shall
4 complete the following college preparatory/work ready curriculum
5 units or sets of competencies at the secondary level:

6 1. Four units or sets of competencies of English to include
7 Grammar, Composition, Literature, or any English course approved for
8 college admission requirements;

9 2. Three units or sets of competencies of mathematics, limited
10 to Algebra I, Algebra II, Geometry, Trigonometry, Math Analysis,
11 Calculus, Advanced Placement Statistics, or any mathematics course
12 with content and/or rigor above Algebra I and approved for college
13 admission requirements;

14 3. Three units or sets of competencies of laboratory science
15 approved for college admission requirements including one unit or
16 set of competencies of life science meeting the standards for
17 Biology I; one unit or set of competencies of physical science,
18 meeting the standards for Physical Science, Chemistry or Physics;
19 and one unit or set of competencies from the domains of physical
20 science, life science or earth and space science such that the
21 content and rigor is above Biology I or Physical Science;

22 4. Three units or sets of competencies of history and
23 citizenship skills, including one unit of American History, one-half
24 unit of Oklahoma History, one-half unit of United States Government

1 and one unit from the subjects of History, Government, Geography,
2 Economics, Civics, or non-Western culture and approved for college
3 admission requirements;

4 5. Two units or sets of competencies of the same world or non-
5 English language or two units of computer technology approved for
6 college admission requirements, whether taught at a high school or a
7 technology center school, including computer programming, hardware,
8 and business computer applications, such as word processing,
9 databases, spreadsheets, and graphics, excluding keyboarding or
10 typing courses;

11 6. One additional unit or set of competencies selected from
12 paragraphs 1 through 5 of this subsection or career and technology
13 education courses, concurrently enrolled courses, Advanced Placement
14 courses or International Baccalaureate courses approved for college
15 admission requirements; and

16 7. One unit or set of competencies of fine arts, such as music,
17 art, or drama, or one unit or set of competencies of speech.

18 C. In lieu of the requirements of subsection B of this section
19 which requires a college preparatory/work ready curriculum, a
20 student may enroll in the core curriculum as provided in subsection
21 D of this section upon written approval of the parent or legal
22 guardian of the student. For students under the age of eighteen
23 (18) school districts shall require a parent or legal guardian of
24 the student to meet with a designee of the school prior to

1 enrollment in the core curriculum. The State Department of
2 Education shall develop and distribute to school districts a form
3 suitable for this purpose, which shall include information on the
4 benefits to students of completing the college preparatory/work
5 ready curriculum as provided for in subsection B of this section.

6 D. For those students subject to the requirements of subsection
7 C of this section, in order to graduate from a public high school
8 accredited by the State Board of Education with a standard diploma,
9 students shall complete the following core curriculum units or sets
10 of competencies at the secondary level:

11 1. Language Arts - Four units or sets of competencies, to
12 consist of one unit or set of competencies of grammar and
13 composition, and three units or sets of competencies which may
14 include, but are not limited to, the following courses:

- 15 a. American Literature,
- 16 b. English Literature,
- 17 c. World Literature,
- 18 d. Advanced English Courses, or
- 19 e. other English courses with content and/or rigor equal
20 to or above grammar and composition;

21 2. Mathematics - Three units or sets of competencies to consist
22 of one unit or set of competencies of Algebra I or Algebra I taught
23 in a contextual methodology, and two units or sets of competencies
24 which may include, but are not limited to, the following courses:

- 1 a. Algebra II,
- 2 b. Geometry or Geometry taught in a contextual
- 3 methodology,
- 4 c. Trigonometry,
- 5 d. Math Analysis or Precalculus,
- 6 e. Calculus,
- 7 f. Statistics and/or Probability,
- 8 g. Computer Science or acceptance and successful
- 9 completion of one (1) year of a full-time, three-hour
- 10 career and technology program leading to an industry
- 11 credential/certificate or college credit. The State
- 12 Board of Career and Technology Education shall
- 13 promulgate rules to define the provisions of this
- 14 section related to the accepted industry-valued
- 15 credentials which are industry-endorsed or industry-
- 16 aligned. The list of accepted industry-valued
- 17 credentials shall be reviewed annually and updated at
- 18 least every three (3) years by the Board,
- 19 h. (1) contextual mathematics courses which enhance
- 20 technology preparation, or
- 21 (2) a science, technology, engineering and math
- 22 (STEM) block course meeting the requirements for
- 23 course competencies listed in paragraph 2 of
- 24

1 subsection B of this section, whether taught at

2 a:

3 (a) comprehensive high school, or

4 (b) technology center school when taken in the

5 tenth, eleventh or twelfth grade, taught by

6 a certified teacher, and approved by the

7 State Board of Education and the independent

8 district board of education,

9 i. mathematics courses taught at a technology center

10 school by a teacher certified in the secondary subject

11 area when taken in the tenth, eleventh or twelfth

12 grade upon approval of the State Board of Education

13 and the independent district board of education, or

14 j. any other mathematics course with content and/or rigor

15 equal to or above Algebra I;

16 3. Science - Three units or sets of competencies to consist of

17 one unit or set of competencies of Biology I or Biology I taught in

18 a contextual methodology, and two units or sets of competencies in

19 the areas of life, physical, or earth science or technology which

20 may include, but are not limited to, the following courses:

21 a. Chemistry I,

22 b. Physics,

23 c. Biology II,

24 d. Chemistry II,

- 1 e. Physical Science,
- 2 f. Earth Science,
- 3 g. Botany,
- 4 h. Zoology,
- 5 i. Physiology,
- 6 j. Astronomy,
- 7 k. Applied Biology/Chemistry,
- 8 l. Applied Physics,
- 9 m. Principles of Technology,
- 10 n. qualified agricultural education courses,
- 11 o. (1) contextual science courses which enhance
- 12 technology preparation, or
- 13 (2) a science, technology, engineering and math
- 14 (STEM) block course meeting the requirements for
- 15 course competencies listed in paragraph 3 of
- 16 subsection B of this section, whether taught at
- 17 a:
- 18 (a) comprehensive high school, or
- 19 (b) technology center school when taken in the
- 20 tenth, eleventh or twelfth grade, taught by
- 21 a certified teacher, and approved by the
- 22 State Board of Education and the independent
- 23 district board of education,
- 24

1 p. science courses taught at a technology center school
2 by a teacher certified in the secondary subject area
3 when taken in the tenth, eleventh or twelfth grade
4 upon approval of the State Board of Education and the
5 independent district board of education, or

6 q. other science courses with content and/or rigor equal
7 to or above Biology I;

8 4. Social Studies - Three units or sets of competencies, to
9 consist of one unit or set of competencies of United States History,
10 one-half to one unit or set of competencies of United States
11 Government, one-half unit or set of competencies of Oklahoma
12 History, and one-half to one unit or set of competencies which may
13 include, but are not limited to, the following courses:

14 a. World History,

15 b. Geography,

16 c. Economics,

17 d. Anthropology, or

18 e. other social studies courses with content and/or rigor
19 equal to or above United States History, United States
20 Government, and Oklahoma History;

21 5. Arts - One unit or set of competencies which may include,
22 but is not limited to, courses in Visual Arts and General Music; and

23 6. Computer Education or World Language - One unit or set of
24 competencies of computer technology, whether taught at a high school

1 or a technology center school, including computer programming,
2 hardware and business computer applications, such as word
3 processing, databases, spreadsheets and graphics, excluding
4 keyboarding or typing courses, or one unit or set of competencies of
5 world or non-English language.

6 E. A school district may issue an alternate diploma to a
7 student who meets the definition of a student with the most
8 significant cognitive disabilities and who participates in the
9 Oklahoma Alternate Assessment Program (OAAP) beginning in the 2023-
10 2024 school year. An alternate diploma shall be standards-based,
11 aligned with requirements for a standard diploma, and obtained by
12 the school year in which a student turns twenty-two (22) years of
13 age.

14 F. An alternate diploma shall not terminate a Free and
15 Appropriate Public Education (FAPE) for students with an
16 Individualized Education Program (IEP) unless they reach the maximum
17 age of FAPE. The IEP team shall determine subsequent courses and
18 services for students who receive an alternate diploma.

19 G. Students participating in the OAAP shall not be precluded
20 from attempting to meet the requirements of a standard diploma and
21 participation in the OAAP shall not determine a student's
22 educational setting under the Individuals with Disabilities
23 Education Act (IDEA).

24

1 H. Students who meet requirements for an alternate diploma may
2 count as having received a standard diploma for purposes of
3 calculating and reporting the adjusted cohort graduation rate
4 (ACGR).

5 I. A student may be awarded an alternate diploma upon
6 completion of the following curriculum units or sets of competencies
7 at the secondary level:

8 1. Language Arts - Four units or sets of competencies based on
9 alternate academic achievement standards to consist of reading
10 literature, reading informational text, writing, speaking and
11 listening, and language in the following courses:

- 12 a. English 1 Alternate,
- 13 b. English 2 Alternate,
- 14 c. English 3 Alternate, and
- 15 d. English 4 Alternate;

16 2. Mathematics - Three units or sets of competencies based on
17 alternate academic achievement standards to consist of number,
18 quantities, algebra, functions/statistics, probability, and geometry
19 in the following courses:

- 20 a. Math Alternate 1,
- 21 b. Math Alternate 2, and
- 22 c. Math Alternate 3;

1 3. Science - Three units or sets of competencies based on
2 alternate academic achievement standards to consist of life science,
3 physical science, and earth science in the following courses:

- 4 a. Life Science Alternate,
- 5 b. Physical Science Alternate, and
- 6 c. Earth Science Alternate;

7 4. Social Studies - Three units or sets of competencies based
8 on alternate academic achievement standards to consist of United
9 States History, United States Government, Oklahoma History, and
10 Geography or Social Studies in the following courses:

- 11 a. United States History Alternate, one unit,
- 12 b. United States Government Alternate, one-half unit,
- 13 c. Oklahoma History Alternate, one-half unit, and
- 14 d. Geography Alternate or Social Studies Alternate, one
15 unit;

16 5. Arts - One unit or set of competencies which may include,
17 but is not limited to, courses in Visual Arts and General Music;

18 6. Computer Education or World Language - One unit or set of
19 competencies of computer technology, whether taught at a high school
20 or a technology center school, including computer programming,
21 hardware, and business computer applications, such as word
22 processing, databases, spreadsheets, and graphics, excluding
23 keyboarding or typing courses, or one unit or set of competencies of
24 world or non-English language;

1 7. Career Readiness - at least two units of Career Readiness,
2 including Career Readiness I, Career Readiness II, Career Readiness
3 III, or Career Readiness IV. Each Career Readiness course may be
4 substituted for Careers/Exploration, Internship I, or Internship II;
5 and

6 8. Life Skills - at least two units of Life Skills, such as
7 Life Skills I, Life Skills II, Life Skills III, or Life Skills IV.
8 Each Life Skills course may be substituted for the Life Skills or
9 Family and Consumer Science courses.

10 J. Courses in the core curriculum may be used as a substitute
11 for corresponding courses required by the alternate diploma as
12 determined by the State Board of Education.

13 K. 1. In addition to the curriculum requirements of either
14 subsection B or D of this section, in order to graduate from a
15 public high school accredited by the State Board of Education
16 students shall complete the requirements for a personal financial
17 literacy passport as set forth in the Passport to Financial Literacy
18 Act and any additional course requirements or recommended elective
19 courses as may be established by the State Board of Education and
20 the district school board. School districts shall strongly
21 encourage students to complete two units or sets of competencies of
22 world languages and two units or sets of competencies of physical
23 and health education.

1 2. No student shall receive credit for high school graduation
2 more than once for completion of the same unit or set of
3 competencies to satisfy the curriculum requirements of this section.

4 3. A school district shall not be required to offer every
5 course listed in subsections B and D of this section but shall offer
6 sufficient courses to allow a student to meet the graduation
7 requirements during the secondary grade years of the student.

8 ~~F.~~ L. 1. In addition to the curriculum requirements of either
9 subsection B or D of this section, beginning with ninth graders in
10 the 2021-22 school year, in order to graduate from a public high
11 school accredited by the State Board of Education, students shall
12 pass the United States naturalization test pursuant to the
13 provisions of this subsection.

14 2. School districts shall offer the United States
15 naturalization test to students at least once per school year,
16 beginning as early as eighth grade at the discretion of the school
17 district; provided, any student may retake the exam upon request,
18 and as often as desired, until earning a passing score. For
19 purposes of this subsection, a passing score shall be 60 out of 100
20 questions.

21 3. School districts shall exempt students with disabilities
22 whose individualized education program (IEP), consistent with state
23 law, indicates that the student is to be assessed with alternate
24

1 achievement standards through the ~~Oklahoma Alternate Assessment~~
2 ~~Program (OAAP)~~ OAAP.

3 ~~G.~~ M. For purposes of this section:

4 1. "Contextual methodology" means academic content and skills
5 taught by utilizing real-world problems and projects in a way that
6 helps students understand the application of that knowledge;

7 2. "Qualified agricultural education courses" means courses
8 that have been determined by the State Board of Education to offer
9 the sets of competencies for one or more science content areas and
10 which correspond to academic science courses. Qualified
11 agricultural education courses shall include, but are not limited
12 to, Horticulture, Plant and Soil Science, Natural Resources and
13 Environmental Science, and Animal Science. The courses shall be
14 taught by teachers certified in agricultural education and comply
15 with all rules of the Oklahoma Department of Career and Technology
16 Education;

17 3. "Rigor" means a level of difficulty that is thorough,
18 exhaustive and accurate and is appropriate for the grade level;

19 4. "Sets of competencies" means instruction in those skills and
20 competencies that are specified in the subject matter standards
21 adopted by the State Board of Education and other skills and
22 competencies adopted by the Board, without regard to specified
23 instructional time; and

24

1 5. "Unit" means a Carnegie Unit as defined by the North Central
2 Association's Commission on Schools.

3 ~~H.~~ N. 1. The State Board of Education shall adopt a plan to
4 ensure that rigor is maintained in the content, teaching
5 methodology, level of expectations for student achievement, and
6 application of learning in all the courses taught to meet the
7 graduation requirements as specified in this section.

8 2. The State Board of Education shall allow as much flexibility
9 at the district level as is possible without diminishing the rigor
10 or undermining the intent of providing these courses. To accomplish
11 this purpose, the State Department of Education shall work with
12 school districts in reviewing and approving courses taught by
13 districts that are not specifically listed in subsections B and D of
14 this section. Options may include, but shall not be limited to,
15 courses taken by concurrent enrollment, advanced placement, or
16 correspondence, or courses bearing different titles.

17 3. The State Board of Education shall approve an advanced
18 placement computer science course to meet the requirements of course
19 competencies listed in paragraph 2 of subsection B of this section
20 if the course is taken in a student's senior year and the student is
21 concurrently enrolled in or has successfully completed Algebra II.

22 4. Technology center school districts may offer programs
23 designed in cooperation with institutions of higher education which
24 have an emphasis on a focused field of career study upon approval of

1 the State Board of Education and the independent district board of
2 education. Students in the tenth grade may be allowed to attend
3 these programs for up to one-half (1/2) of a school day and credit
4 for the units or sets of competencies required in paragraphs 2, 3
5 and 6 of subsection B or D of this section shall be given if the
6 courses are taught by a teacher certified in the secondary subject
7 area; provided, credit for units or sets of competencies pursuant to
8 subsection B of this section shall be approved for college admission
9 requirements.

10 5. If a student enrolls in a concurrent course, the school
11 district shall not be responsible for any costs incurred for that
12 course, unless the school district does not offer enough course
13 selection during the student's secondary grade years to allow the
14 student to receive the courses needed to meet the graduation
15 requirements of this section. If the school district does not offer
16 the necessary course selection during the student's secondary grade
17 years, it shall be responsible for the cost of resident tuition at
18 an institution in The Oklahoma State System of Higher Education,
19 fees, and books for the concurrent enrollment course, and providing
20 for transportation to and from the institution to the school site.

21 It is the intent of the Legislature that for students enrolled
22 in a concurrent enrollment course which is paid for by the school
23 district pursuant to this paragraph, the institution charge only the
24 supplementary and special service fees that are directly related to

1 the concurrent enrollment course and enrollment procedures for that
2 student. It is further the intent of the Legislature that fees for
3 student activities and student service facilities, including the
4 student health care and cultural and recreational service fees, not
5 be charged to such students.

6 6. Credit for the units or sets of competencies required in
7 subsection B or D of this section shall be given when such units or
8 sets of competencies are taken prior to ninth grade if the teachers
9 are certified or authorized to teach the subjects for high school
10 credit and the required rigor is maintained.

11 7. The three units or sets of competencies in mathematics
12 required in subsection B or D of this section shall be completed in
13 the ninth through twelfth grades. If a student completes any
14 required courses or sets of competencies in mathematics prior to
15 ninth grade, the student may take any other mathematics courses or
16 sets of competencies to fulfill the requirement to complete three
17 units or sets of competencies in grades nine through twelve after
18 the student has satisfied the requirements of subsection B or D of
19 this section.

20 8. All units or sets of competencies required for graduation
21 may be taken in any sequence recommended by the school district.

22 ~~F.~~ O. As a condition of receiving accreditation from the State
23 Board of Education, all students in grades nine through twelve shall
24 enroll in a minimum of six periods, or the equivalent in block

1 scheduling or other scheduling structure that allows for instruction
2 in sets of competencies, of rigorous academic and/or rigorous
3 vocational courses each day, which may include arts, vocal and
4 instrumental music, speech classes, and physical education classes.

5 ~~J.~~ P. 1. Academic and vocational-technical courses designed to
6 offer sets of competencies integrated or embedded within the courses
7 that provide for the teaching and learning of the appropriate skills
8 and knowledge in the subject matter standards, as adopted by the
9 State Board of Education, may, upon approval of the Board, in
10 consultation with the Oklahoma Department of Career and Technology
11 Education if the courses are offered at a technology center school
12 district, be counted for academic credit and toward meeting the
13 graduation requirements of this section.

14 2. Internet-based courses offered by a technology center school
15 that are taught by a certified teacher and provide for the teaching
16 and learning of the appropriate skills and knowledge in the subject
17 matter standards may, upon approval of the State Board of Education
18 and the independent district board of education, be counted for
19 academic credit and toward meeting the graduation requirements of
20 this section.

21 3. Internet-based courses or vocational-technical courses
22 utilizing integrated or embedded skills for which no subject matter
23 standards have been adopted by the State Board of Education may be
24 approved by the Board, in consultation with the Oklahoma Department

1 of Career and Technology Education if the courses are offered at a
2 technology center school district, if such courses incorporate
3 standards of nationally recognized professional organizations and
4 are taught by certified teachers.

5 4. Courses offered by a supplemental education organization
6 that is accredited by a national accrediting body and that are
7 taught by a certified teacher and provide for the teaching and
8 learning of the appropriate skills and knowledge in the subject
9 matter standards may, upon approval of the State Board of Education
10 and the school district board of education, be counted for academic
11 credit and toward meeting the graduation requirements of this
12 section.

13 ~~K.~~ Q. The State Board of Education shall provide an option for
14 high school graduation based upon attainment of the desired levels
15 of competencies as required in tests pursuant to the provisions of
16 Section 1210.508 of this title. Such option shall be in lieu of the
17 amount of course credits earned.

18 ~~L.~~ R. The State Board of Education shall prescribe, adopt and
19 approve a promotion system based on the attainment by students of
20 specified levels of competencies in each area of the core
21 curriculum.

22 ~~M.~~ S. Children who have ~~individualized education programs~~ an
23 IEP pursuant to the ~~Individuals with Disabilities Education Act~~
24 ~~(IDEA)~~ IDEA, and who satisfy the graduation requirements through the

1 individualized education program for that student shall be awarded a
2 standard diploma.

3 ~~N.~~ T. Students who enter the ninth grade in or prior to the
4 2007-08 school year who are enrolled in an alternative education
5 program and meet the requirements of their plans leading to high
6 school graduation developed pursuant to Section 1210.568 of this
7 title shall be awarded a standard diploma.

8 ~~O.~~ U. Any student who completes the curriculum requirements of
9 the International Baccalaureate Diploma Program shall be awarded a
10 standard diploma.

11 ~~P.~~ V. Any student who successfully completes an advanced
12 mathematics or science course offered pursuant to Section 1210.404
13 of this title shall be granted academic credit toward meeting the
14 graduation requirements pursuant to paragraph 2 or 3, as
15 appropriate, of subsection B or D of this section.

16 ~~Q.~~ W. For purposes of this section, the courses approved for
17 college admission requirements shall be courses which are approved
18 by the Oklahoma State Regents for Higher Education for admission to
19 an institution within The Oklahoma State System of Higher Education.

20 ~~R.~~ X. Students who have been denied a standard diploma by the
21 school district in which the student is or was enrolled for failing
22 to meet the requirements of this section may re-enroll in the school
23 district that denied the student a standard diploma following the
24 denial of a standard diploma. The student shall be provided

1 remediation or intervention and the opportunity to complete the
2 curriculum units or sets of competencies required by this section to
3 obtain a standard diploma. Students who re-enroll in the school
4 district to meet the graduation requirements of this section shall
5 be exempt from the hourly instructional requirements of Section 1-
6 111 of this title and the six-period enrollment requirements of this
7 section.

8 ~~S.~~ Y. The State Department of Education shall collect and
9 report data by school site and district on the number of students
10 who enroll in the core curriculum as provided in subsection D of
11 this section.

12 SECTION 2. This act shall become effective July 1, 2023.

13 SECTION 3. It being immediately necessary for the preservation
14 of the public peace, health or safety, an emergency is hereby
15 declared to exist, by reason whereof this act shall take effect and
16 be in full force from and after its passage and approval.

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18 COMMITTEE REPORT BY: COMMITTEE ON COMMON EDUCATION, dated 02/22/2023
19 - DO PASS, As Coauthored.

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