

1 **HOUSE OF REPRESENTATIVES - FLOOR VERSION**

2 STATE OF OKLAHOMA

3 2nd Session of the 54th Legislature (2014)

4 COMMITTEE SUBSTITUTE
5 FOR ENGROSSED
6 SENATE BILL NO. 1971

By: Jolley of the Senate

and

Nelson of the House

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10 COMMITTEE SUBSTITUTE

11 [Reading Sufficiency Act - retention in third
12 grade - good-cause exemptions - effective date -
13 emergency]

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16 BE IT ENACTED BY THE PEOPLE OF THE STATE OF OKLAHOMA:

17 SECTION 1. AMENDATORY 70 O.S. 2011, Section 1210.508C,
18 as last amended by Section 96, Chapter 15, O.S.L. 2013 (70 O.S.
19 Supp. 2013, Section 1210.508C), is amended to read as follows:

20 Section 1210.508C A. 1. Each student enrolled in kindergarten
21 in a public school in this state shall be screened for reading
22 skills including, but not limited to, phonological awareness, letter
23 recognition, and oral language skills as identified in the ~~Priority~~
24 ~~Academic Student Skills (PASS)~~ state curriculum standards adopted by

1 the State Board of Education. A screening instrument approved by
2 the State Board shall be utilized for the purposes of this section.

3 2. For those kindergarten children at risk for reading
4 difficulties, teachers shall emphasize reading skills as identified
5 in the ~~PASS~~ state curriculum standards, monitor progress throughout
6 the year and measure year-end reading progress.

7 3. Classroom assistants, which may include parents,
8 grandparents, or other volunteers, shall be provided in kindergarten
9 classes to assist with the screening of students if a teacher aide
10 is not already employed to assist in a kindergarten classroom.

11 B. 1. Each student enrolled in kindergarten, first, second and
12 third grade of the public schools of this state shall be assessed at
13 the beginning of each school year using a screening instrument
14 approved by the State Board of Education for the acquisition of
15 reading skills including, but not limited to, phonological
16 awareness, phonics, spelling, reading fluency, vocabulary, and
17 comprehension.

18 2. Any student who is assessed and found not to be reading at
19 the appropriate grade level shall be provided a program of reading
20 instruction designed to enable the student to acquire the
21 appropriate grade-level reading skills. Beginning with students
22 entering the first grade in the 2011-2012 school year, the program
23 of reading instruction shall include provisions of the READ

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1 Initiative adopted by the school district as provided for in
2 subsection Θ P of this section.

3 3. Throughout the year progress monitoring shall continue, and
4 diagnostic assessment, if determined appropriate, shall be provided.
5 Year-end reading skills shall be measured to determine reading
6 success.

7 C. The State Board of Education shall approve screening
8 instruments for use at the beginning of the school year, for
9 monitoring of progress, and for measurement of reading skills at the
10 end of the school year as required in subsections A and B of this
11 section; provided, at least one of the screening instruments shall
12 meet the following criteria:

13 1. Assess for phonological awareness, phonics, reading fluency,
14 and comprehension;

15 2. Document the validity and reliability of each assessment;

16 3. Can be used for diagnosis and progress monitoring;

17 4. Can be used to assess special education and limited-English-
18 proficient students; and

19 5. Accompanied by a data management system that provides
20 profiles for students, class, grade level and school building. The
21 profiles shall identify each student's instructional point of need
22 and reading achievement level. The State Board shall also determine
23 other comparable reading assessments for diagnostic purposes and for
24 periodic and post assessments to be used for students at risk of

1 reading failure. The State Board shall ensure that any assessments
2 approved are in alignment with the ~~PASS~~ state curriculum standards.

3 D. The program of reading instruction required in subsection B
4 of this section shall align with the ~~PASS~~ state curriculum
5 standards, shall include provisions of the READ Initiative adopted
6 by the school district as provided for in subsection ~~Θ~~ P of this
7 section beginning with students entering the first grade in the
8 2011-2012 school year and may include, but is not limited to:

9 1. Sufficient additional in-school instructional time for the
10 acquisition of phonological awareness, phonics, spelling, reading
11 fluency, vocabulary, and comprehension;

12 2. If necessary, tutorial instruction after regular school
13 hours, on Saturdays and during summer; however, such instruction may
14 not be counted toward the one-hundred-eighty-day or one-thousand-
15 eighty-hour school year required in Section 1-109 of this title; and

16 3. Assessments identified for diagnostic purposes and periodic
17 monitoring to measure the acquisition of reading skills including,
18 but not limited to, phonological awareness, phonics, spelling,
19 reading fluency, vocabulary, and comprehension, as identified in the
20 student's program of reading instruction.

21 E. The program of reading instruction shall continue until the
22 student is determined by the results of approved reading assessments
23 to be reading on grade level.

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1 F. 1. Every school district shall adopt, and implement a
2 district reading sufficiency plan which has had input from school
3 administrators, teachers, and parents and if possible a reading
4 specialist, and which shall be submitted electronically to and
5 approved by the State Board of Education. The plan shall be updated
6 annually. School districts shall not be required to electronically
7 submit the annual updates to the Board if the last plan submitted to
8 the Board was approved and expenditures for the program include only
9 expenses relating to individual and small group tutoring, purchase
10 of and training in the use of screening and assessment measures,
11 summer school programs and Saturday school programs. If any
12 expenditure for the program is deleted or changed or any other type
13 of expenditure for the program is implemented, the school district
14 shall be required to submit the latest annual update to the Board
15 for approval. The district reading sufficiency plan shall include a
16 plan for each site which includes an analysis of the data provided
17 by the Oklahoma School Testing Program and other reading assessments
18 utilized as required in this section, and which outlines how each
19 school site will comply with the provisions of the Reading
20 Sufficiency Act.

21 2. Each school site shall establish a committee, composed of
22 educators, which if possible shall include a certified reading
23 specialist, to develop the required programs of reading instruction.
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1 A parent or guardian of the student shall be included in the
2 development of the program of reading instruction for that student.

3 3. The State Board of Education shall adopt rules for the
4 implementation and evaluation of the provisions of the Reading
5 Sufficiency Act. The evaluation shall include, but not be limited
6 to, an analysis of the data required in subsection S T of this
7 section.

8 G. For any third-grade student found not to be reading at grade
9 level as determined by reading assessments administered pursuant to
10 this section, a new program of reading instruction, including
11 provisions of the READ Initiative adopted by the school district as
12 provided for in subsection Θ P of this section, shall be developed
13 and implemented as specified in this section. If possible, a
14 fourth-grade teacher shall be involved in the development of the
15 program of reading instruction. In addition to other requirements
16 of the Reading Sufficiency Act, the plan may include specialized
17 tutoring.

18 H. ~~Beginning with students entering the first grade in the~~
19 ~~2011-2012 school year, if the reading deficiency of a student, as~~
20 ~~identified based on assessments administered as provided for in~~
21 ~~subsection B of this section, is not remedied by the end of third~~
22 ~~grade, as demonstrated by scoring at the unsatisfactory level on the~~
23 ~~reading portion of the statewide third-grade criterion-referenced~~
24 ~~test, the student shall be retained in the third grade 1. Any~~

1 student who, prior to the beginning of their fourth-grade school
2 year, demonstrates proficiency in reading at the third-grade level
3 through one of the screening instruments approved pursuant to
4 subsection B of this section shall not be subject to the retention
5 guidelines found in this section. Upon demonstrating proficiency
6 through a screening instrument, the district shall provide
7 notification to the parent or guardian of the student that they have
8 satisfied the requirements of the Reading Sufficiency Act and will
9 not be subject to retention pursuant to this section.

10 2. If a third-grade student is identified at any time during
11 the academic year as having a significant reading deficiency, which
12 shall be defined as below proficient on one of the assessments
13 approved under subsection B of this section, the district shall
14 immediately begin a student reading portfolio as provided by
15 subsection K of this section and shall provide notice to the parent
16 of the deficiency pursuant to subsection I of this section.

17 3. If a student has not yet satisfied the proficiency
18 requirements of this section prior to the beginning of the fourth
19 grade, the student may qualify for automatic promotion to the fourth
20 grade upon scoring at the "limited knowledge" level on the reading
21 portion of the statewide third-grade criterion-referenced test. A
22 student so promoted shall be entitled to intensive remediation in
23 reading until the student is able to demonstrate proficiency in
24 reading at the grade level in which the student is enrolled. Prior

1 to promotion, however, the district shall provide notice to the
2 parent or guardian of the child that the child is not yet reading at
3 grade level and provide the parent or guardian of the child the
4 option for retention should they so desire. The notice shall
5 contain, at a minimum, the most recently identifiable grade level on
6 which the student is proficient, the opportunities for summer
7 reading programs, school and/or community-based reading tutoring,
8 vendors which provide reading tutoring and the rights to the
9 continuing intensive remediation pursuant to this paragraph.

10 4. If a student has not yet satisfied the proficiency
11 requirements of this section prior to the beginning of the fourth
12 grade and still has a significant reading deficiency based on
13 assessments administered as provided for in subsection B of this
14 section, has not accumulated evidence of third-grade proficiency
15 through a student portfolio as provided in subsection K of this
16 section, is not subject to a good-cause exemption as provided in
17 subsection K of this section, and/or has not been qualified for
18 promotion under the provisions of paragraph 3 of this subsection,
19 then the student shall not be eligible for promotion to fourth
20 grade.

21 5. Each school district shall annually report to the State
22 Department of Education the number of students promoted to the
23 fourth grade pursuant to paragraphs 1 and 3 of this subsection. The
24 State Department of Education shall publicly report the aggregate

1 and district-specific number of students promoted pursuant to the
2 provisions of this subsection on their website and shall provide
3 electronic copies of the report to the Governor, Secretary of
4 Education, President Pro Tempore of the Senate, Speaker of the
5 House, Minority Leader of the Senate, Minority Leader of the House
6 and to the respective chairs of the committees with responsibility
7 for common education policy in each legislative chamber.

8 I. The parent of any student who is found to have a reading
9 deficiency and is not reading at the appropriate grade level and has
10 been provided a program of reading instruction as provided for in
11 subsection B of this section shall be notified in writing of the
12 following:

13 1. That the student has been identified as having a substantial
14 deficiency in reading;

15 2. A description of the current services that are provided to
16 the student;

17 3. A description of the proposed supplemental instructional
18 services and supports that will be provided to the student that are
19 designed to remediate the identified area of reading deficiency;

20 4. That the student will not be promoted to the fourth grade if
21 the reading deficiency is not remediated by the end of the third
22 grade, unless the student is exempt for good cause as set forth in
23 subsection K of this section or is granted an appeal as provided for
24 in subsection O of this section;

1 5. Strategies for parents to use in helping their child succeed
2 in reading proficiency;

3 6. That while the results of the statewide criterion-referenced
4 tests administered pursuant to Section 1210.508 of this title are
5 the initial determinant, it is not the sole determiner of promotion
6 and that portfolio reviews and assessments are available; and

7 7. The specific criteria and policies of the school district
8 for midyear promotion implemented as provided for in paragraph 4 of
9 subsection N of this section.

10 J. No student may be assigned to a grade level based solely on
11 age or other factors that constitute social promotion.

12 K. For those students who do not meet the academic requirements
13 for promotion, a school district may promote the student for good
14 cause only. Good-cause exemptions for promotion shall be limited to
15 the following:

16 1. Limited-English-proficient students who have had less than
17 two (2) years of instruction in an English language learner program;

18 2. Students with disabilities whose individualized education
19 program (IEP), consistent with state law, indicates that the student
20 is to be assessed with alternate achievement standards through the
21 Oklahoma Alternate Assessment Program (OAAP);

22 3. Students who demonstrate an acceptable level of performance
23 on an alternative standardized reading assessment approved by the
24 State Board of Education;

1 4. Students who demonstrate, through a student portfolio, that
2 the student is reading on grade level as evidenced by demonstration
3 of mastery of the state standards beyond the retention level;

4 5. Students with disabilities who participate in the statewide
5 criterion-referenced tests and who have an individualized education
6 program (IEP) that reflects that the student has received intensive
7 remediation in reading for more than two (2) years but still
8 demonstrates a deficiency in reading ~~and was previously retained in~~
9 ~~kindergarten, first grade, second grade, or third grade;~~ and

10 6. Students who have received intensive remediation in reading
11 through a program of reading instruction for two (2) or more years
12 but still demonstrate a deficiency in reading and who were
13 previously retained in prekindergarten for academic reasons,
14 kindergarten, first grade, second grade, or third grade for a total
15 of two (2) years.

16 L. A student who is promoted for good cause as provided for in
17 subsection K of this section or who is granted an appeal as provided
18 for in subsection O of this section shall be provided intensive
19 reading instruction during an altered instructional day that
20 includes specialized diagnostic information and specific reading
21 strategies for each student. The school district shall assist
22 schools and teachers to implement reading strategies for the
23 promoted students that research has shown to be successful in
24 improving reading among low-performing readers.

1 M. Requests to exempt students from the mandatory retention
2 requirements based on one of the good-cause exemptions as described
3 in subsection K of this section shall be made using the following
4 process:

5 1. Documentation submitted from the teacher of the student to
6 the school principal that indicates the student meets one of the
7 good-cause exemptions and promotion of the student is appropriate.
8 In order to minimize paperwork requirements, the documentation shall
9 consist only of the alternative assessment results or student
10 portfolio work and the individual education plan (IEP), as
11 applicable;

12 2. The principal of the school shall review and discuss the
13 documentation with the teacher. If the principal determines that
14 the student meets one of the good-cause exemptions and should be
15 promoted based on the documentation provided, the principal shall
16 make a recommendation in writing to the school district
17 superintendent; and

18 3. After review, the school district superintendent shall
19 accept or reject the recommendation of the principal in writing.

20 N. Beginning with the 2011-2012 school year, each school
21 district shall:

22 1. Conduct a review of the program of reading instruction for
23 all students who score at the unsatisfactory level on the reading
24 portion of the statewide criterion-referenced test administered

UNDERLINED language denotes Amendments to present Statutes.
BOLD FACE CAPITALIZED language denotes Committee Amendments.
~~Strike thru~~ language denotes deletion from present Statutes.

1 pursuant to Section 1210.508 of this title and did not meet the
2 criteria for one of the good-cause exemptions as set forth in
3 subsection K of this section. The review shall address additional
4 supports and services, as described in this subsection, needed to
5 remediate the identified areas of reading deficiency. The school
6 district shall require a student portfolio to be completed for each
7 retained student;

8 2. Provide to students who have been retained as set forth in
9 subsection H of this section with intensive interventions in
10 reading, intensive instructional services and supports to remediate
11 the identified areas of reading deficiency, including a minimum of
12 ninety (90) minutes of daily, uninterrupted, scientific-research-
13 based reading instruction. Retained students shall be provided
14 other strategies prescribed by the school district, which may
15 include, but are not limited to:

- 16 a. small group instruction,
- 17 b. reduced teacher-student ratios,
- 18 c. more frequent progress monitoring,
- 19 d. tutoring or mentoring,
- 20 e. transition classes containing third- and fourth-grade
21 students,
- 22 f. extended school day, week, or year, and
- 23 g. summer reading academies as provided for in Section
24 1210.508E of this title, if available;

1 3. Provide written notification to the parent or guardian of
2 any student who is to be retained as set forth in subsection H of
3 this section that the student has not met the proficiency level
4 required for promotion and the reasons the student is not eligible
5 for a good-cause exemption. The notification shall include a
6 description of proposed interventions and intensive instructional
7 supports that will be provided to the student to remediate the
8 identified areas of reading deficiency;

9 4. Implement a policy for the midyear promotion of a retained
10 student who can demonstrate that the student is a successful and
11 independent reader, is reading at or above grade level, and is ready
12 to be promoted to the fourth grade. Tools that school districts may
13 use in reevaluating any retained student may include subsequent
14 assessments, alternative assessments, and portfolio reviews, in
15 accordance with rules of the State Board of Education. Retained
16 students may only be promoted midyear prior to November 1 and only
17 upon demonstrating a level of proficiency required to score above
18 the unsatisfactory level on the statewide third-grade criterion-
19 referenced test and upon showing progress sufficient to master
20 appropriate fourth-grade-level skills, as determined by the school.
21 A midyear promotion shall be made only upon agreement of the parent
22 or guardian of the student and the school principal;

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1 5. Provide students who are retained with a high-performing
2 teacher who can address the needs of the student, based on student
3 performance data and above-satisfactory performance appraisals; and

4 6. In addition to required reading enhancement and acceleration
5 strategies, provide students who are retained with at least one of
6 the following instructional options:

7 a. supplemental tutoring in scientific-research-based
8 reading services in addition to the regular reading
9 block, including tutoring before or after school,

10 b. a parent-guided "Read at Home" assistance plan, as
11 developed by the State Department of Education, the
12 purpose of which is to encourage regular parent-guided
13 home reading, or

14 c. a mentor or tutor with specialized reading training.

15 O. Beginning with the 2014-2015 school year, each school
16 district shall establish an appeal process for those students who do
17 not meet the academic requirements for promotion and who are not
18 promoted based on one of the good-cause exemptions as set forth in
19 subsection K of this section. The grounds for an appeal may be
20 based on but are not limited to a hardship or extenuating
21 circumstances. If the teacher of the student, the parent or
22 guardian of the student, the principal of the school and a reading
23 specialist, if one is assigned to the school, agree to recommend
24 promotion of the student, the parent or guardian may file a petition

1 for an appeal with the board of education of the school district.
2 The board of education shall take action on the petition for an
3 appeal not later than forty-five (45) days after receiving the
4 petition. If the board of education grants the appeal and the
5 student is promoted to the fourth grade, the student shall be
6 provided intensive reading instruction as provided for in subsection
7 L of this section.

8 P. Beginning with the 2011-2012 school year, each school
9 district shall establish a Reading Enhancement and Acceleration
10 Development (READ) Initiative. The focus of the READ Initiative
11 shall be to prevent the retention of third-grade students by
12 offering intensive accelerated reading instruction to third-grade
13 students who failed to meet standards for promotion to fourth grade
14 and to kindergarten through third-grade students who are exhibiting
15 a reading deficiency. The READ Initiative shall:

16 1. Be provided to all kindergarten through third-grade students
17 at risk of retention as identified by the assessments administered
18 pursuant to the Reading Sufficiency Act. The assessment used shall
19 measure phonemic awareness, phonics, fluency, vocabulary, and
20 comprehension;

21 2. Be provided during regular school hours in addition to the
22 regular reading instruction; and

23 3. Provide a state-approved reading curriculum that, at a
24 minimum, meets the following specifications:

- 1 a. assists students assessed as exhibiting a reading
2 deficiency in developing the ability to read at grade
3 level,
4 b. provides skill development in phonemic awareness,
5 phonics, fluency, vocabulary, and comprehension,
6 c. provides a scientific-research-based and reliable
7 assessment,
8 d. provides initial and ongoing analysis of the reading
9 progress of each student,
10 e. is implemented during regular school hours,
11 f. provides a curriculum in core academic subjects to
12 assist the student in maintaining or meeting
13 proficiency levels for the appropriate grade in all
14 academic subjects,
15 g. establishes at each school, where applicable, an
16 Intensive Acceleration Class for retained third-grade
17 students who subsequently score at the unsatisfactory
18 level on the reading portion of the statewide
19 criterion-referenced tests. The focus of the
20 Intensive Acceleration Class shall be to increase the
21 reading level of a child at least two grade levels in
22 one (1) school year. The Intensive Acceleration Class
23 shall:
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- 1 (1) be provided to any student in the third grade who
2 scores at the unsatisfactory level on the reading
3 portion of the statewide criterion-referenced
4 tests and who was retained in the third grade the
5 prior year because of scoring at the
6 unsatisfactory level on the reading portion of
7 the statewide criterion-referenced tests,
8 (2) have a reduced teacher-student ratio,
9 (3) provide uninterrupted reading instruction for the
10 majority of student contact time each day and
11 incorporate opportunities to master the fourth-
12 grade state standards in other core subject
13 areas,
14 (4) use a reading program that is scientific-
15 research-based and has proven results in
16 accelerating student reading achievement within
17 the same school year,
18 (5) provide intensive language and vocabulary
19 instruction using a scientific-research-based
20 program, including use of a speech-language
21 therapist,
22 (6) include weekly progress monitoring measures to
23 ensure progress is being made, and
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1 (7) provide reports to the State Department of
2 Education, in the manner described by the
3 Department, outlining the progress of students in
4 the class at the end of the first semester,

5 h. provide reports to the State Board of Education, upon
6 request, on the specific intensive reading
7 interventions and supports implemented by the school
8 district. The State Superintendent of Public
9 Instruction shall annually prescribe the required
10 components of the reports, and

11 i. provide to a student who has been retained in the
12 third grade and has received intensive instructional
13 services but is still not ready for grade promotion,
14 as determined by the school district, the option of
15 being placed in a transitional instructional setting.
16 A transitional setting shall specifically be designed
17 to produce learning gains sufficient to meet fourth-
18 grade performance standards while continuing to
19 remediate the areas of reading deficiency.

20 ~~P.~~ Q. In addition to the requirements set forth in this
21 section, each school district board of education shall annually
22 report to the parent or guardian of each student in the district the
23 progress of the student toward achieving state and district
24 expectations for proficiency in reading, writing, science, and

1 mathematics. The school district board of education shall report to
2 the parent or guardian of each student the results on statewide
3 criterion-referenced tests. The evaluation of the progress of each
4 student shall be based upon classroom work, observations, tests,
5 district and state assessments, and other relevant information.
6 Progress reporting shall be provided to the parent or guardian in
7 writing.

8 ~~Q.~~ R. 1. Each school district board of education shall
9 annually publish on the school website, and report in writing to the
10 State Board of Education by September 1 of each year, the following
11 information on the prior school year:

- 12 a. the provisions of this section relating to public
13 school student progression and the policies and
14 procedures of the school district on student retention
15 and promotion,
- 16 b. by grade, the number and percentage of all students in
17 grades three through ten performing at the
18 unsatisfactory level on the reading portion of the
19 statewide criterion-referenced tests,
- 20 c. by grade, the number and percentage of all students
21 retained in grades three through ten,
- 22 d. information on the total number and percentage of
23 students who were promoted for good cause, by each
24 category of good cause as specified above, and

1 e. any revisions to the policies of the school district
2 on student retention and promotion from the prior
3 year.

4 2. The State Department of Education shall establish a uniform
5 format for school districts to report the information required in
6 this subsection. The format shall be developed with input from
7 school districts and shall be provided not later than ninety (90)
8 days prior to the annual due date. The Department shall annually
9 compile the information required along with state-level summary
10 information, and report the information to the public, the Governor,
11 the President Pro Tempore of the Senate, and the Speaker of the
12 House of Representatives.

13 ~~R.~~ S. The State Department of Education shall provide technical
14 assistance as needed to aid school districts in administering the
15 provision of the Reading Sufficiency Act.

16 ~~S.~~ T. On or before December 1 of each year, the State
17 Department of Education shall issue to the Governor and members of
18 the Senate and House of Representatives Education Committees a
19 Reading Report Card for the state and each school district and
20 elementary site which shall include, but is not limited to, trend
21 data detailing three (3) years of data, disaggregated by student
22 subgroups to include economically disadvantaged, major racial or
23 ethnic groups, students with disabilities, and English language
24 learners, as appropriate for the following:

1 1. The number and percentage of students in kindergarten
2 through third grade determined to be at risk for reading
3 difficulties compared to the total number of students enrolled in
4 each grade;

5 2. The number and percentage of students in kindergarten who
6 continue to be at risk for reading difficulties as determined by the
7 year-end measurement of reading progress;

8 3. The number and percentage of students in kindergarten
9 through third grade who have successfully completed their program of
10 reading instruction and are reading on grade level as determined by
11 the results of approved reading assessments;

12 4. The number and percentage of students scoring at each
13 performance level on the reading portion of the statewide third-
14 grade criterion-referenced test;

15 5. The amount of funds for reading remediation received by each
16 district;

17 6. An evaluation and narrative interpretation of the report
18 data analyzing the impact of the Reading Sufficiency Act on
19 students' ability to read at grade level; and

20 7. Any recommendations for improvements or amendments to the
21 Reading Sufficiency Act.

22 The State Department of Education may contract with an
23 independent entity for the reporting and analysis requirements of
24 this subsection.

1 ~~¶~~ U. Copies of the results of the assessments administered
2 shall be made a part of the permanent record of each student.

3 V. The State Board of Education shall annually obtain an
4 independent evaluation of the benchmark level of performance for a
5 score of limited knowledge on the reading portion of the statewide
6 third-grade criterion-referenced test.

7 SECTION 2. This act shall become effective July 1, 2014.

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

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13 COMMITTEE REPORT BY: COMMITTEE ON COMMON EDUCATION, dated 04/08/2014
14 - DO PASS, As Amended.

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