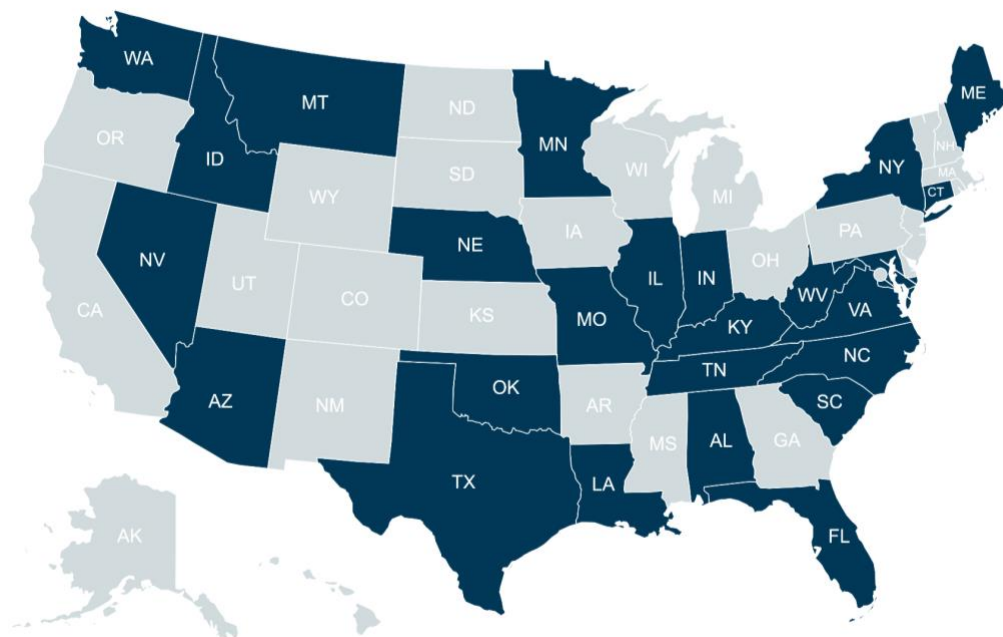

TREND ANALYSIS: State Legislation Expanding the Scope and Use of Exclusionary School Discipline (ESD)

Since 2010, state legislatures have enacted limits on the use of exclusionary school discipline (ESD), including suspensions and expulsions, in public K - 12 schools.¹ This policy trend aligns with significant empirical research evidencing that exposure to exclusionary school discipline is associated with significant short- and long-term harms for students,² such as lower school achievement and graduation rates,³ negative physical and mental outcomes,⁴ and increased juvenile and adult criminal system involvement⁵—all of which result in direct fiscal costs and economic consequences for taxpayers.⁶

However, since 2020, the state legislative education law and policy landscape has changed. This resource provides a current analysis of a new legislative trend: *expanded use of ESD*. As Figures 1 and 2 indicate, legislative expansion and enhancement of ESD has been proposed in **twenty-five states and sixty-one specific bills**.¹⁰

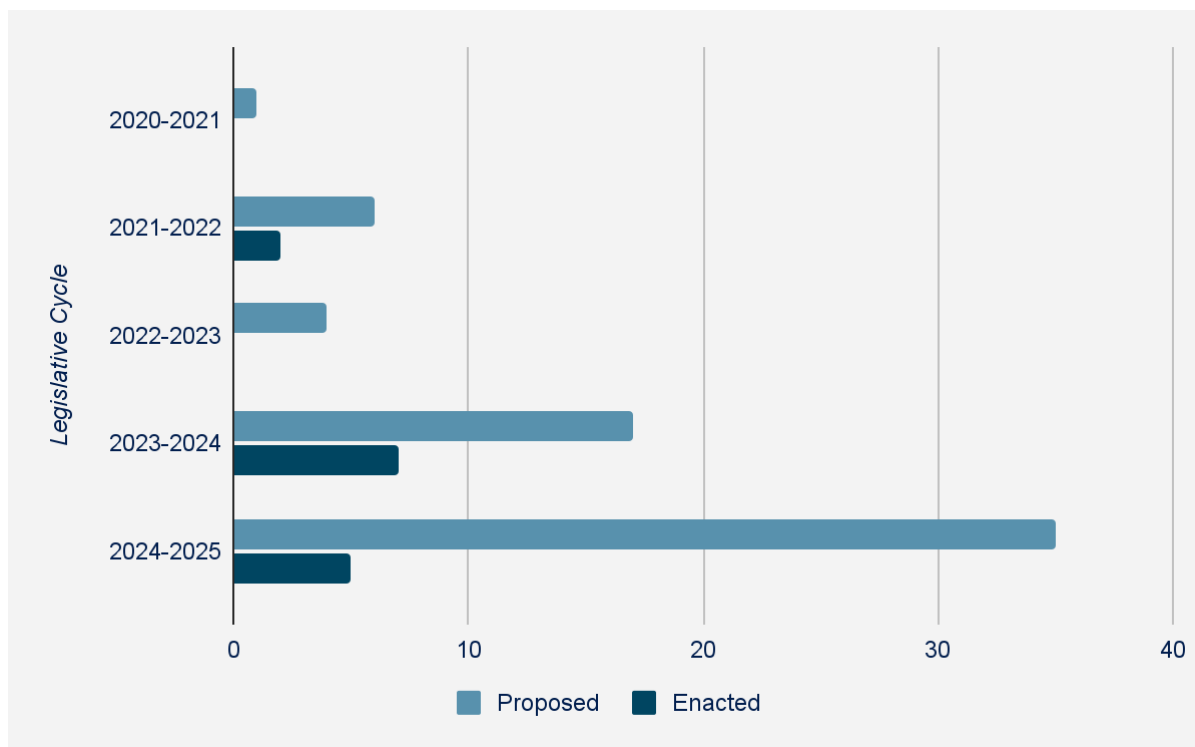
Though increasing steadily over the last five years, state proposals to return to the use of ESD have occurred most significantly in the 2023 – 2024 and 2024 – 2025 legislative cycles; eighteen states have considered fifty bills and enacted twelve bills into law as of April 2025.¹¹ Figure 3 provides a more detailed review of state actions, with bills classified into nine categories, including repealing prohibitions on the suspension and/or expulsion of kindergarten to fifth grade students, instituting new authority and discretion to exclude students, and expanding categories of behaviors eligible for removal.

Figure 1. States Proposing Expanding Use of ESD (January 2020 – April 2025)



In the 2024 – 2025 legislative cycle, state legislators have proposed thirty-three bills that seek to expand the use of ESD.⁷ At the end of December 2024, eight of such bills had been proposed.⁸ By April 2025, an additional twenty-five bills were proposed.⁹

Figure 2. Bills Expanding the Use of ESD: Proposed and Enacted



WHAT IS IN THE BILLS?

The sixty-one separate bills expanding the use of ESD proposed in the past five years¹² can be classified into nine categories.¹³ These categories represent (1) new behaviors subject to punishment, (2) new punishments for “repeated behavior,” (3) new exclusionary authority for teachers, (4) mandatory punishments, (5) prerequisites for a student to return to the classroom, (6) rescinding prior protections against the use of ESD, (7) defining new mechanisms of exclusion, (8) new statewide policies, and (9) expanding teacher’s authority.¹⁴

Though not uniform across the country, many of the bills share language, intent, and form of exclusion.¹⁵ For example, in five states (Alabama, Florida, Missouri, Oklahoma, and South Carolina), legislators have proposed and/or passed new Teacher’s Bill of Rights.¹⁶ The Oklahoma and Florida versions include a specific and duplicate “teacher’s right”: “to have disobedient, disrespectful, violent, abusive, or disruptive students removed from the classroom.”¹⁷ Additionally, Alabama and Oklahoma’s versions include similar statutory definitions of “disorderly conduct” and “disorderly behavior.”¹⁸

Figure 3. Categories of ESD Bills

Category	States	Definition and Examples
New Behaviors Subject to Punishment	Alabama Indiana Kentucky Missouri Nevada North Carolina Oklahoma Texas West Virginia	To define new behaviors subject to exclusionary punishment.¹⁹ North Carolina considered two bills that would allow long-term suspension or expulsion of a student for behavioral infractions such as inappropriate language and dress code violations.²⁰ Oklahoma considered two bills which would authorize Oklahoma teachers to exclude students for “disorderly conduct,” “interfer[ing] with an orderly educational process,” “obstruct[ing] the teaching or learning process,” “willfully disobey[ing] a school employee,” or “us[ing] abusive or profane language.”²¹
New Punishments for “Repeated Behavior”	Alabama Indiana Kentucky Louisiana Oklahoma Virginia West Virginia	To create a new category of behavior subject to exclusionary punishment based on repeated behavior.²² Kentucky considered a bill permitting the suspension of any student who was removed from the classroom three times in thirty days for either disrupting the classroom environment or challenging a supervising adult’s authority.²³ Louisiana considered a bill that recommended expulsion for grades 6 - 12 students who were suspended thrice in a school year.²⁴

New Exclusionary Authority for Teachers	Alabama Florida Missouri Oklahoma South Carolina Tennessee	To expand teachers' authority in using exclusionary punishment.²⁵ Alabama considered a Teachers' Bill of Rights which would allow teachers to exclude students for disruption, disobedience, obstruction of the learning process or inappropriate language.²⁶ Previously, only school boards and administrators could apply ESD to students.²⁷ South Carolina considered three bills where teachers would have broader removal authority to exclude students for disruption, disobedience, obstruction of the learning process or inappropriate language.²⁸
Mandatory Punishments	Alabama Louisiana Oklahoma Virginia West Virginia	To require exclusionary punishment for certain behaviors or events.²⁹ West Virginia considered a bill that would require a grades K - 6 student who "impeded on other students' ability to learn in a safe environment" to be suspended for one to three school days and placed into a behavioral intervention program.³⁰ Virginia considered a bill which would require teachers to remove a student for repeated "nonviolent disruptive behavior" after the teacher issued two warnings.³¹ Louisiana considered a bill which would require teachers to remove a student for <i>any</i> behavioral infraction.³²
Prerequisites for Return to the Classroom	Alabama Indiana Louisiana Oklahoma	To mandate specific prerequisites for student re-entry into the school classroom after teacher removal.³³

		Alabama, Indiana, Louisiana, and Oklahoma each considered bills that would require the student’s parent or guardian to meet with the principal prior to student’s re-entry.³⁴ Indiana and Louisiana each considered bills that would require these meetings after only a single instance of the student being removed.³⁵
Rescinding Protections	Arizona Illinois Nevada Texas	To remove previously adopted age- and behavior-based restrictions on suspensions and expulsions.³⁶ To remove previously adopted restorative discipline requirements. Arizona considered and passed a bill that repealed a law that prohibited the suspension of grades K - 4 students and required schools to first consider alternative behavioral interventions.³⁷ Now, Arizonan K - 4 students can be suspended up to 2 days at a time, up to 10 days per school year.³⁸ Nevada considered a bill that removed age-based restrictions from the existing education code.³⁹ Now, Nevadan students aged 11 years old or older can be expelled <i>and</i> students younger than 6 years old can be suspended.⁴⁰
Defining New Mechanisms of Exclusion	Idaho North Carolina Texas	To define new exclusionary methods of punishing students.⁴¹ Idaho considered a bill which would authorize teachers to use physical force to remove a student from the classroom if “the student’s behavior is severely disrupting the learning of other students.”⁴² North Carolina proposed adding intermediate-term suspension and in-school suspension to the state’s existing exclusionary disciplinary practices

		of short-term suspension, long-term suspension, and expulsion.⁴³ Texas considered a bill that would authorize principals to permanently remove a student, by emergency placement or expulsion, after a single behavioral incident that causes the principal “to reasonably believe the student’s behavior is unruly, disruptive, or abusive.”⁴⁴
New Statewide Policies	Alabama Oklahoma Virginia	To limit the discretionary authority of local decision-makers over ESD.⁴⁵ Prior to 2024, Alabama delegated broad authority to cities, counties, and local school boards to “prescribe rules and regulations with respect to behavior and discipline.”⁴⁶ In 2024, Alabama passed a law that defined statewide the precise grounds for excluding students and delegated authority to teachers to remove students from the classroom.⁴⁷ Virginia proposed a bill to authorize its Department of Education to establish “a uniform system of discipline for disruptive behavior and the removal of a student from a class,” eliminating the existing authority of local school boards to define and punish “disruptive behavior.”⁴⁸
Teacher’s Ability (Ability to Override Decisions)	Alabama Texas	To authorize teachers to challenge a principal’s decision to <i>not</i> exclude a student from the classroom.⁴⁹ Alabama and Tennessee each passed a bill that authorized a procedural mechanism to challenge a principal’s decision not to exclude a child from the classroom, but this procedure was not defined.⁵⁰ Previously, principals reserved

definitive authority over whether to remove a student.⁵¹

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Endnotes

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2. *K-12 Education: Nationally, Black Girls Receive More Frequent and More Severe Discipline in School Than Other Girls*, U.S. GOV’T ACCOUNTABILITY OFFICE (Sept. 10, 2024), <https://www.gao.gov/products/gao-24-106787>; Russell J. Skiba et al., *Race Is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline*, 40 SCH. PSYCH. REV. 85 (2011); Russell J. Skiba et al., *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment*, 34 THE URB. REV. 317 (2002); DANIEL J. LOSEN & AMIR WHITAKER, ELEVEN MILLION DAYS LOST: RACE, DISCIPLINE, AND SAFETY AT U.S. PUBLIC SCHOOLS (2018); Richard O. Welsh & Shafiqua Little, *Caste and control in schools: A Systematic Review of the Pathways, Rates and Correlates of Exclusion due to School Discipline*, 94 CHILD. & YOUTH SERVS. REV. 315, 319, 335 (2018); Richard O. Welsh & Shafiqua Little, *The School Discipline Dilemma: A Comprehensive Review of Disparities and Alternative Approaches*, 88 REV. OF EDUC. RSCH. 752, 756-60 (2018); Russell J. Skiba et al., *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment*, 34 URBAN REV. 317, 327-30 (2002); Russell J. Skiba et al., *Race Is Not Neutral: A National Investigation of African American and Latino Disproportionality in School Discipline*, 40 SCH. PSYCH. REV. 85, 92–102 (2011); Daniel Losen et al., *Are We Closing the School Discipline Gap?*, THE CIVIL RIGHTS PROJECT (Feb. 23, 2015), <https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap>; DISCIPLINE DISPARITIES FOR BLACK STUDENTS, BOYS, AND STUDENTS WITH DISABILITIES, U.S. GOV. ACCOUNTABILITY OFF. (Mar. 2018), <https://www.gao.gov/assets/gao-18-258-highlights.pdf>; 2013-2014 CIVIL RIGHTS DATA COLLECTION: A FIRST LOOK, U.S. DEPT. OF EDUC. 3-4 (2016), <https://www2.ed.gov/about/offices/list/ocr/docs/2013-14-first-look.pdf>. As Kathryn E. Wiley argues, white students were largely exempted from exclusionary school discipline post-*Brown*, they became the beneficiaries of the racial sequestering of Black students and educational resource hoarding. Kathryn E. Wiley, *A Tale of Two Logics: School Discipline and Racial Disparities in a “Mostly White” Middle School*, 127 AM. J. OF EDUC. 163, 163 (2021) (identifying “criminalized sequestering and racial exemption” as two race discipline logics effecting racial discipline disparities in a majority white school).
3. OFFICE FOR CIVIL RIGHTS, CIVIL RIGHTS DATA COLLECTION: NATIONAL DATA (U.S. Dept. of Educ., 2020), <https://civilrightsdata.ed.gov/profile/us?surveyYear=2017> (Black boys represented 33 percent, 35 percent, and 30 percent, respectively, of all preschoolers suspended once, suspended more than once, and expelled, despite making up less than ten percent of the total preschooler population during that school year and Black girls were 50 percent, 59 percent, and 52 percent, respectively, of all female preschoolers suspended once, more than once, and expelled, despite making up only 18 percent of the female preschooler population).
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11. H.B. 2460, 56th Legis., Reg. Sess. (Ariz. 2023); H.B. 1035, 2023 Reg. Sess. (Fla. 2023); S.B. 244, 2023 Reg. Sess. (Fla. 2023); S.B. 1400, 103rd Gen. Assemb., Reg. Sess. (Ill. 2023); H.B. 3600, 103rd Gen. Assemb., Reg. Sess. (Ill. 2023); H.B. 1543, 2023 Reg. Sess. (Ind. 2023); H.B. 538, 2023 Reg. Sess. (Ky. 2023); S.B. 202, 2023 Reg. Sess. (Ky. 2023); A.B. 285, 82nd Reg. Sess. (Nev. 2023); A.B. 330, 82nd Reg. Sess. (Nev. 2023); S.B. 152, 82nd Reg. Sess. (Nev. 2023); H.B. 188, 2023-2024 Sess. (N.C. 2023); S.B. 865, 2023 Reg. Sess. (Okla. 2023); H.B. 4033, 88th Legis. (Tex. 2023); H.B. 1461, 2023 Reg. Sess. (Va. 2023); H.B. 2890, 2023 Reg. Sess. (W.Va. 2023); S.B. 157, 2024 Reg. Sess. (Ala. 2024); H.B. 581, 2024 Legis. Sess. (Idaho 2024); H.B. 1262, 2024 Reg. Sess., (Ind. 2024); H.B. 322, 2024 Reg. Sess. (La. 2024); S.B. 358, 2024 Reg. Sess. (La. 2024); H.B. 1027, 2023-2024 Sess. (N.C. 2024); H.B. 3123, 2024 Reg. Sess. (Okla. 2024); H.B. 3348, 2024 Reg. Sess. (Okla. 2024); H.B. 4864, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2024); H.B. 853, 2024 Reg. Sess. (Va. 2024); H.B. 4776, 2024 Reg. Sess. (W. Va. 2024); S.B. 614, 2024 Reg. Sess. (W. Va. 2024); H.B. 356, 2025 Reg. Sess. (Ala. 2025); H.B. 85, 2025 Reg. Sess. (Ala. 2025); H.B. 2663, 57th Leg., Reg. Sess. (Ariz. 2025); H.B. 2792, 57th Leg., Reg. Sess. (Ariz. 2025); S.B. 725, 2025 Reg. Sess. (Conn. 2025); H.B. 236, 2025 Reg. Sess. (Ind. 2025); H.B. 349, 2025 Reg. Sess. (Ind. 2025); H.B. 2739, 2025-2026 Reg. Sess. (Ill. 2025); H.B. 773, 2025 Reg. Sess. (M.D. 2025); H.B. 165, 2025-2026 Reg. Sess. (Maine 2025); H.B. 1436, 2025-2026 Reg. Sess. (Minn. 2025); S.B. 2066, 2025-2026 Reg. Sess. (Minn. 2025); S.B. 138, 2025 Reg. Sess. (Mon. 2025); L.B. 149, 2025-206 Reg. Sess. (Neb. 2025); L.B. 430, 2025-206 Reg. Sess. (Neb. 2025); H.B. 4314, 2025-2026 Reg. Sess. (N.Y. 2025);

- S.B. 6947, 2025-2026 Reg. Sess. (N.Y. 2025); H.B. 1672, 2025 Reg. Sess. (Okla. 2025); S.B. 757, 2025 Reg. Sess. (Okla. 2025); H.B. 5553, 89th Legis. (Tex. 2025); S.B. 1523, 89th Legis. (Tex. 2025); S.B. 2220, 89th Legis. (Tex. 2025); H.B. 1637, 2025-2026 Reg. Sess. (Wa. 2025); H.B. 2515, 2025 Reg. Sess. (W. Va. 2025); H.B. 2649, 2025 Reg. Sess. (W. Va. 2025); S.B. 199, 2025 Reg. Sess. (W. Va. 2025).
12. H.B. 214, 2020 Reg. Sess. (Ala. 2020); H.B. 260, 2021 Reg. Sess. (Ala. 2021); H.B. 247, 2021-2022 Sess. (N.C. 2021); S.B. 271, 2021 Reg. Sess. (Okla. 2021); S.B. 322, 124th Gen. Assemb., 2021-2022 Reg. Sess. (S.C. 2021); H.B. 16, 112th Gen. Assemb. (Tenn. 2021); S.B. 230, 112th Gen. Assemb. (Tenn. 2021); H.B. 192, 102nd Gen. Assemb., 1st Reg. Sess. (Mo. 2022); S.B. 202, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2022); S.B. 245, 88th Legis. (Tex. 2022); H.B. 2460, 56th Legis., Reg. Sess. (Ariz. 2023); H.B. 1035, 2023 Reg. Sess. (Fla. 2023); S.B. 244, 2023 Reg. Sess. (Fla. 2023); S.B. 1400, 103rd Gen. Assemb., Reg. Sess. (Ill. 2023); H.B. 3600, 103rd Gen. Assemb., Reg. Sess. (Ill. 2023); H.B. 1543, 2023 Reg. Sess. (Ind. 2023); H.B. 538, 2023 Reg. Sess. (Ky. 2023); S.B. 202, 2023 Reg. Sess. (Ky. 2023); A.B. 285, 82nd Reg. Sess. (Nev. 2023); A.B. 330, 82nd Reg. Sess. (Nev. 2023); S.B. 152, 82nd Reg. Sess. (Nev. 2023); H.B. 188, 2023-2024 Sess. (N.C. 2023); S.B. 865, 2023 Reg. Sess. (Okla. 2023); H.B. 4033, 88th Legis. (Tex. 2023); H.B. 1461, 2023 Reg. Sess. (Va. 2023); H.B. 2890, 2023 Reg. Sess. (W.Va. 2023); S.B. 157, 2024 Reg. Sess. (Ala. 2024); H.B. 581, 2024 Legis. Sess. (Idaho 2024); H.B. 1262, 2024 Reg. Sess. (Ind. 2024); H.B. 322, 2024 Reg. Sess. (La. 2024); S.B. 358, 2024 Reg. Sess. (La. 2024); H.B. 1027, 2023-2024 Sess. (N.C. 2024); H.B. 3123, 2024 Reg. Sess. (Okla. 2024); H.B. 3348, 2024 Reg. Sess. (Okla. 2024); H.B. 4864, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2024); H.B. 853, 2024 Reg. Sess. (Va. 2024); H.B. 4776, 2024 Reg. Sess. (W. Va. 2024); S.B. 614, 2024 Reg. Sess. (W. Va. 2024); H.B. 356, 2025 Reg. Sess. (Ala. 2025); H.B. 85, 2025 Reg. Sess. (Ala. 2025); H.B. 2663, 57th Leg., Reg. Sess. (Ariz. 2025); H.B. 2792, 57th Leg., Reg. Sess. (Ariz. 2025); S.B. 725, 2025 Reg. Sess. (Conn. 2025); H.B. 236, 2025 Reg. Sess. (Ind. 2025); H.B. 349, 2025 Reg. Sess. (Ind. 2025); H.B. 2739, 2025-2026 Reg. Sess. (Ill. 2025); H.B. 773, 2025 Reg. Sess. (M.D. 2025); H.B. 165, 2025-2026 Reg. Sess. (Maine 2025); H.B. 1436, 2025-2026 Reg. Sess. (Minn. 2025); S.B. 2066, 2025-2026 Reg. Sess. (Minn. 2025); S.B. 138, 2025 Reg. Sess. (Mon. 2025); L.B. 149, 2025-206 Reg. Sess. (Neb. 2025); L.B. 430, 2025-206 Reg. Sess. (Neb. 2025); H.B. 4314, 2025-2026 Reg. Sess. (N.Y. 2025); S.B. 6947, 2025-2026 Reg. Sess. (N.Y. 2025); H.B. 1672, 2025 Reg. Sess. (Okla. 2025); S.B. 757, 2025 Reg. Sess. (Okla. 2025); H.B. 5553, 89th Legis. (Tex. 2025); S.B. 1523, 89th Legis. (Tex. 2025); S.B. 2220, 89th Legis. (Tex. 2025); H.B. 1637, 2025-2026 Reg. Sess. (Wa. 2025); H.B. 2515, 2025 Reg. Sess. (W. Va. 2025); H.B. 2649, 2025 Reg. Sess. (W. Va. 2025); S.B. 199, 2025 Reg. Sess. (W. Va. 2025).
13. González & Martel, *supra* note 1.
14. González & Martel, *supra* note 1.
15. González & Martel, *supra* note 1.
16. H.B. 214, 2020 Reg. Sess. (Ala. 2020); H.B. 260, 2021 Reg. Sess. (Ala. 2021); S.B. 157, 2024 Reg. Sess. (Ala. 2024); H.B. 1035, 2023 Reg. Sess. (Fla. 2023); S.B. 244, 2023 Reg. Sess. (Fla. 2023); H.B. 192, 102nd Gen. Assemb., 1st Reg. Sess. (Mo. 2022); S.B. 271, 2021 Reg. Sess. (Okla. 2021); S.B. 865, 2023 Reg. Sess. (Okla. 2023); S.B. 322, 124th Gen. Assemb., 2021-2022 Reg. Sess. (S.C. 2021); S.B. 202, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2022); H.B. 4864, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2024).
17. S.B. 865, 2023 Reg. Sess. (Okla. 2023); H.B. 1035, 2023 Reg. Sess. (Fla. 2023).
18. S.B. 157, 2024 Reg. Sess. (Ala. 2024) (defining “disorderly conduct” as “[a]ny conduct that intentionally: (i) disrupts, disturbs, or interferes with the teaching of students; or (ii) disturbs the peace, order, or discipline at any school.”); H.B. 3123, 2024 Reg. Sess. (Okla. 2024); H.B. 3348, 2024 Reg. Sess. (Okla. 2024) (defining “disorderly behavior” as “a series of actions disorderly conduct, threatening behavior, or interference in the teaching or learning process of others.”)
19. González & Martel, *supra* note 1.
20. H.B. 188, 2023-2024 Reg. Sess. (N.C. 2023); H.B. 247, 2021-2022 Reg. Sess. (N.C. 2021).
21. H.B. 3348, 2024 Reg. Sess. (Okla. 2024).
22. González & Martel, *supra* note 1.
23. H.B. 538, 2023 Reg. Sess. (Ky. 2023).

24. S.B. 358, 2024 Reg. Sess. (La. 2024).
25. González & Martel, *supra* note 1.
26. S.B. 157, 2024 Reg. Sess. (Ala. 2024).
27. S.B. 157, 2024 Reg. Sess. (Ala. 2024).
28. S.B. 322, 124th Gen. Assemb., 2021-2022 Reg. Sess. (S.C. 2021); S.B. 202, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2022); H.B. 4864, 125th Gen. Assemb., 2023-2024 Reg. Sess. (S.C. 2024).
29. González & Martel, *supra* note 1.
30. S.B. 614, 2024 Reg. Sess. (W. Va. 2024).
31. H.B. 853, 2024 Reg. Sess. (Va. 2024).
32. H.B. 322, 2024 Reg. Sess. (La. 2024).
33. González & Martel, *supra* note 1.
34. S.B. 157, 2024 Reg. Sess. (Ala. 2024); H.B. 1543, 2023 Reg. Sess. (Ind. 2023); H.B. 322, 2024 Reg. Sess. (La. 2024); H.B. 3123, 2024 Reg. Sess. (Okla. 2024); H.B. 3348, 2024 Reg. Sess. (Okla. 2024).
35. H.B. 1543, 2023 Reg. Sess. (Ind. 2023); H.B. 322, 2024 Reg. Sess. (La. 2024).
36. González & Martel, *supra* note 1.
37. H.B. 2460, 56th Leg., Reg. Sess. (Ariz. 2023).
38. H.B. 2460, 56th Leg., Reg. Sess. (Ariz. 2023).
39. A.B. 285, 82nd Reg. Sess. (Nev. 2023); A.B. 330, 82nd Reg. Sess. (Nev. 2023).
40. A.B. 285, 82nd Reg. Sess. (Nev. 2023); A.B. 330, 82nd Reg. Sess. (Nev. 2023).
41. González & Martel, *supra* note 1.
42. The permitted physical force is “a touching or holding of the hand, wrist, arm, shoulder, or back” H.B. 581, 2024 Legis. Sess. (Idaho 2024).
43. North Carolina’s bill defines “intermediate-term suspension” as “exclusion for more than 20, but no more than 42 cumulative school days” and “in-school suspension” as “exclusion of a student from the classroom for disciplinary purposes while the student remains on school grounds.” H.B. 1027, 2023-2024 Sess. (N.C. 2024).
44. H.B. 4033, 88th Legis. (Tex. 2023); S.B. 245, 88th Legis. (Tex. 2023).
45. González & Martel, *supra* note 1.
46. Ala. Code § 16-1-14 (2024).
47. Ala. Code § 16-1-14 (2024).
48. H.B. 1461, 2023 Reg. Sess. (Va. 2023).
49. González & Martel, *supra* note 1.
50. S.B. 157, 2024 Reg. Sess. (Ala. 2024); H.B. 16, 112th Gen. Assemb. (Tenn. 2021).
51. S.B. 157, 2024 Reg. Sess. (Ala. 2024); H.B. 16, 112th Gen. Assemb. (Tenn. 2021).