CONFERENCE COMMITTEE SUBSTITUTE NO. 2

FOR

HOUSE COMMITTEE SUBSTITUTE

FOR

SENATE SUBSTITUTE

FOR

SENATE COMMITTEE SUBSTITUTE

FOR

SENATE BILLS NOS. 681 & 662

AN ACT

To repeal sections 160.261, 160.2700, 160.2705, 161.097, 161.700, 162.261, 162.281, 162.291, 162.471, 162.481, 162.491, 162.720, 162.974, 163.016, 167.151, 167.225, 167.268, 167.640, 167.645, 168.021, 168.205, 168.500, 168.515, 170.014, 170.018, 170.047, 170.048, 171.033, 302.010, and 304.060, RSMo, and to enact in lieu thereof fifty new sections relating to elementary and secondary education, with an emergency clause for certain sections and an effective date for a certain section.

Be it enacted by the General Assembly of the State of Missouri, as follows:

Section A. Sections 160.261, 160.2700, 160.2705, 161.097, 161.700, 162.261, 162.281, 162.291, 162.471, 162.481, 162.491, 162.720, 162.974, 163.016, 167.151, 167.225, 167.268, 167.640, 167.645, 168.021, 168.205, 168.500, 168.515, 170.014, 170.018, 170.047, 170.048, 171.033, 302.010, and 304.060, RSMo, are repealed and fifty new sections enacted in lieu thereof, to be known as sections 160.077, 160.261, 160.560, 160.2700, 160.2705, 161.097, 161.214, 161.241, 161.380, 161.385, 161.700, 162.058, 162.084, 162.261, 162.281, 162.291, 162.471, 162.481, 162.491, 162.563, 162.720, 162.974, 162.1255, 163.016, 167.151, 167.225, 167.268, 167.625, 167.640, 167.645, 167.850, 168.021,

168.036, 168.037, 168.205, 168.500, 168.515, 170.014, 170.018, 170.036, 170.047, 170.048, 170.307, 171.033, 173.831, 173.1352, 178.694, 186.080, 302.010, and 304.060, to read as follows:

160.077. 1. This section shall be known and may be cited as the "Get the Lead Out of School Drinking Water Act".

2. As used in this section, the following terms mean:

(1) "Department", the Missouri department of health and senior services;

(2) "Disadvantaged school district", any school district that serves students from a county in which at least twenty-five percent of the households in such county are below the federal poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services under the authority of 42 U.S.C. Section 9902(2), as amended, or any school district in which more than seventy percent of students in the district qualify for a free or reduced price lunch under the federal Richard B. Russell National School Lunch Act, 42 U.S.C. Section 1751 et seq.;

(3) "Drinking water outlet", a potable water fixture that is used for drinking or food preparation. "Drinking water outlet" includes, but is not limited to:

(a) A water fountain, faucet, or tap that is used or potentially used for drinking or food preparation; and

(b) Ice-making and hot drink machines;

(4) "First draw", a two-hundred-fifty-milliliter sample immediately collected from a drinking water outlet that has been turned on after a stagnation period of at least eight hours;

(5) "Parent", a parent, guardian, or other person having control or custody of a child;

(6) "Private school", the same definition as in section 166.700;

31 (7) "Public school", the same definition as in section
32 160.011;
33 (8) "Remediation", decreasing the lead concentration
34 in water from a drinking water outlet to less than five
35 parts per billion without relying solely on flushing
36 practices, or using methods such as the replacement of lead-
37 containing pipes, solder, fittings, or fixtures with lead-
38 free components. Flushing as a stand alone action shall not
39 be considered remediation;
40 (9) "School", any public school, private school, or
41 provider of an early childhood education program that
42 receives state funding.
43 3. Beginning in the 2023-24 school year and for each
44 subsequent school year, each school shall provide drinking
45 water with a lead concentration level below five parts per
46 billion in sufficient amounts to meet the drinking water
47 needs of all students and staff as provided in this section.
48 4. (1) On or before January 1, 2024, each school
49 shall:
50 (a) Conduct an inventory of all drinking water outlets
51 and all outlets that are used for dispensing water for
52 cooking or for cleaning cooking and eating utensils in each
53 of the school's buildings;
54 (b) Develop a plan for testing each outlet inventoried
55 under paragraph (a) of this subdivision and make such plan
56 available to the public; and
57 (c) Upon request, provide general information on the
58 health effects of lead contamination and additional
59 informational resources for employees and parents of
60 children at each school.
61 (2) Each school shall make buildings housing early
62 childhood education programs, kindergartens, and elementary

63 schools the priority when complying with paragraphs (a) and
64 (b) of subdivision (1) of this subsection.
65 (3) Before August 1, 2024, or the first day on which
66 students will be present in the building, whichever is
67 later, each school shall:
68 (a) Perform all testing as required by subsection 5 of
69 this section and within two weeks after receiving test
70 results, make all testing results and any lead remediation
71 plans available on the school's website;
72 (b) Remove and replace any drinking water coolers or
73 drinking water outlets that the United States Environmental
74 Protection Agency has determined are not lead-free under the
75 federal Lead Contamination Control Act of 1988, as amended;
76 except the school shall not be required to replace those
77 drinking water outlets or water coolers that tested under
78 the requirements of this section and have been determined to
79 be dispensing drinking water with a lead concentration less
80 than five part per billion; however, such drinking water
81 outlet or water cooler shall be subject to all testing
82 requirements and shall not be excluded from testing under
83 subsection 10 of this section.
84 (4) If testing indicates that the water source is
85 causing the contamination and until such time that the
86 source of the contamination has been remediated, the school
87 shall:
88 (a) Install a filter at each point at which the water
89 supply enters the building;
90 (b) Install a filter that reduces lead in drinking
91 water on each water outlet inventoried under paragraph (a)
92 of subdivision (1) of this subsection to ensure lead
93 concentrations are below five parts per billion; or

(c) Provide purified water at each water outlet inventoried under paragraph (a) of subdivision (1) of this subsection.

(5) If testing indicates that the internal building piping is causing the contamination and until such time that the source of the contamination has been remediated, the school shall:

(a) Install a filter that reduces lead in drinking water on each water outlet inventoried under paragraph (a) of subdivision (1) of this subsection to ensure lead concentrations are below five parts per billion; or

(b) Provide purified water at each water outlet inventoried under paragraph (a) of subdivision (1) of this subsection.

(6) If a pipe, solder, fitting, or fixture is replaced as part of remediation, the replacement shall be lead-free, as such term is defined in 40 CFR 143.12, as amended.

(7) If a test result exceeds five parts per billion, the affected school shall:

(a) Contact parents and staff via written notification within seven business days after receiving the test result. The notification shall include at least:

a. The test results and a summary that explains such results;

b. A description of any remedial steps taken; and

c. A description of general health effects of lead contamination and community specific resources; and

(b) Provide bottled water if there is not enough water to meet the drinking water needs of the students, teachers, and staff.

(8) School districts shall submit such annual testing results to the department.

126 (9) This subsection shall not be construed to prevent
127 a school from conducting more frequent testing than required
128 under this section.
129 5. (1) Before August 1, 2024, or the first day on
130 which students will be present in the building, whichever is
131 later, and annually thereafter, each school shall conduct
132 testing for lead by first-draw and follow-up flush samples
133 of a random sampling of at least twenty-five percent of
134 remediated drinking water outlets until all remediated
135 sources have been tested as recommended by the 2018 version
136 of the United States Environmental Protection Agency's
137 "Training, Testing, and Taking Action" program. The testing
138 shall be conducted and the results analyzed for both types
139 of tests by an entity or entities approved by the department.
140 (2) If, in the ten years prior to the 2023-24 school
141 year, a fixture tested above five parts per billion for
142 lead, such fixture does not need to be repeat tested for
143 lead, but instead remediation shall begin on such fixture.
144 6. (1) In addition to the apportionments payable to a
145 school district under chapter 163, the department of natural
146 resources, with support from the department of elementary
147 and secondary education and the department of health and
148 senior services, is hereby authorized to apportion to any
149 school additional funding for the filtration, testing, and
150 other remediation of drinking water systems required under
151 this section, subject to appropriation.
152 (2) To the extent permitted by federal law, a school
153 district may seek reimbursement or other funds for
154 compliance incurred under this section under any applicable
155 federal law including, but not limited to, the America's
156 Water Infrastructure Act of 2018 and the Water
157 Infrastructure Finance and Innovation Act of 2014, 33 U.S.C.
158 Section 3901 et seq.

159 (3) Disadvantaged school districts shall receive
160 funding priority under this subsection.
161 7. The department, in conjunction with the department
162 of elementary and secondary education, shall publish a
163 report biennially based on the findings from the water
164 testing conducted under this section. Such report shall be
165 published on the department of natural resources website.
166 8. For public schools, the department shall ensure
167 compliance with this section. Each school district shall be
168 responsible for ensuring compliance within each school
169 within the school district's jurisdiction.
170 9. No school building constructed after January 4,
171 2014, as provided in the federal Reduction of Lead in
172 Drinking Water Act (42 U.S.C. Section 300g-6), as amended,
173 shall be required to install, maintain, or replace filters
174 under paragraph (c) of subdivision (1) of subsection 4 of
175 this section.
176 10. A school that tests and does not find a drinking
177 water source with a lead concentration above the acceptable
178 level as described in subsection 3 of this section shall be
179 required to test only every five years.
180 11. The department may promulgate all necessary rules
181 and regulations for the administration of this section. Any
182 rule or portion of a rule, as that term is defined in
183 section 536.010, that is created under the authority
184 delegated in this section shall become effective only if it
185 complies with and is subject to all of the provisions of
186 chapter 536 and, if applicable, section 536.028. This
187 section and chapter 536 are nonseverable and if any of the
188 powers vested with the general assembly pursuant to chapter
189 536 to review, to delay the effective date, or to disapprove
190 and annul a rule are subsequently held unconstitutional,

191 then the grant of rulemaking authority and any rule proposed
192 or adopted after August 28, 2022, shall be invalid and void.

160.261. 1. The local board of education of each
2 school district shall clearly establish a written policy of
3 discipline, including the district's determination on the
4 use of corporal punishment and the procedures in which
5 punishment will be applied. A written copy of the
6 district's discipline policy and corporal punishment
7 procedures, if applicable, shall be provided to the pupil
8 and parent or legal guardian of every pupil enrolled in the
9 district at the beginning of each school year and also made
10 available in the office of the superintendent of such
11 district, during normal business hours, for public
12 inspection. No pupil shall be subject to corporal
13 punishment procedures outlined in the discipline and
14 corporal punishment policy without a parent or guardian
15 being notified and providing written permission for the
16 corporal punishment. All employees of the district shall
17 annually receive instruction related to the specific
18 contents of the policy of discipline and any interpretations
19 necessary to implement the provisions of the policy in the
20 course of their duties, including but not limited to
21 approved methods of dealing with acts of school violence,
22 disciplining students with disabilities and instruction in
23 the necessity and requirements for confidentiality.

24 2. The policy shall require school administrators to
25 report acts of school violence to all teachers at the
26 attendance center and, in addition, to other school district
27 employees with a need to know. For the purposes of this
28 chapter or chapter 167, "need to know" is defined as school
29 personnel who are directly responsible for the student's
30 education or who otherwise interact with the student on a
31 professional basis while acting within the scope of their

assigned duties. As used in this section, the phrase "act of school violence" or "violent behavior" means the exertion of physical force by a student with the intent to do serious physical injury as defined in section 556.061 to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities. The policy shall at a minimum require school administrators to report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes, or any act which if committed by an adult would be one of the following crimes:

(1) First degree murder under section 565.020;

(2) Second degree murder under section 565.021;

(3) Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110;

(4) First degree assault under section 565.050;

(5) Rape in the first degree under section 566.030;

(6) Sodomy in the first degree under section 566.060;

(7) Burglary in the first degree under section 569.160;

(8) Burglary in the second degree under section 569.170;

(9) Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023;

(10) Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055;

(11) Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020;

(12) Arson in the first degree under section 569.040;

(13) Voluntary manslaughter under section 565.023;

65 (14) Involuntary manslaughter under section 565.024 as
66 it existed prior to January 1, 2017, involuntary
67 manslaughter in the first degree under section 565.024, or
68 involuntary manslaughter in the second degree under section
69 565.027;
70 (15) Second degree assault under section 565.060 as it
71 existed prior to January 1, 2017, or second degree assault
72 under section 565.052;
73 (16) Rape in the second degree under section 566.031;
74 (17) Felonious restraint under section 565.120 as it
75 existed prior to January 1, 2017, or kidnapping in the
76 second degree under section 565.120;
77 (18) Property damage in the first degree under section
78 569.100;
79 (19) The possession of a weapon under chapter 571;
80 (20) Child molestation in the first degree pursuant to
81 section 566.067 as it existed prior to January 1, 2017, or
82 child molestation in the first, second, or third degree
83 pursuant to section 566.067, 566.068, or 566.069;
84 (21) Sodomy in the second degree pursuant to section
85 566.061;
86 (22) Sexual misconduct involving a child pursuant to
87 section 566.083;
88 (23) Sexual abuse in the first degree pursuant to
89 section 566.100;
90 (24) Harassment under section 565.090 as it existed
91 prior to January 1, 2017, or harassment in the first degree
92 under section 565.090; or
93 (25) Stalking under section 565.225 as it existed
94 prior to January 1, 2017, or stalking in the first degree
95 under section 565.225;

96 committed on school property, including but not limited to
97 actions on any school bus in service on behalf of the

98 district or while involved in school activities. The policy
99 shall require that any portion of a student's individualized
100 education program that is related to demonstrated or
101 potentially violent behavior shall be provided to any
102 teacher and other school district employees who are directly
103 responsible for the student's education or who otherwise
104 interact with the student on an educational basis while
105 acting within the scope of their assigned duties. The
106 policy shall also contain the consequences of failure to
107 obey standards of conduct set by the local board of
108 education, and the importance of the standards to the
109 maintenance of an atmosphere where orderly learning is
110 possible and encouraged.
111 3. The policy shall provide that any student who is on
112 suspension for any of the offenses listed in subsection 2 of
113 this section or any act of violence or drug-related activity
114 defined by school district policy as a serious violation of
115 school discipline pursuant to subsection 9 of this section
116 shall have as a condition of his or her suspension the
117 requirement that such student is not allowed, while on such
118 suspension, to be within one thousand feet of any school
119 property in the school district where such student attended
120 school or any activity of that district, regardless of
121 whether or not the activity takes place on district property
122 unless:
123 (1) Such student is under the direct supervision of
124 the student's parent, legal guardian, or custodian and the
125 superintendent or the superintendent's designee has
126 authorized the student to be on school property;
127 (2) Such student is under the direct supervision of
128 another adult designated by the student's parent, legal
129 guardian, or custodian, in advance, in writing, to the
130 principal of the school which suspended the student and the

131 superintendent or the superintendent's designee has
132 authorized the student to be on school property;
133 (3) Such student is enrolled in and attending an
134 alternative school that is located within one thousand feet
135 of a public school in the school district where such student
136 attended school; or
137 (4) Such student resides within one thousand feet of
138 any public school in the school district where such student
139 attended school in which case such student may be on the
140 property of his or her residence without direct adult
141 supervision.
142 4. Any student who violates the condition of
143 suspension required pursuant to subsection 3 of this section
144 may be subject to expulsion or further suspension pursuant
145 to the provisions of sections 167.161, 167.164, and
146 167.171. In making this determination consideration shall
147 be given to whether the student poses a threat to the safety
148 of any child or school employee and whether such student's
149 unsupervised presence within one thousand feet of the school
150 is disruptive to the educational process or undermines the
151 effectiveness of the school's disciplinary policy. Removal
152 of any pupil who is a student with a disability is subject
153 to state and federal procedural rights. This section shall
154 not limit a school district's ability to:
155 (1) Prohibit all students who are suspended from being
156 on school property or attending an activity while on
157 suspension;
158 (2) Discipline students for off-campus conduct that
159 negatively affects the educational environment to the extent
160 allowed by law.
161 5. The policy shall provide for a suspension for a
162 period of not less than one year, or expulsion, for a
163 student who is determined to have brought a weapon to

164 school, including but not limited to the school playground
165 or the school parking lot, brought a weapon on a school bus
166 or brought a weapon to a school activity whether on or off
167 of the school property in violation of district policy,
168 except that:
169 (1) The superintendent or, in a school district with
170 no high school, the principal of the school which such child
171 attends may modify such suspension on a case-by-case basis;
172 and
173 (2) This section shall not prevent the school district
174 from providing educational services in an alternative
175 setting to a student suspended under the provisions of this
176 section.
177 6. For the purpose of this section, the term "weapon"
178 shall mean a firearm as defined under 18 U.S.C. Section 921
179 and the following items, as defined in section 571.010: a
180 blackjack, a concealable firearm, an explosive weapon, a
181 firearm, a firearm silencer, a gas gun, a knife, knuckles, a
182 machine gun, a projectile weapon, a rifle, a shotgun, a
183 spring gun or a switchblade knife; except that this section
184 shall not be construed to prohibit a school board from
185 adopting a policy to allow a Civil War reenactor to carry a
186 Civil War era weapon on school property for educational
187 purposes so long as the firearm is unloaded. The local
188 board of education shall define weapon in the discipline
189 policy. Such definition shall include the weapons defined
190 in this subsection but may also include other weapons.
191 7. All school district personnel responsible for the
192 care and supervision of students are authorized to hold
193 every pupil strictly accountable for any disorderly conduct
194 in school or on any property of the school, on any school
195 bus going to or returning from school, during school-

196 sponsored activities, or during intermission or recess
197 periods.
198 8. Teachers and other authorized district personnel in
199 public schools responsible for the care, supervision, and
200 discipline of schoolchildren, including volunteers selected
201 with reasonable care by the school district, shall not be
202 civilly liable when acting in conformity with the
203 established policies developed by each board, including but
204 not limited to policies of student discipline or when
205 reporting to his or her supervisor or other person as
206 mandated by state law acts of school violence or threatened
207 acts of school violence, within the course and scope of the
208 duties of the teacher, authorized district personnel or
209 volunteer, when such individual is acting in conformity with
210 the established policies developed by the board. Nothing in
211 this section shall be construed to create a new cause of
212 action against such school district, or to relieve the
213 school district from liability for the negligent acts of
214 such persons.
215 9. Each school board shall define in its discipline
216 policy acts of violence and any other acts that constitute a
217 serious violation of that policy. "Acts of violence" as
218 defined by school boards shall include but not be limited to
219 exertion of physical force by a student with the intent to
220 do serious bodily harm to another person while on school
221 property, including a school bus in service on behalf of the
222 district, or while involved in school activities. School
223 districts shall for each student enrolled in the school
224 district compile and maintain records of any serious
225 violation of the district's discipline policy. Such records
226 shall be made available to teachers and other school
227 district employees with a need to know while acting within
228 the scope of their assigned duties, and shall be provided as

229 required in section 167.020 to any school district in which
230 the student subsequently attempts to enroll.
231 10. Spanking, when administered by certificated
232 personnel and in the presence of a witness who is an
233 employee of the school district, or the use of reasonable
234 force to protect persons or property, when administered by
235 personnel of a school district in a reasonable manner in
236 accordance with the local board of education's written
237 policy of discipline, is not abuse within the meaning of
238 chapter 210. **[**The provisions of sections 210.110 to 210.165
239 notwithstanding, the children's division shall not have
240 jurisdiction over or investigate any report of alleged child
241 abuse arising out of or related to the use of reasonable
242 force to protect persons or property when administered by
243 personnel of a school district or any spanking administered
244 in a reasonable manner by any certificated school personnel
245 in the presence of a witness who is an employee of the
246 school district pursuant to a written policy of discipline
247 established by the board of education of the school
248 district, as long as no allegation of sexual misconduct
249 arises from the spanking or use of force.
250 11. If a student reports alleged sexual misconduct on
251 the part of a teacher or other school employee to a person
252 employed in a school facility who is required to report such
253 misconduct to the children's division under section 210.115,
254 such person and the superintendent of the school district
255 shall report the allegation to the children's division as
256 set forth in section 210.115. Reports made to the
257 children's division under this subsection shall be
258 investigated by the division in accordance with the
259 provisions of sections 210.145 to 210.153 and shall not be
260 investigated by the school district under subsections 12 to
261 20 of this section for purposes of determining whether the

262 allegations should or should not be substantiated. The
263 district may investigate the allegations for the purpose of
264 making any decision regarding the employment of the accused
265 employee.
266 12.] 11. Upon receipt of any reports of child abuse by
267 the children's division [other than reports provided under
268 subsection 11 of this section,] pursuant to sections 210.110
269 to 210.165 which allegedly involve personnel of a school
270 district, the children's division shall notify the
271 superintendent of schools of the district or, if the person
272 named in the alleged incident is the superintendent of
273 schools, the president of the school board of the school
274 district where the alleged incident occurred.
275 [13. If, after an initial investigation, the
276 superintendent of schools or the president of the school
277 board finds that the report involves an alleged incident of
278 child abuse other than the administration of a spanking by
279 certificated school personnel or the use of reasonable force
280 to protect persons or property when administered by school
281 personnel pursuant to a written policy of discipline or that
282 the report was made for the sole purpose of harassing a
283 public school employee, the superintendent of schools or the
284 president of the school board shall immediately refer the
285 matter back to the children's division and take no further
286 action. In all matters referred back to the children's
287 division, the division shall treat the report in the same
288 manner as other reports of alleged child abuse received by
289 the division.
290 14. If the report pertains to an alleged incident
291 which arose out of or is related to a spanking administered
292 by certificated personnel or the use of reasonable force to
293 protect persons or property when administered by personnel
294 of a school district pursuant to a written policy of

295 discipline or a report made for the sole purpose of
296 harassing a public school employee, a notification of the
297 reported child abuse shall be sent by the superintendent of
298 schools or the president of the school board to the law
299 enforcement in the county in which the alleged incident
300 occurred.
301 15. The report shall be jointly investigated by the
302 law enforcement officer and the superintendent of schools
303 or, if the subject of the report is the superintendent of
304 schools, by a law enforcement officer and the president of
305 the school board or such president's designee.
306 16. The investigation shall begin no later than forty-
307 eight hours after notification from the children's division
308 is received, and shall consist of, but need not be limited
309 to, interviewing and recording statements of the child and
310 the child's parents or guardian within two working days
311 after the start of the investigation, of the school district
312 personnel allegedly involved in the report, and of any
313 witnesses to the alleged incident.
314 17. The law enforcement officer and the investigating
315 school district personnel shall issue separate reports of
316 their findings and recommendations after the conclusion of
317 the investigation to the school board of the school district
318 within seven days after receiving notice from the children's
319 division.
320 18. The reports shall contain a statement of
321 conclusion as to whether the report of alleged child abuse
322 is substantiated or is unsubstantiated.
323 19. The school board shall consider the separate
324 reports referred to in subsection 17 of this section and
325 shall issue its findings and conclusions and the action to
326 be taken, if any, within seven days after receiving the last

327 of the two reports. The findings and conclusions shall be
328 made in substantially the following form:
329 (1) The report of the alleged child abuse is
330 unsubstantiated. The law enforcement officer and the
331 investigating school board personnel agree that there was
332 not a preponderance of evidence to substantiate that abuse
333 occurred;
334 (2) The report of the alleged child abuse is
335 substantiated. The law enforcement officer and the
336 investigating school district personnel agree that the
337 preponderance of evidence is sufficient to support a finding
338 that the alleged incident of child abuse did occur;
339 (3) The issue involved in the alleged incident of
340 child abuse is unresolved. The law enforcement officer and
341 the investigating school personnel are unable to agree on
342 their findings and conclusions on the alleged incident.
343 20. The findings and conclusions of the school board
344 under subsection 19 of this section shall be sent to the
345 children's division. If the findings and conclusions of the
346 school board are that the report of the alleged child abuse
347 is unsubstantiated, the investigation shall be terminated,
348 the case closed, and no record shall be entered in the
349 children's division central registry. If the findings and
350 conclusions of the school board are that the report of the
351 alleged child abuse is substantiated, the children's
352 division shall report the incident to the prosecuting
353 attorney of the appropriate county along with the findings
354 and conclusions of the school district and shall include the
355 information in the division's central registry. If the
356 findings and conclusions of the school board are that the
357 issue involved in the alleged incident of child abuse is
358 unresolved, the children's division shall report the
359 incident to the prosecuting attorney of the appropriate

360 county along with the findings and conclusions of the school
361 board, however, the incident and the names of the parties
362 allegedly involved shall not be entered into the central
363 registry of the children's division unless and until the
364 alleged child abuse is substantiated by a court of competent
365 jurisdiction.
366 21. Any superintendent of schools, president of a
367 school board or such person's designee or law enforcement
368 officer who knowingly falsifies any report of any matter
369 pursuant to this section or who knowingly withholds any
370 information relative to any investigation or report pursuant
371 to this section is guilty of a class A misdemeanor.
372 22.] 12. In order to ensure the safety of all
373 students, should a student be expelled for bringing a weapon
374 to school, violent behavior, or for an act of school
375 violence, that student shall not, for the purposes of the
376 accreditation process of the Missouri school improvement
377 plan, be considered a dropout or be included in the
378 calculation of that district's educational persistence ratio.
160.560. 1. The department of elementary and
2 secondary education shall establish the "Show-Me Success
3 Diploma Program".
4 2. Under the show-me success diploma program, the
5 department of elementary and secondary education shall
6 develop the "Show-Me Success Diploma" as an alternative
7 pathway to graduation for high school students that may be
8 earned at any point between the end of a student's tenth
9 grade year and the conclusion of the student's twelfth grade
10 year.
11 3. Before July 1, 2023, the department of elementary
12 and secondary education shall develop detailed requirements
13 for students to become eligible for the show-me success
14 diploma that include at least the following:

15 (1) Demonstrated skills and knowledge in English,
16 science, and mathematical literacy to be successful in
17 college-level courses offered by the community colleges in
18 this state that count toward a degree or certificate without
19 taking remedial or developmental coursework; and
20 (2) Satisfactory grades on approved examinations in
21 subjects determined to be necessary to prepare a student to
22 enter postsecondary education without taking remedial or
23 developmental coursework.
24 4. School districts and charter schools may offer a
25 course of study designed to meet the requirements to obtain
26 a show-me success diploma to students entering the ninth
27 grade. Students who elect to pursue a show-me success
28 diploma shall participate in a course of study designed by
29 the school district to meet the requirements established
30 under subsection 3 of this section. The show-me success
31 diploma shall be available to any such student until the end
32 of that student's twelfth grade year.
33 5. Students who earn a show-me success diploma may
34 remain in high school and participate in programs of study
35 available through the school district or charter school
36 until that student would otherwise have graduated at the end
37 of grade twelve. For purposes of calculation and
38 distribution of state aid, the school district or charter
39 school of a pupil having earned a show-me success diploma
40 who remains enrolled in the school district or charter
41 school shall continue to include the pupil in the pupil
42 enrollment of each such school district or charter school
43 and shall continue to receive funding for a pupil who earns
44 a show-me success diploma until that pupil would otherwise
45 have graduated at the end of grade twelve. Students who
46 elect to remain in high school under this subsection shall
47 be eligible to participate in extracurricular activities,

48 including interscholastic sports, through the end of grade
49 twelve.
50 6. Students who pursue but do not meet the eligibility
51 requirements for a show-me success diploma at the end of
52 grade ten or eleven shall receive a customized program of
53 assistance during the next school year that addresses areas
54 in which the student demonstrated deficiencies in the course
55 requirements. Students may choose to return to a
56 traditional academic program without completing the show-me
57 success diploma.
58 7. The department of elementary and secondary
59 education shall provide training, guidance, and assistance
60 to teachers and administrators of the schools offering the
61 show-me success diploma and shall closely monitor the
62 progress of the schools in the development of the program.
63 8. Pupils who earn a show-me success diploma and do
64 not remain enrolled in the district or charter school and
65 instead enroll, or show proof that they will enroll, in a
66 postsecondary educational institution eligible to
67 participate in a student aid program administered by the
68 U.S. Department of Education shall be included in the
69 district's or charter school's state aid calculation under
70 section 163.031, until such time that the pupil would have
71 completed the pupil's twelfth grade year had the pupil not
72 earned a show-me success diploma. The funding assigned to a
73 pupil under this subsection shall be calculated as if the
74 pupil's attendance percentage equaled the district's or
75 charter school's prior year average attendance percentage.
76 For a pupil who, as provided in this subsection, is included
77 in the district's or charter school's state aid calculation
78 but who is not enrolled in the district or charter school,
79 an amount equal to ninety percent of the pupil's
80 proportionate share of the state, local, and federal aid

that the district or charter school receives for the pupil under this subsection shall be deposited into an account established under sections 166.400 to 166.455 that lists the pupil as the beneficiary. The state treasurer shall provide guidance and assist school districts, charter schools, pupils, and parents or guardians of pupils with the creation, maintenance, and use of an account that has been established under sections 166.400 to 166.455.

9. The department of elementary and secondary education shall promulgate all necessary rules and regulations for the administration of this section. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2022, shall be invalid and void.

160.2700. For purposes of sections 160.2700 to 160.2725, "adult high school" means a school that:

(1) Is for individuals who do not have a high school diploma and who are twenty-one years of age or older;

(2) Offers an industry certification program or programs and a high school diploma in a manner that allows students to earn a diploma at the same time that they earn an industry certification;

(3) Offers **[**on-site**]** child care for children of enrolled students attending the school; and

(4) Is not eligible to receive funding under section 160.415 or 163.031.

160.2705. 1. The department of elementary and secondary education shall authorize before January 1, 2018, a Missouri-based nonprofit organization meeting the criteria under subsection 2 of this section to establish and operate four adult high schools, with:

(1) One adult high school to be located in a city not within a county;

(2) One adult high school to be located in a county of the third classification without a township form of government and with more than forty-one thousand but fewer than forty-five thousand inhabitants or a county contiguous to that county;

(3) One adult high school to be located in a county of the first classification with more than two hundred sixty thousand but fewer than three hundred thousand inhabitants or a county contiguous to that county; and

(4) One adult high school to be located in a county of the first classification with more than one hundred fifty thousand but fewer than two hundred thousand inhabitants.

2. The department of elementary and secondary education shall grant the authorization described under subsection 1 of this section based on a bid process conducted in accordance with the rules and regulations governing purchasing through the office of administration. The successful bidder shall:

(1) Demonstrate the ability to establish, within twenty-one months of the receipt of the authorization, four adult high schools offering high school diplomas, an industry certification program or programs, and **[**on-site**]** child care for children of the students attending the high schools;

(2) Commit at least two million dollars in investment for the purpose of establishing the necessary infrastructure to operate four adult high schools;

(3) Demonstrate substantial and positive experience in providing services, including industry certifications and job placement services, to adults twenty-one years of age or older whose educational and training opportunities have been limited by educational disadvantages, disabilities, homelessness, criminal history, or similar circumstances;

(4) Establish a partnership with a state-supported postsecondary education institution or more than one such partnership, if a partnership or partnerships are necessary in order to meet the requirements for an adult high school;

(5) Establish a comprehensive plan that sets forth how the adult high schools will help address the need for a sufficiently trained workforce in the surrounding region for each adult high school;

(6) Establish partnerships and strategies for engaging the community and business leaders in carrying out the goals of each adult high school;

(7) Establish the ability to meet quality standards through certified teachers and programs that support each student in **[**his or her**]** such student's goal to find a more rewarding job;

(8) Establish a plan for assisting students in overcoming barriers to educational success including, but not limited to, educational disadvantages, homelessness, criminal history, disability, including learning disability such as dyslexia, and similar circumstances;

(9) Establish a process for determining outcomes of the adult high school, including outcomes related to a student's ability to find a more rewarding job through the

64 attainment of a high school diploma and job training and
65 certification; and
66 (10) Bids shall not include an administrative fee
67 greater than ten percent.
68 3. (1) The department of elementary and secondary
69 education shall establish academic requirements for students
70 to obtain high school diplomas.
71 (2) Requirements for a high school diploma shall be
72 based on an adult student's prior high school achievement
73 and the remaining credits and coursework that would be
74 necessary for the student to receive a high school diploma
75 if **[**he or she**]** such student were in a traditional high
76 school setting. The adult student shall meet the
77 requirements with the same level of academic rigor as would
78 otherwise be necessary to attain such credits.
79 (3) The adult high school authorized under this
80 section shall award high school diplomas to students who
81 successfully meet the established academic requirements.
82 The adult high school authorized under this section shall
83 confer the diploma as though the student earned the diploma
84 at a traditional high school. The diploma shall have no
85 differentiating marks, titles, or other symbols.
86 (4) Students at adult high schools may complete
87 required coursework at their own pace and as available
88 through the adult high school. They shall not be required
89 to satisfy any specific number of class minutes. The adult
90 high school may also make classes available to students
91 online as may be appropriate. However, students shall not
92 complete the majority of instruction of the school's
93 curriculum online or through remote instruction. For the
94 purposes of this subsection, synchronous instruction
95 connecting students to a live class conducted in a Missouri

96 adult high school shall be treated the same as in-person
97 instruction.
98 (5) The department of elementary and secondary
99 education shall not create additional regulations or burdens
100 on the adult high school or the students attending the adult
101 high schools beyond certifying necessary credits and
102 ensuring that students have sufficiently mastered the
103 subject matter to make them eligible for credit.
104 4. An adult high school shall be deemed a "secondary
105 school system" for the purposes of subdivision (15) of
106 subsection 1 of section 210.211.
161.097. 1. The state board of education shall
2 establish standards and procedures by which it will evaluate
3 all teacher training institutions in this state for the
4 approval of teacher education programs. The state board of
5 education shall not require teacher training institutions to
6 meet national or regional accreditation as a part of its
7 standards and procedures in making those evaluations, but it
8 may accept such accreditations in lieu of such approval if
9 standards and procedures set thereby are at least as
10 stringent as those set by the board. The state board of
11 education's standards and procedures for evaluating teacher
12 training institutions shall equal or exceed those of
13 national or regional accrediting associations.
14 2. There is hereby established within the department
15 of elementary and secondary education the "Missouri Advisory
16 Board for Educator Preparation", hereinafter referred to as
17 "MABEP". The MABEP shall advise the state board of
18 education and the coordinating board for higher education
19 regarding matters of mutual interest in the area of quality
20 educator preparation programs in Missouri. The advisory
21 board shall include at least three active elementary or
22 secondary classroom teachers and at least three faculty

23 members within approved educator preparation programs. The
24 classroom teacher members shall be selected to represent
25 various regions of the state and districts of different
26 sizes. The faculty representatives shall represent
27 institutions from various regions of the state and sizes of
28 programs. The advisory board shall hold regular meetings
29 that allow members to share needs and concerns and plan
30 strategies to enhance teacher preparation.
31 3. Upon approval by the state board of education of
32 the teacher education program at a particular teacher
33 training institution, any person who graduates from that
34 program, and who meets other requirements which the state
35 board of education shall prescribe by rule, regulation and
36 statute shall be granted a certificate or license to teach
37 in the public schools of this state. However, no such rule
38 or regulation shall require that the program from which the
39 person graduates be accredited by any national or regional
40 accreditation association.
41 4. The state board of education shall, in consultation
42 with MABEP, align literacy and reading instruction
43 coursework for teacher education programs in early
44 childhood, kindergarten to fifth grade elementary teacher
45 certification, middle school communication arts, high school
46 communication arts, and all reading and special education
47 certificates to include the following:
48 (1) Teacher candidates shall receive classroom and
49 clinical training in:
50 (a) The core components of reading, including phonemic
51 awareness, phonics, fluency, comprehension, morphology,
52 syntax, and vocabulary;
53 (b) Oral and written language development; and
54 (c) Identification of reading deficiencies, dyslexia,
55 and other language difficulties;

56 (2) Teacher candidates shall also have training on:
57 (a) The selection and use of reading curricula and
58 instructional materials;
59 (b) The administration and interpretation of
60 assessments;
61 (c) How to translate assessment results into effective
62 practice in the classroom specific to the needs of students;
63 and
64 (d) Additional best practices in the field of literacy
65 instruction as recommended by the literacy advisory council
66 pursuant to section 186.080.
67 5. Any rule or portion of a rule, as that term is
68 defined in section 536.010, that is created under the
69 authority delegated in this section shall become effective
70 only if it complies with and is subject to all of the
71 provisions of chapter 536 and, if applicable, section
72 536.028. This section and chapter 536 are nonseverable and
73 if any of the powers vested with the general assembly
74 pursuant to chapter 536 to review, to delay the effective
75 date, or to disapprove and annul a rule are subsequently
76 held unconstitutional, then the grant of rulemaking
77 authority and any rule proposed or adopted after August 28,
78 2014, shall be invalid and void.
161.214. 1. For purposes of this section, the
2 following terms shall mean:
3 (1) "Board", the state board of education;
4 (2) "Department", the department of elementary and
5 secondary education;
6 (3) "School innovation team", a group of natural
7 persons officially authorized by:
8 (a) A single elementary or secondary school;
9 (b) A group of two or more elementary or secondary
10 schools within the same school district that share common

interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education;

(c) A group of two or more elementary or secondary schools not within the same school district that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education;

(d) A single school district; or

(e) A group of two or more school districts that share common interests, such as geographical location or educational focus, or that sequentially serve classes of students as they progress through elementary and secondary education;

(4) "School innovation waiver", a waiver granted by the board to a single school, group of schools, single school district, or group of school districts pursuant to this section, in which the school, group of schools, school district, or group of school districts is exempt from a specific requirement imposed by chapter 160, chapter 161, chapter 162, chapter 167, chapter 170, or chapter 171, or any regulations promulgated thereunder by the board or the department. Any school innovation waiver granted to a school district or group of school districts shall be applicable to every elementary and secondary school within the school district or group of school districts unless the plan specifically provides otherwise.

2. Any school innovation team seeking a school innovation waiver may submit a plan to the board for one or more of the following purposes:

42 (1) Improving student readiness for employment, higher
43 education, vocational training, technical training, or any
44 other form of career and job training;
45 (2) Increasing the compensation of teachers; or
46 (3) Improving the recruitment, retention, training,
47 preparation, or professional development of teachers.
48 3. Any plan for a school innovation waiver shall:
49 (1) Identify the specific provision of law for which a
50 waiver is being requested and provide an explanation for why
51 the specific provision of law inhibits the ability of the
52 school or school district to accomplish the goal stated in
53 the plan;
54 (2) Demonstrate that the intent of the specific
55 provision of law can be addressed in a more effective,
56 efficient, or economical manner and that the waiver or
57 modification is necessary to implement the plan;
58 (3) Include measurable annual performance targets and
59 goals for the implementation of the plan;
60 (4) Specify the innovations to be pursued in meeting
61 one or more of the goals listed in subsection 2 of this
62 section;
63 (5) Demonstrate parental, school employee, and
64 community and business support for, and engagement with, the
65 plan; and
66 (6) Be approved by at least the minimum number of
67 people required to be on the school innovation team prior to
68 submitting the plan for approval.
69 4. (1) In evaluating a plan submitted by a school
70 innovation team under subsection 2 of this section, the
71 board shall consider whether the plan will:
72 (a) Improve the preparation, counseling, and overall
73 readiness of students for postsecondary life;

74 (b) Increase teacher salaries in a financially
75 sustainable and prudent manner; or
76 (c) Increase the attractiveness of the teaching
77 profession for prospective teachers and active teachers
78 alike.
79 (2) The board may approve any plan submitted under
80 subsection 2 of this section if it determines that:
81 (a) The plan successfully demonstrates the ability to
82 address the intent of the provision of law to be waived in a
83 more effective, efficient, or economical manner;
84 (b) The waivers or modifications are demonstrated to
85 be necessary to stimulate improved student readiness for
86 postsecondary life, increase teacher salaries, or increase
87 the attractiveness of the teaching profession for
88 prospective teachers and active teachers;
89 (c) The plan has demonstrated sufficient participation
90 from among the teachers, principals, superintendent,
91 faculty, school board, parents, and the community at large;
92 and
93 (d) The plan is based upon sound educational
94 practices, does not endanger the health and safety of
95 students or staff, and does not compromise equal opportunity
96 for learning.
97 (3) The board may propose modifications to the plan in
98 cooperation with the school innovation team.
99 5. Any waiver granted under this section shall be
100 effective for a period of no longer than three school years
101 beginning the school year following the school year in which
102 the waiver is approved. Any waiver may be renewed. No more
103 than one school innovation waiver shall be in effect with
104 respect to any one elementary or secondary school at one
105 time.

106 6. This section shall not be construed to allow the
107 state board of education to authorize the waiver of any
108 statutory requirements relating to teacher certification,
109 teacher tenure, or any requirement imposed by federal law.
110 7. The department shall publish an annual report based
111 on the school innovation waivers considered by the state
112 board. The report shall document the waivers submitted and
113 waivers approved, at the statewide, district, and school
114 building levels, and provide data at the statewide,
115 district, and school building levels of sufficient detail to
116 allow analysis of trends regarding the purposes for waiver
117 requests, the statutes waived or requested to be waived, any
118 modifications approved by the state board, and the state
119 board's actions to approve or deny waiver requests.
120 8. The board may promulgate rules implementing the
121 provisions of this section. Any rule or portion of a rule,
122 as that term is defined in section 536.010, that is created
123 under the authority delegated in this section shall become
124 effective only if it complies with and is subject to all of
125 the provisions of chapter 536 and, if applicable, section
126 536.028. This section and chapter 536 are nonseverable and
127 if any of the powers vested with the general assembly
128 pursuant to chapter 536 to review, to delay the effective
129 date, or to disapprove and annul a rule are subsequently
130 held unconstitutional, then the grant of rulemaking
131 authority and any rule proposed or adopted after August 28,
132 2022, shall be invalid and void.
161.241. 1. The state board of education, in
2 collaboration with the coordinating board for higher
3 education and the commissioner's advisory council under
4 section 186.080, shall develop a plan to establish a
5 comprehensive system of services for reading instruction.

2. The state board of education shall establish and periodically update a statewide literacy plan that supports high quality, evidence-based reading instruction for all students.

3. The state board of education shall create an office of literacy. The commissioner of education shall coordinate staff with roles relating to literacy and align staff work around supporting best practices in reading instruction.

4. The state board of education shall align literacy and reading instruction coursework for teacher education programs as required under subsection 4 of section 161.097.

5. Subject to appropriation, the department of elementary and secondary education shall recruit and employ quality teacher trainers with expertise in reading instruction and provide opportunities for evidence-based professional development in reading instruction available for all active teachers.

6. The department shall maintain and publish data on reading outcomes, provided that the report shall not include individually identifiable student data.

7. The department shall publish criteria and examples to help districts and schools select and use evidence-based reading curricula and instructional materials. Additionally, the department shall publish a list of curricula that ensure instruction is explicit, systematic, diagnostic, and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics. This shall be a resource to districts.

8. The department shall provide online tools and training for active teachers on evidence-based reading instruction.

9. There is hereby created in the state treasury the "Evidence-based Reading Instruction Program Fund". The fund

39 shall be administered by the department and used to
40 reimburse school districts and charter schools for efforts
41 to improve student literacy, including, but not limited to:
42 initiatives that provide optional training and materials to
43 teachers regarding best practices in reading pedagogies;
44 resources for parents and guardians to assist them in
45 teaching their children to read; funding for reading
46 tutoring programs outside of regular school hours; stipends
47 for teachers who undergo additional training in reading
48 instruction, which may also count toward professional
49 development requirements; and funding for summer reading
50 programs. The fund shall consist of moneys appropriated
51 annually by the general assembly from general revenue to
52 such fund, any moneys paid into the state treasury and
53 required by law to be credited to such fund, and any gifts,
54 bequests, or donations to such fund. The fund shall be kept
55 separate and apart from all other moneys in the state
56 treasury and shall be paid out by the state treasurer
57 pursuant to chapter 33. Notwithstanding the provisions of
58 section 33.080 to the contrary, moneys in the fund at the
59 end of the biennium shall not be transferred to the credit
60 of the general revenue fund. All interest and moneys earned
61 on the fund shall be credited to the fund.

161.380. 1. Subject to appropriations, the department
2 of elementary and secondary education shall establish the
3 "Competency-Based Education Grant Program".

4 2. (1) There is hereby created in the state treasury
5 the "Competency-Based Education Grant Program Fund". The
6 fund shall consist of any appropriations to such fund and
7 any gifts, contributions, grants, or bequests received from
8 private or other sources for the purpose of providing
9 competency-based education programs. The state treasurer
10 shall be custodian of the fund. In accordance with sections

11 30.170 and 30.180, the state treasurer may approve
12 disbursements of public moneys in accordance with
13 distribution requirements and procedures developed by the
14 department of elementary and secondary education. The fund
15 shall be a dedicated fund and, upon appropriation, moneys in
16 the fund shall be used solely for the administration of this
17 section.
18 (2) Notwithstanding the provisions of section 33.080
19 to the contrary, any moneys remaining in the fund at the end
20 of the biennium shall not revert to the credit of the
21 general revenue fund.
22 (3) The state treasurer shall invest moneys in the
23 fund in the same manner as other funds are invested. Any
24 interest and moneys earned on such investments shall be
25 credited to the fund.
26 3. The department of elementary and secondary
27 education shall award grants from the competency-based
28 education grant program fund to eligible school districts
29 for the purpose of providing competency-based education
30 programs. A school district wishing to receive such a grant
31 shall submit an application to the department of elementary
32 and secondary education addressing:
33 (1) A core mission that competency-based education
34 courses will help achieve;
35 (2) A plan that outlines competency-based education
36 courses and key metrics that will show success;
37 (3) Resources available to the school and in the
38 community that will assist in creating successful competency-
39 based outcomes; and
40 (4) Resources and support needed to help the school
41 succeed in implementing competency-based education courses.
42 4. The department of elementary and secondary
43 education shall facilitate the creation, sharing, and

44 development of course assessments; curriculum; training and
45 guidance for teachers; and best practices for the school
46 districts that offer competency-based education courses.
47 5. For purposes of this section, the term "competency-
48 based education program" means an educational program that:
49 (1) Affords students flexibility to progress and earn
50 course credit upon demonstration of mastery, including
51 through early high school graduation;
52 (2) Provides individual learning and assessment
53 options, including through experiential and project-based
54 learning, online or blended learning, additional remedial
55 education time, and accelerated-pace curricula;
56 (3) Assesses student proficiency based on graduate
57 profiles describing meaningful and critical knowledge and
58 skills that students should have upon graduation; or
59 (4) Assesses student proficiency through tasks
60 developed both locally and at the state level, performance
61 of which demonstrates mastery.
62 6. The department of elementary and secondary
63 education shall promulgate all necessary rules and
64 regulations for the administration of this section. Any
65 rule or portion of a rule, as that term is defined in
66 section 536.010, that is created under the authority
67 delegated in this section shall become effective only if it
68 complies with and is subject to all of the provisions of
69 chapter 536 and, if applicable, section 536.028. This
70 section and chapter 536 are nonseverable, and if any of the
71 powers vested with the general assembly pursuant to chapter
72 536 to review, to delay the effective date, or to disapprove
73 and annul a rule are subsequently held unconstitutional,
74 then the grant of rulemaking authority and any rule proposed
75 or adopted after August 28, 2022, shall be invalid and void.

161.385. 1. There is hereby established the "Competency-Based Education Task Force" to study and develop competency-based education programs in public schools. Task force members shall be chosen to represent the geographic diversity of the state. Task force members shall be appointed for a term of two years and may be reappointed. All task force members shall be appointed before December 31, 2022, and every other year thereafter by December thirty-first of that year. The task force members shall be appointed as follows:

(1) Two members of the house of representatives appointed by the speaker of the house of representatives;

(2) Two members of the senate appointed by the president pro tempore of the senate;

(3) The commissioner of the department of elementary and secondary education or the commissioner's designee; and

(4) Four members appointed by the governor. Two members shall each represent a separate school district that offers competency-based education courses.

2. The members of the task force established under subsection 1 of this section shall elect a chair from among the membership of the task force. The task force shall meet as needed to complete its consideration of its objectives as established in subsections 4 and 5 of this section. Any vacancy on the task force shall be filled in the same manner as the original appointment. Members of the task force shall serve without compensation, but shall be entitled to reimbursement for actual and necessary expenses incurred in the performance of official duties.

3. The department of elementary and secondary education shall provide such legal, research, clerical, and technical services as the task force may require in the performance of official duties.

34 4. The task force shall:
35 (1) Work toward implementing competency-based
36 education courses statewide and devising a plan for Missouri
37 to lead the way in competency-based education courses;
38 (2) Solicit input from individuals and organizations
39 with information or expertise relevant to the task force's
40 objective, including experts and educators with experience
41 related to competency-based education programs;
42 (3) Hold at least three public hearings to provide an
43 opportunity to receive public testimony including, but not
44 limited to, testimony from educators, local school boards,
45 parents, representatives from business and industry, labor
46 and community leaders, members of the general assembly, and
47 the general public;
48 (4) Identify promising competency-based education
49 programs, including programs that:
50 (a) Afford students flexibility to progress and earn
51 course credit upon demonstration of mastery, including
52 through early high school graduation;
53 (b) Provide individual learning and assessment
54 options, including through experiential and project-based
55 learning, online or blended learning, additional remedial
56 education time, and accelerated-pace curricula; or
57 (c) Assess student proficiency through tasks developed
58 both locally and at the state level, performance of which
59 demonstrates mastery;
60 (5) Identify obstacles to implementing competency-
61 based education programs in Missouri public schools;
62 (6) Develop comprehensive graduate profiles that
63 describe meaningful and critical knowledge skills that
64 students should have upon graduation that can be implemented
65 into a diploma designation;

66 (7) Develop findings and recommendations for
67 implementing competency-based education models and practices
68 in Missouri public schools, including recommending changes
69 to existing legislation, rules, and regulations; and
70 (8) Develop findings and recommendations for
71 implementing a competency-based performance assessment that:
72 (a) Is consistent with the most effective competency-
73 based education programs identified by the task force under
74 subdivision (4) of this subsection;
75 (b) Assesses students based on both locally developed
76 and common statewide performance tasks tied to grade and
77 course competencies aligned with state content standards; and
78 (c) Complies with all applicable federal law,
79 including 20 U.S.C. Section 6311(b)(1)(B), as amended. To
80 the extent that implementing a competency-based performance
81 assessment would require the department of elementary and
82 secondary education to obtain innovative assessment and
83 accountability demonstration authority under 20 U.S.C.
84 Section 6364, as amended, the task force shall develop
85 findings and recommendations for obtaining such authority.
86 5. Beginning in 2023, the task force shall present its
87 findings and recommendations to the speaker of the house of
88 representatives, the president pro tempore of the senate,
89 the joint committee on education, and the state board of
90 education by December first annually.
161.700. 1. This section shall be known as the
2 "Holocaust Education and Awareness Commission Act".
3 2. There is hereby created a permanent state
4 commission known as the "Holocaust Education and Awareness
5 Commission". The commission shall be housed in the
6 department of elementary and secondary education and shall
7 promote implementation of **[**holocaust**]** Holocaust education
8 and awareness programs in Missouri in order to encourage

9 understanding of the [holocaust] Holocaust and discourage
10 bigotry.
11 3. The commission shall be composed of twelve members
12 to be appointed by the governor with advice and consent of
13 the senate. The makeup of the commission shall be:
14 (1) The commissioner of higher education;
15 (2) The commissioner of elementary and secondary
16 education;
17 (3) The president of the University of Missouri
18 system; and
19 (4) Nine members of the public, representative of the
20 diverse religious and ethnic heritage groups populating
21 Missouri.
22 4. The [holocaust] Holocaust education and awareness
23 commission may receive such funds as appropriated from
24 public moneys or contributed to it by private sources. [It]
25 The commission may sponsor programs or publications to
26 educate the public about the crimes of genocide in an effort
27 to deter indifference to crimes against humanity and human
28 suffering wherever they occur.
29 5. The term ["holocaust"] "Holocaust" shall be defined
30 as the [period from 1933 through 1945 when] systematic,
31 state-sponsored persecution and murder of six million Jews
32 [and millions of others were murdered] by the Nazi [Germany]
33 regime and its allies and collaborators [as part of a
34 structured, state-sanctioned program of genocide] during the
35 period from 1933 through 1945.
36 6. The commission may employ an executive director and
37 such other persons to carry out its functions.
38 7. (1) To educate students about the Holocaust and
39 inspire in students a sense of responsibility to recognize
40 and uphold human value and to prevent future atrocities, the

41 second week in April shall be designated as "Holocaust
42 Education Week".
43 (2) Holocaust education shall be taught during a week
44 as determined by each school district and shall include age-
45 appropriate instruction to elementary school students not
46 lower than the sixth grade and high school students as
47 determined by each school district. Such instruction shall
48 include, but not be limited to:
49 (a) Information providing a historical understanding
50 of the Holocaust to offer context for the discussion of how
51 and why the Holocaust happened;
52 (b) Participation, in person or using technology, in
53 learning projects about the Holocaust; and
54 (c) The use of materials developed or supported by the
55 Holocaust education and awareness commission, the United
56 States Holocaust Memorial Museum, or the St. Louis Kaplan
57 Feldman Holocaust Museum.
58 (3) Based on the instructional materials provided
59 under paragraph (c) of subdivision (2) of this subsection,
60 the department of elementary and secondary education shall
61 develop a curriculum framework of instruction for studying
62 the Holocaust. The department shall make such curriculum
63 framework available to up to twenty-five school districts or
64 schools within a district, with at least one district or
65 school within each of the nine regional professional
66 development centers, as defined by the department, as a
67 pilot program in consultation with the Holocaust education
68 and awareness commission beginning in the 2023-24 school
69 year.
70 (4) Each school district participating in the pilot
71 program shall adopt the curriculum framework provided by the
72 department under subdivision (3) of this subsection in the
73 2023-24 school year. Each school district shall determine

74 the minimum amount of instruction time that qualifies as a
75 unit of instruction satisfying the requirements of this
76 subsection.
77 (5) Each participating school district shall provide a
78 plan of professional development for teachers to ensure such
79 teachers are adequately prepared to provide the instruction
80 required under this subsection.
81 (6) This subsection shall apply to schools
82 participating in the pilot program starting in the 2023-24
83 school year and the program shall be expanded in all
84 subsequent school years, with all school districts
85 participating by the 2025-26 school year.
86 (7) The department shall provide for a program
87 evaluation regarding the success and impact of the pilot
88 program upon completion of the first year of the pilot
89 program and shall report the results of such evaluation to
90 the general assembly. The department may consult with
91 organizations including, but not limited to, the Holocaust
92 education and awareness commission, the United States
93 Holocaust Museum, or the St. Louis Kaplan Feldman Holocaust
94 Museum to develop the evaluation.
162.058. 1. Before July 1, 2023, each school district
2 and charter school shall, after receiving community input,
3 implement a community engagement policy that provides
4 residents of the school district methods of communicating
5 with the school board or the governing board of a charter
6 school located in the school district and with the
7 administration of the school district or charter school.
8 2. The community engagement policy shall create a
9 process allowing any resident of a school district to have
10 an item placed on the agenda of a school board meeting, or a
11 meeting of the governing board of a charter school located
12 in the school district, if the resident follows the process

13 described in the policy. Such policy shall contain at least
14 the following components:
15 (1) No item shall be placed on a meeting agenda under
16 this section unless the item is directly related to the
17 governance or operation of the school district or charter
18 school;
19 (2) The school district or charter school may require
20 the resident to first meet with the superintendent or the
21 superintendent's designee to attempt a resolution of the
22 issue. The superintendent or the superintendent's designee
23 shall meet with the resident within twenty business days of
24 a written request to meet. After such meeting, or if the
25 superintendent or the superintendent's designee does not
26 meet with the resident within twenty business days, the
27 resident may submit a written request to the board secretary
28 to have the issue brought before the school board or the
29 governing board as a meeting agenda item. If the secretary
30 receives the request at least five business days prior to
31 the next regularly scheduled board meeting, the issue shall
32 be placed as an item on the agenda for such meeting. If the
33 secretary receives the request less than five days before
34 the next regularly scheduled board meeting, the issue shall
35 be placed as an item on the agenda for the next subsequent
36 regular board meeting. An agenda item may be moved to a
37 different board meeting with the consent of the resident
38 requesting the agenda item;
39 (3) The school board or governing board may establish
40 reasonable rules governing agenda items including, but not
41 limited to, time limits for presentation or discussion of
42 the agenda item and limits on the number of speakers to a
43 single individual or to individuals who met with the
44 superintendent or the superintendent's designee before the
45 issue was brought before the board as a meeting agenda item;

46 (4) The school board or governing board may refuse to
47 hear or delay hearing an agenda item if the school board or
48 governing board has heard an identical or substantially
49 similar issue in the previous three calendar months or if
50 the resident has previously violated district rules
51 regarding conduct at meetings or on school property; and
52 (5) The school board or governing board may delay
53 hearing an agenda item if more than three resident-initiated
54 agenda items are scheduled for the same board meeting. If
55 the hearing of a resident's agenda item is delayed, the
56 school board or governing board shall provide the resident
57 with an alternate method of communicating to the school
58 board or governing board regarding the agenda item.
162.084. 1. If any individual public elementary or
2 secondary school, any charter school, or any school district
3 is determined to be in the bottom five percent of scores on
4 the annual performance report, such school, charter school,
5 or district shall mail a letter to the parents and guardians
6 of each student in such school, charter school, or district
7 informing such parents and guardians:
8 (1) That the individual public elementary or secondary
9 school, charter school, or school district has been
10 determined to be in the bottom five percent of scores on the
11 annual performance report; and
12 (2) What options are available to such students as a
13 result of the school's, charter school's, or district's
14 current status.
15 2. (1) Rules relating to the annual performance
16 report rating shall require the department of elementary and
17 secondary education to display, in a clear and easily
18 accessible manner on the department's website, the annual
19 performance report rating and ranking percentage for each
20 local education agency and each attendance center within the

local education agency, the accreditation status for each school district, and a list of the bottom five percent of scores for all schools and for all local education agencies.

(2) Each local education agency shall display the same information outlined in subdivision (1) of this subsection for the local education agency and each attendance center within the local education agency in a clear and easily accessible manner on the local education agency's website. Information required to be posted on websites under this subdivision shall be included in the annual school accountability report card information required under section 160.522.

3. The requirements to mail a letter under subsection 1 of this section and display information on the local education agency's website under subdivision (2) of subsection 2 of this section shall not apply to any special school district or state operated school in which all of the students enrolled are students with disabilities.

162.261. 1. The government and control of a seven-director school district, other than an urban district, is vested in a board of education of seven members, who hold their office for three years, except as provided in [section] sections 162.241 and 162.563, and until their successors are duly elected and qualified. Any vacancy occurring in the board shall be filled by the remaining members of the board; except that if there are more than two vacancies at any one time, the county commission upon receiving written notice of the vacancies shall fill the vacancies by appointment. If there are more than two vacancies at any one time in a county without a county commission, the county executive upon receiving written notice of the vacancies shall fill the vacancies, with the advice and consent of the county council, by appointment.

The person appointed shall hold office until the next municipal election, when a director shall be elected for the unexpired term.

2. No seven-director, urban, or metropolitan school district board of education shall hire a spouse of any member of such board for a vacant or newly created position unless the position has been advertised pursuant to board policy and the superintendent of schools submits a written recommendation for the employment of the spouse to the board of education. The names of all applicants as well as the name of the applicant hired for the position **[**are to**]** shall be included in the board minutes.

3. The provisions of Article VII, Section 6 of the Missouri Constitution apply to school districts.

162.281. Except as provided in section 162.563, in all seven-director districts, including urban districts, when directors are to be elected for terms of different lengths, each candidate shall declare for a term of a specific number of years and the different terms shall be voted upon as separate propositions.

162.291. Except as provided in section 162.563, the voters of each seven-director district other than urban districts shall, at municipal elections, elect two directors who are citizens of the United States and resident taxpayers of the district, who have resided in **[**this state**]** the district for one year next preceding their election or appointment, and who are at least twenty-four years of age.

162.471. 1. The government and control of an urban school district is vested in a board of seven directors.

2. Except as provided in section 162.563, each director shall be a voter of the district who has resided within this state for one year next preceding **[**his**]** the director's election or appointment and who is at least

twenty-four years of age. All directors, except as otherwise provided in [section] sections 162.481 [and section], 162.492, and 162.563, shall hold their offices for six years and until their successors are duly elected and qualified. All vacancies occurring in the board, except as provided in section 162.492, shall be filled by appointment by the board as soon as practicable, and the person appointed shall hold [his] office until the next school board election, when [his] a successor shall be elected for the remainder of the unexpired term. The power of the board to perform any official duty during the existence of a vacancy continues unimpaired thereby.

162.481. 1. Except as otherwise provided in this section and [in section] sections 162.492 and 162.563, all elections of school directors in urban school districts shall be held biennially at the same times and places as municipal elections.

2. Except as otherwise provided in subsections 3, 4, and 5 of this section, hereafter when a seven-director district becomes an urban school district, the directors of the prior seven-director district shall continue as directors of the urban school district until the expiration of the terms for which they were elected and until their successors are elected as provided in this subsection. The first biennial school election for directors shall be held in the urban school district at the time provided in subsection 1 which is on the date of or subsequent to the expiration of the terms of the directors of the prior district which are first to expire, and directors shall be elected to succeed the directors of the prior district whose terms have expired. If the terms of two directors only have expired, the directors elected at the first biennial school election in the urban school district shall be elected for

22 terms of six years. If the terms of four directors have
23 expired, two directors shall be elected for terms of six
24 years and two shall be elected for terms of four years. At
25 the next succeeding biennial election held in the urban
26 school district, successors for the remaining directors of
27 the prior seven-director district shall be elected. If only
28 two directors are to be elected they shall be elected for
29 terms of six years each. If four directors are to be
30 elected, two shall be elected for terms of six years and two
31 shall be elected for terms of two years. After seven
32 directors of the urban school district have been elected
33 under this subsection, their successors shall be elected for
34 terms of six years.
35 3. In any school district in which a majority of the
36 district is located in any home rule city with more than one
37 hundred fifty-five thousand but fewer than two hundred
38 thousand inhabitants, elections shall be held annually at
39 the same times and places as general municipal elections for
40 all years where one or more terms expire, and the terms
41 shall be for three years and until their successors are duly
42 elected and qualified for all directors elected on and after
43 August 28, 1998.
44 4. For any school district which becomes an urban
45 school district by reason of the 2000 federal decennial
46 census, elections shall be held annually at the same times
47 and places as general municipal elections for all years
48 where one or more terms expire, and the terms shall be for
49 three years and until their successors are duly elected and
50 qualified for all directors elected on and after August 28,
51 2001.
52 5. In any school district in any county with a charter
53 form of government and with more than three hundred thousand
54 but fewer than four hundred fifty thousand inhabitants which

55 becomes an urban school district by reason of the 2010
56 federal decennial census, elections shall be held annually
57 at the same times and places as general municipal elections
58 for all years where one or more terms expire, and the terms
59 shall be for three years and until their successors are duly
60 elected and qualified for all directors elected on and after
61 April 2, 2012.
62 6. In any urban school district in a county of the
63 first classification with more than eighty-three thousand
64 but fewer than ninety-two thousand inhabitants and with a
65 home rule city with more than seventy-six thousand but fewer
66 than ninety-one thousand inhabitants as the county seat,
67 elections shall be held annually at the same times and
68 places as general municipal elections for all years where
69 one or more terms expire, and upon expiration of any term
70 after August 28, 2015, the term of office shall be for three
71 years and until their successors are duly elected and
72 qualified.
162.491. 1. Directors for urban school districts,
2 other than those districts containing the greater part of a
3 city of over one hundred thirty thousand inhabitants, may be
4 nominated by petition to be filed with the secretary of the
5 board and signed by a number of voters in the district equal
6 to ten percent of the total number of votes cast for the
7 director receiving the highest number of votes cast at the
8 next preceding biennial election, except as provided in
9 subsection 4 of this section.
10 2. This section shall not be construed as providing
11 the sole method of nominating candidates for the office of
12 school director in urban school districts **[**which**]** that do
13 not contain the greater part of a city of over three hundred
14 thousand inhabitants.

3. A director for any urban school district containing a city of greater than one hundred thirty thousand inhabitants and less than three hundred thousand inhabitants may be nominated as an independent candidate by filing with the secretary of the board a petition signed by five hundred registered voters of such school district.

4. In any urban school district located in a county of the first classification with more than eighty-three thousand but fewer than ninety-two thousand inhabitants and with a home rule city with more than seventy-six thousand but fewer than ninety-one thousand inhabitants as the county seat, a candidate for director shall file a declaration of candidacy with the secretary of the board and shall not be required to submit a petition.

5. No candidate for election as a school board director representing a subdistrict as provided in section 162.563 shall be required to file a declaration of candidacy as provided in this section as the sole method of filing for candidacy.

162.563. 1. As used in this section, the following terms mean:

(1) "School board", the board vested with the government and control of a school district as described in section 162.261 or section 162.471;

(2) "School district", a seven-director school district or an urban school district established in this chapter.

2. A school board may divide the school district into seven subdistricts or a combination of subdistricts and at-large districts and establish the election of school board members as provided in this section.

3. (1) A school board desiring to divide a school district as provided in this section shall vote on the

15 question of dividing the district as provided in this
16 section. Upon the approval of the question by at least four
17 members of the school board, the school board shall develop
18 a proposed plan as described in subdivision (2) of this
19 subsection.
20 (2) A school board dividing a school district as
21 provided in this section shall develop and adopt a proposed
22 plan for the division of the school district. Such proposed
23 plan shall be adopted upon the approval of at least four
24 members of the school board and shall contain at least the
25 following information:
26 (a) A summary of the proposed plan for dividing the
27 school district;
28 (b) A statement indicating whether the school district
29 will be divided into seven subdistricts or a combination of
30 subdistricts and at-large districts;
31 (c) A description of the areas of the school district
32 each newly elected school board member will represent, with
33 each subdistrict and at-large district represented by a
34 number;
35 (d) A statement indicating whether the existing school
36 board members will be replaced by the newly elected school
37 board members at one election or in succeeding elections to
38 provide for staggered terms of the members; and
39 (e) Any other information deemed necessary by the
40 school board.
41 (3) After the school board develops such proposed
42 plan, the school board shall immediately notify the election
43 authority of the county in which the school district is
44 located. Upon receiving such notification, the election
45 authority shall submit the question of whether to divide the
46 school district as described in the proposed plan to the
47 voters of the school district on the next available day for

48 any municipal election. If a majority of the registered
49 voters of the school district voting on the question approve
50 the division of the school district, the school board shall
51 follow the procedures described in subsection 4 of this
52 section. If a majority of the registered voters of the
53 school district voting on the question reject the division
54 of the school district, no division, as described in this
55 section shall occur.
56 4. (1) After approval of a question submitted under
57 subdivision (3) of subsection 3 of this section, a school
58 board dividing a school district as provided in this section
59 shall adopt a final plan for the division of the school
60 district based on the proposed plan developed under
61 subsection 3 of this section. Such final plan shall contain
62 at least the following information:
63 (a) A summary of the proposed plan for dividing the
64 school district;
65 (b) The time and place of at least two public hearings
66 to be held to consider the proposed plan;
67 (c) A statement indicating whether the school district
68 will be divided into seven subdistricts or a combination of
69 subdistricts and at-large districts;
70 (d) A description of the areas of the school district
71 each newly elected school board member will represent, with
72 each subdistrict and at-large district represented by a
73 number;
74 (e) A statement indicating whether the existing school
75 board members will be replaced by the newly elected school
76 board members at one election or in succeeding elections to
77 provide for staggered terms of the members; and
78 (f) Any other information deemed necessary by the
79 school board.

(2) For each hearing held as provided in this subsection, the school board shall:

(a) Publish notice of the hearing, the proposed plan, and any amendments to the proposed plan adopted at a previous hearing on the school district's website and by any other method allowed by law, with the first publication to occur no more than thirty days before the hearing and the second publication to occur no earlier than fifteen days and no later than ten days before the hearing;

(b) Hear all alternate proposals for division of the school district and receive evidence for or against such alternate proposals;

(c) Hear all protests and receive evidence for or against such proposed division;

(d) Vote on each alternate proposal and protest, which vote shall be the final determination of such alternate proposal or protest;

(e) Adopt any amendments to the proposed plan; and

(f) Perform any other actions related to the proposed plan deemed necessary by the school board.

(3) (a) After the conclusion of the final hearing proceedings but before adjourning such hearing, the school board shall adopt the final plan to divide the school district developed as a result of the hearings.

(b) After the school board adopts the final plan, the school board shall present the final plan to the election authority of the county in which the school district is located for actions required under subdivision (4) of this subsection and publish the final plan in the same manner as the initial proposed plan was published under paragraph (a) of subdivision (2) of this subsection. The final plan shall contain at least the following information:

112 a. A summary of the final plan for dividing the school
113 district;
114 b. A statement indicating whether the school district
115 will be divided into seven subdistricts or a combination of
116 subdistricts and at-large districts;
117 c. A description of the areas of the school district
118 each newly elected school board member will represent, with
119 each subdistrict and at-large district represented by a
120 number;
121 d. The date of the election of each new school board
122 member as provided in the final plan;
123 e. A statement indicating whether the existing school
124 board members will be replaced by the newly elected school
125 board members at one election or in succeeding elections to
126 provide for staggered terms of the members; and
127 f. Any other information deemed necessary by the
128 school board.
129 (4) (a) After a final plan is adopted as provided in
130 subdivision (3) of this subsection, before December first of
131 the calendar year immediately preceding the general
132 municipal election day in the calendar year in which the
133 residents of the school district will vote to elect new
134 school board members as provided in the final plan, the
135 school board shall divide the school district into seven
136 subdistricts or a combination of subdistricts and at-large
137 districts as directed in the final plan. All subdistricts
138 required by the final plan shall be of contiguous and
139 compact territory and as nearly equal in population as
140 practicable in accordance with the final plan. Within six
141 months after each decennial census is reported to the
142 President of the United States, the school board shall
143 reapportion the subdistricts to be as nearly equal in
144 population as practicable. After the school board divides

145 the school district or reapportions the subdistricts, the
146 school board shall notify the residents of the school
147 district as provided by law.
148 (b) Any resident of the school district who believes
149 the school board has divided the school district or
150 reapportioned subdistricts in violation of paragraph (a) of
151 this subdivision may petition the circuit court of the
152 county in which the school district exists for an order
153 directing the school board to divide the school district or
154 reapportion the subdistricts as provided in paragraph (a) of
155 this subdivision. The petition shall be submitted to the
156 circuit court within ten business days of the school board's
157 notice required in paragraph (a) of this subdivision.
158 (5) On the first day available for candidate filing
159 for the first general municipal election occurring after the
160 school district is divided as provided in this subsection,
161 any qualified resident who has or will have resided in a
162 subdistrict or at-large district for the year immediately
163 preceding the general municipal election day may file as a
164 candidate for election to the school board as a member
165 representing such subdistrict or at-large district. At the
166 end of the time available for candidate filing, if no
167 qualified resident of a subdistrict has filed as a candidate
168 in that subdistrict, the election authority shall extend the
169 time for candidate filing by seven additional days, and any
170 qualified resident of the school district who has or will
171 have resided in the school district for the year immediately
172 preceding the general municipal election day may file as a
173 candidate for election to the school board as a member
174 representing that subdistrict. No school district shall
175 require a candidate to submit a petition signed by the
176 registered voters of the school district as a method of
177 filing a declaration of candidacy. The election authority

178 shall determine the validity of all declarations of
179 candidacy.
180 (6) When the election is held on the general municipal
181 election day, the seven candidates, one from each of the
182 subdistricts or at-large districts, who receive a plurality
183 of the votes cast by the voters of that subdistrict or at-
184 large district shall be elected. Any candidate who is not a
185 subdistrict resident but qualifies as a candidate as a
186 school district resident as provided in subdivision (5) of
187 this subsection shall be elected by the voters of the school
188 district. Each member shall be elected to a term as
189 provided in the final plan adopted as provided in
190 subdivision (3) of this subsection.
191 (7) Each member shall serve until a successor is
192 elected or the member vacates the office. Any vacancy that
193 occurs before the end of the member's term shall be filled
194 as provided in section 162.261 or 162.471.
195 (8) Except for a member who is not a subdistrict
196 resident but is elected as a school district resident to
197 represent a subdistrict as provided in subdivision (5) of
198 this subsection, each member shall reside in the subdistrict
199 the member represents during the member's term.
200 (9) All other provisions applicable to school
201 districts that are not in conflict with this subsection
202 shall apply to school districts divided as provided in this
203 subsection.
204 5. (1) If any school district receives a petition,
205 signed by at least ten percent of the number of registered
206 voters of the school district voting in the last school
207 board election, calling for the school district to divide
208 into seven subdistricts or a combination of subdistricts and
209 at-large districts and establish the election of school
210 board members as provided in this subsection, the school

211 district shall immediately notify the election authority of
212 the county in which the school district is located. Upon
213 receiving such notification, the election authority shall
214 submit the question of whether to divide the school district
215 as provided by the petition to the voters of the school
216 district on the next available day for any municipal
217 election. If a majority of the registered voters of the
218 school district voting on the question approve the division
219 of the school district, the school board shall begin the
220 process of adopting the plan as described in this
221 subsection. If a majority of the registered voters of the
222 school district voting on the question reject the division
223 of the school district, no division as described in the
224 petition shall occur.
225 (2) (a) Any such petition submitted to the school
226 district as provided in this subsection shall contain a
227 proposed plan for the division of the school district. Such
228 proposed plan shall contain at least the following
229 information:
230 a. A summary of the proposed plan for dividing the
231 school district;
232 b. A statement indicating whether the school district
233 will be divided into seven subdistricts or a combination of
234 subdistricts and at-large districts;
235 c. A description of the areas of the school district
236 each newly elected school board member will represent, with
237 each subdistrict and at-large district represented by a
238 number;
239 d. The proposed date of the election of each new
240 school board member as provided in the proposed plan;
241 e. A statement indicating whether the existing school
242 board members will be replaced by the newly elected school

243 board members at one election or in succeeding elections to
244 provide for staggered terms of the members; and
245 f. Any other information deemed necessary by the
246 school board.
247 (b) If a division of the school district is approved
248 by the voters as provided in subdivision (1) of this
249 subsection, the school board shall create a school district
250 division commission to develop a final plan for division of
251 the school district. The commission shall:
252 a. Be composed of nine members as follows:
253 (i) Three members appointed by the superintendent of
254 the school district;
255 (ii) Three members appointed by the county commission;
256 and
257 (iii) Three members appointed by the organizers of the
258 petition to divide the school district; and
259 b. Set the time and place of at least two hearings to
260 be held to consider the proposed plan. For each hearing
261 held, the commission shall:
262 (i) Publish notice of the hearing, the proposed plan,
263 and any amendments to the proposed plan adopted at a
264 previous hearing on the school district's website and by any
265 other method allowed by law, with the first publication to
266 occur no more than thirty days before the hearing and the
267 second publication to occur no earlier than fifteen days and
268 no later than ten days before the hearing;
269 (ii) Conduct the hearing on the proposal for division
270 of the district on behalf of the petitioners;
271 (iii) Hear all protests and receive evidence for or
272 against such proposed division; and
273 (iv) Vote to adopt any proposed plan amendments agreed
274 to by the petitioners as a result of the hearings.

275 (c) Within ninety days after the adjournment of the
276 final hearing conducted as provided in this subdivision, the
277 commission shall submit the final plan to the election
278 authority of the county in which the school district is
279 located for actions required in subdivision (3) of this
280 subsection and publish the final plan in the same manner as
281 the initial proposed plan was published as provided in item
282 (i) of subparagraph b. of paragraph (b) of this
283 subdivision. The final plan shall contain at least the
284 following information:
285 a. A summary of the final plan for dividing the school
286 district;
287 b. A statement indicating whether the school district
288 will be divided into seven subdistricts or a combination of
289 subdistricts and at-large districts;
290 c. A description of the areas of the school district
291 each newly elected school board member will represent, with
292 each subdistrict and at-large district represented by a
293 number;
294 d. The date of the election of each new school board
295 member as provided in the final plan;
296 e. A statement indicating whether the existing school
297 board members will be replaced by the newly elected school
298 board members at one election or in succeeding elections to
299 provide for staggered terms of the members; and
300 f. Any other information deemed necessary by the
301 commission.
302 (3) (a) After a final plan is submitted to the
303 election authority as provided in subdivision (2) of this
304 subsection, before December first of the calendar year
305 immediately preceding the general municipal election day in
306 the calendar year in which the residents of the school
307 district will vote to elect new school board members as

308 provided in the final plan, the school district division
309 commission shall divide the school district into seven
310 subdistricts or a combination of subdistricts and at-large
311 districts as directed in the final plan. All subdistricts
312 required by the final plan shall be of contiguous and
313 compact territory and as nearly equal in population as
314 practicable in accordance with the final plan. Within six
315 months after each decennial census is reported to the
316 President of the United States, the commission shall
317 reapportion the subdistricts to be as nearly equal in
318 population as practicable. After the commission divides the
319 school district or reapportions the subdistricts, the
320 commission shall notify the residents of the school district
321 as provided by law.
322 (b) Any resident of the school district who believes
323 the school district division commission has divided the
324 school district or reapportioned subdistricts in violation
325 of paragraph (a) of this subdivision may petition the
326 circuit court of the county in which the school district
327 exists for an order directing the commission to divide the
328 school district or reapportion the subdistricts as provided
329 in paragraph (a) of this subdivision. The petition shall be
330 submitted to the circuit court within ten business days of
331 the commission's notice provided in paragraph (a) of this
332 subdivision.
333 (4) On the first day available for candidate filing
334 for the first general municipal election occurring after the
335 school district is divided as provided in this subsection,
336 any qualified resident who has or will have resided in a
337 subdistrict or at-large district for the year immediately
338 preceding the general municipal election day may file as a
339 candidate for election to the school board as a member
340 representing such subdistrict or at-large district. At the

341 end of the time available for candidate filing, if no
342 qualified resident of a subdistrict has filed as a candidate
343 in that subdistrict, the election authority shall extend the
344 time for candidate filing by seven additional days, and any
345 qualified resident of the school district who has or will
346 have resided in the school district for the year immediately
347 preceding the general municipal election day may file as a
348 candidate for election to the school board as a member
349 representing that subdistrict. No school district shall
350 require a candidate to submit a petition signed by the
351 registered voters of the school district as a method of
352 filing a declaration of candidacy. The election authority
353 shall determine the validity of all declarations of
354 candidacy.
355 (5) When the election is held on the general municipal
356 election day, the seven candidates, one from each of the
357 subdistricts or at-large districts, who receive a plurality
358 of the votes cast by the voters of that subdistrict shall be
359 elected. Any candidate who is not a subdistrict resident
360 but qualifies as a candidate as a school district resident
361 as provided in subdivision (4) of this subsection shall be
362 elected by the voters of the school district. Each member
363 shall be elected to a term as provided in the final plan
364 approved as provided in subdivision (2) of this subsection.
365 (6) Each member shall serve until a successor is
366 elected or the member vacates the office. Any vacancy that
367 occurs before the end of the member's term shall be filled
368 as provided in section 162.261 or 162.471.
369 (7) Except for a member who is not a subdistrict
370 resident but is elected as a school district resident to
371 represent a subdistrict as provided in subdivision (4) of
372 this subsection, each member shall reside in the subdistrict
373 the member represents during the member's term.

374 (8) All other provisions applicable to school
375 districts that are not in conflict with this subsection
376 shall apply to school districts divided as provided in this
377 subsection.
378 6. No new plan for division of the school district
379 shall be proposed or adopted as provided in this section
380 sooner than five years after a division of the school
381 district as provided in this section.

162.720. 1. (1) This subdivision shall apply to all
2 school years ending before July 1, 2024. Where a sufficient
3 number of children are **[**determined to be**]** identified as
4 gifted and their development requires programs or services
5 beyond the level of those ordinarily provided in regular
6 public school programs, districts may establish special
7 programs for such gifted children.
8 (2) For school year 2024-25 and all subsequent school
9 years, if three percent or more of students enrolled in a
10 school district are identified as gifted and their
11 development requires programs or services beyond the level
12 of those ordinarily provided in regular public school
13 programs, the district shall establish a state-approved
14 gifted program for gifted children.
15 2. For school year 2024-25 and all subsequent school
16 years, any teacher providing gifted services to students in
17 districts with an average daily attendance of more than
18 three hundred fifty students shall be certificated in gifted
19 education. In districts with an average daily attendance of
20 three hundred fifty students or fewer, any teacher providing
21 gifted services shall not be required to be certificated to
22 teach gifted education but such teacher shall annually
23 participate in at least six clock hours of professional
24 development focused on gifted services. The school district

25 shall pay for such professional development focused on
26 gifted services.
27 3. The state board of education shall determine
28 standards for such gifted programs and gifted services.
29 Approval of [such] gifted programs shall be made by the
30 state department of elementary and secondary education based
31 upon project applications submitted [by July fifteenth of
32 each year] at a time and in a form determined by the
33 department of elementary and secondary education.
34 [3.] 4. No district shall [make a determination as to
35 whether] identify a child [is] as gifted based on the
36 child's participation in an advanced placement course or
37 international baccalaureate course. Districts shall
38 [determine] identify a child [is] as gifted only if the
39 child meets the definition of gifted children as provided in
40 section 162.675.
41 [4.] 5. Any district with a gifted education program
42 approved under subsection [2] 3 of this section shall have a
43 policy, approved by the board of education of the district,
44 that establishes a process that outlines the procedures and
45 conditions under which parents or guardians may request a
46 review of the decision [that determined] that their child
47 did not qualify to receive services through the district's
48 gifted education program.
49 [5.] 6. School districts and school district employees
50 shall be immune from liability for any and all acts or
51 omissions relating to the decision that a child did not
52 qualify to receive services through the district's gifted
53 education program.
54 7. The department of elementary and secondary
55 education may promulgate all necessary rules and regulations
56 for the implementation and administration of this section.
57 Any rule or portion of a rule, as that term is defined in

58 section 536.010, that is created under the authority
59 delegated in this section shall become effective only if it
60 complies with and is subject to all of the provisions of
61 chapter 536 and, if applicable, section 536.028. This
62 section and chapter 536 are nonseverable, and if any of the
63 powers vested with the general assembly pursuant to chapter
64 536 to review, to delay the effective date, or to disapprove
65 and annul a rule are subsequently held unconstitutional,
66 then the grant of rulemaking authority and any rule proposed
67 or adopted after August 28, 2022, shall be invalid and void.

162.974. 1. The state department of elementary and
2 secondary education shall reimburse school districts,
3 including special school districts, for the special
4 educational costs of high-need children with an
5 individualized education program exceeding three times the
6 current expenditure per average daily attendance as
7 calculated on the district annual secretary of the board
8 report for the year in which expenditures are claimed. For
9 any school district with an average daily attendance of five
10 hundred students or fewer, the calculation of three times
11 the current expenditure per average daily attendance shall
12 not include any moneys reimbursed to a school district under
13 this section.

14 2. A school district shall submit, through timely
15 application, as determined by the state department of
16 elementary and secondary education, the cost of serving any
17 high-needs student with an individualized education program,
18 as provided in subsection 1 of this section.

162.1255. 1. As used in this section, the following
2 terms mean:

3 (1) "Competency-based credit", credit awarded by
4 school districts and charter schools to high school students
5 upon demonstration of competency as determined by a school

district. Such credit shall be awarded upon receipt of "proficient" or "advanced" on an end-of-course assessment;

(2) "Prior year average attendance percentage", the quotient of the district or charter school's prior year average daily attendance divided by the district or charter school's prior year average yearly enrollment.

2. School districts and charter schools shall receive state school funding under sections 163.031, 163.043, 163.044, and 163.087 for resident pupils enrolled in the school district or charter school and taking competency-based courses offered by the school district.

3. For purposes of calculation and distribution of state aid under section 163.031, attendance of a student enrolled in a district's or charter school's competency-based courses shall equal, upon course completion, the product of the district's or charter school's prior year average attendance percentage multiplied by the total number of attendance hours normally allocable to a noncompetency-based course of equal credit value.

163.016. 1. Notwithstanding the provisions of section 163.011, for any school district located in more than one county and whose headquarters are located within a city of the fourth classification with more than two thousand five hundred but fewer than two thousand six hundred inhabitants and located in more than one county, the county signified in the school district number shall be the county in the district with the highest dollar value modifier.

2. Notwithstanding the provisions of section 163.011 to the contrary, for any school district located in more than one county and whose headquarters are located within a city with more than two thousand seven hundred but fewer than three thousand inhabitants and located in a county with more than fourteen thousand but fewer than fifteen thousand

seven hundred inhabitants and with a county seat with more than two thousand but fewer than three thousand inhabitants, the county signified in the school district number shall be the county in the district with the highest dollar value modifier.

3. Notwithstanding the provisions of section 163.011 to the contrary, for any school district located in more than one county and whose headquarters are located within a city with more than one thousand one hundred seventy but fewer than one thousand three hundred inhabitants and located in a county with more than sixty thousand but fewer than seventy thousand inhabitants, the county signified in the school district number shall be the county in the district with the highest dollar value modifier.

4. Notwithstanding the provisions of section 163.011 to the contrary, for any school district located in more than one county and whose headquarters are located within a city with more than one thousand three hundred but fewer than one thousand five hundred inhabitants and partially located in a county with more than eight thousand but fewer than eight thousand nine hundred inhabitants and with a county seat with more than three hundred but fewer than six hundred inhabitants, the county signified in the school district number shall be the county in the district with the highest dollar value modifier.

167.151. 1. The school board of any district, in its discretion, may admit to the school pupils not entitled to free instruction and prescribe the tuition fee to be paid by them, except as provided in subdivision (2) of subsection 3 of this section and in sections 167.121, 167.131, 167.132, and 167.895.

2. Orphan children, children with only one parent living, and children whose parents do not contribute to

their support—if the children are between the ages of six and twenty years and are unable to pay tuition—may attend the schools of any district in the state in which they have a permanent or temporary home without paying a tuition fee.

3. (1) For all school years ending on or before June 30, 2023, any [person] individual who pays a school tax in any other district than that in which [he] such individual resides may send [his] such individual's children to any public school in the district in which the tax is paid and receive as a credit on the amount charged for tuition the amount of the school tax paid to the district; except that any [person] individual who owns real estate of which eighty acres or more are used for agricultural purposes and upon which [his] such individual's residence is situated may send [his] such individual's children to public school in any school district in which a part of such real estate, contiguous to that upon which [his] such individual's residence is situated, lies and shall not be charged tuition therefor; so long as thirty-five percent of the real estate is located in the school district of choice. The school district of choice shall count the children in its average daily attendance for the purpose of distribution of state aid through the foundation formula.

(2) For all school years beginning on or after July 1, 2023, any current owner of residential real property or agricultural real property or a named beneficiary of a trust that currently owns residential real property or agricultural real property and that pays a school tax in a district or districts other than the district in which such current owner or current beneficiary resides may send up to four of such owner's or beneficiary's children to a public school, excluding a charter school, in any district in which such owner or trust pays such school tax. For purposes of

42 this subdivision, "residential real property" shall not
43 include any multi-family residential property which exceeds
44 four units. An owner or a named beneficiary of a trust that
45 currently owns residential real property shall not be
46 permitted under this subdivision to send their child to a
47 district outside of the county in which they currently
48 reside. Such owner or beneficiary shall send thirty days'
49 written notice to all school districts involved specifying
50 which school district each child will attend. Such owner or
51 beneficiary shall also present proof of the owner's or
52 trust's annual payment of at least two thousand dollars of
53 school taxes levied on the real property specified in this
54 subdivision within such school district and ownership of the
55 specified real property for not less than the immediately
56 preceding four consecutive years. Neither the resident nor
57 nonresident districts shall be responsible for providing
58 transportation services under this subdivision. The school
59 district attended shall count a child attending under this
60 subdivision in its average daily attendance for the purpose
61 of distribution of state aid under chapter 163, except that
62 such nonresident students shall not be counted in the
63 district's average daily attendance for the purposes of
64 determining eligibility for aid payments under section
65 163.044.
66 4. For any school year ending on or before June 30,
67 2023, any owner of agricultural land who, pursuant to
68 subsection 3 of this section, has the option of sending his
69 children to the public schools of more than one district
70 shall exercise such option as provided in this subsection.
71 Such person shall send written notice to all school
72 districts involved specifying to which school district his
73 children will attend by June thirtieth in which such a
74 school year begins. If notification is not received, such

75 children shall attend the school in which the majority of
76 his property lies. Such person shall not send any of his
77 children to the public schools of any district other than
78 the one to which he has sent notice pursuant to this
79 subsection in that school year or in which the majority of
80 his property lies without paying tuition to such school
81 district.
82 5. If a pupil is attending school in a district other
83 than the district of residence and the pupil's parent is
84 teaching in the school district or is a regular employee of
85 the school district which the pupil is attending, then the
86 district in which the pupil attends school shall allow the
87 pupil to attend school upon payment of tuition in the same
88 manner in which the district allows other pupils not
89 entitled to free instruction to attend school in the
90 district. The provisions of this subsection shall apply
91 only to pupils attending school in a district which has an
92 enrollment in excess of thirteen thousand pupils and not in
93 excess of fifteen thousand pupils and which district is
94 located in a county **[**of the first classification**]** with a
95 charter form of government which has a population in excess
96 of six hundred thousand persons and not in excess of nine
97 hundred thousand persons.
167.225. 1. As used in subsections 1 to 4 of this
2 section, the following terms mean:
3 (1) "Braille", the system of reading and writing
4 through touch;
5 (2) "Student", any student who has an impairment in
6 vision that, even with correction, adversely affects a
7 child's educational performance and who is determined
8 eligible for special education services under the
9 Individuals with Disabilities Education Act.

2. All students shall receive instruction in braille reading and writing as part of their individualized education plan unless the individual education program team determines, after an evaluation of a student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in braille or the use of braille, that instruction in braille or the use of braille is not appropriate. No student shall be denied instruction in braille reading and writing solely because the student has some remaining vision.

3. Instruction in braille reading and writing shall be sufficient to enable each student to communicate effectively and efficiently at a level commensurate with the student's sighted peers of comparable grade level and intellectual functioning. The student's individualized education plan shall specify:

(1) How braille will be implemented as the primary mode for learning through integration with normal classroom activities. If braille will not be provided to a child who is blind, the reason for not incorporating it in the individualized education plan shall be documented therein;

(2) The date on which braille instruction will commence;

(3) The level of competency in braille reading and writing to be achieved by the end of the period covered by the individualized education plan; and

(4) The duration of each session.

4. As part of the certification process, teachers certified in the education of blind and visually impaired children shall be required to demonstrate competence in reading and writing braille. The department of elementary and secondary education shall adopt assessment procedures to

43 assess such competencies which are consistent with standards
44 adopted by the National Library Service for the Blind and
45 Physically Handicapped, Library of Congress, Washington, D.
46 C.
47 5. (1) Subsections 5 to 9 of this section shall be
48 known and may be cited as the "Blind Students' Rights to
49 Independence, Training, and Education Act" or the "BRITE
50 Act".
51 (2) As used in subsections 5 to 9 of this section, the
52 following terms mean:
53 (a) "Accessible assistive technology device", an
54 assistive technology device, as defined in 20 U.S.C. Section
55 1401, as amended, that provides blind or visually impaired
56 students the benefits of an educational program in an
57 equally effective and integrated manner as that provided to
58 nondisabled students;
59 (b) "Adequate instruction", the quality teaching of
60 blind or visually impaired students, as it pertains to
61 general education and necessary blindness skills, in
62 alignment with the U.S. Department of Education's definition
63 of free appropriate public education, as defined in 20
64 U.S.C. Section 1401, as amended;
65 (c) "Blind or visually impaired student":
66 a. A child who:
67 (i) Has an individualized education program (IEP) or
68 an individualized family service plan (IFSP), as such terms
69 are defined in 20 U.S.C. Section 1401, as amended, or a 504
70 plan created under Section 504 of the federal Rehabilitation
71 Act of 1973, 29 U.S.C. Section 794, as amended; and
72 (ii) Is identified as having the disability of "visual
73 impairment (including blindness)" within the definition of
74 "child with a disability" in 20 U.S.C. Section 1401, as
75 amended; or

76 b. An individual who is deaf-blind under the federal
77 Individuals with Disabilities Education Act (IDEA), as
78 amended, or other federal law;
79 (d) "Braille", the system of reading and writing
80 through touch;
81 (e) "Expanded core curriculum", a disability-specific
82 curriculum that compensates for vision loss, is foundational
83 to all other learning, and that covers the nine essential
84 areas of compensatory access, sensory efficiency, assistive
85 technology, orientation and mobility, social interaction,
86 recreation and leisure, independent living, self-
87 determination, and career education;
88 (f) "Grade level instruction", instruction that aligns
89 with state-designated content standards and curricula for
90 students of the same age or level of maturity, based on the
91 development of intellectual, emotional, physical, and
92 behavioral capacity that is typical for the student's age or
93 age group;
94 (g) "Local educational agency" or "LEA", the same
95 definition as in 20 U.S.C. Section 1401, as amended;
96 (h) "Nonvisual access", the ability of a blind or
97 visually impaired student to use all functions of a device,
98 without using the student's vision, in an equally effective,
99 equally integrated manner and with equivalent ease of use as
100 the student's sighted peers;
101 (i) "Nonvisual skills", skills that are taught in such
102 a way that the student does not need to use any vision;
103 (j) "State educational agency", the same definition as
104 in 20 U.S.C. Section 1401, as amended;
105 (k) "Technology-mediated learning environments and
106 methods", the settings in which electronic and information
107 technology including, but not limited to, the following is
108 used:

109 a. Computer-based applications and simulations;
110 b. Personal and mobile computing devices such as
111 smartphones or tablets;
112 c. Web-based platforms;
113 d. Online or distance-learning programs;
114 e. Video games; and
115 f. Exhibits or installations that feature digital
116 media, wearable technology, or other tools that support
117 participants' engagement with new knowledge, skills, or
118 practices;
119 (l) "U.S. Access Board", the independent federal
120 agency created in 1973 that promotes equality for people
121 with disabilities through leadership in accessible design
122 and the development of accessibility guidelines and
123 standards.
124 6. (1) Each blind or visually impaired student shall
125 receive instruction in Braille reading and writing as part
126 of such student's individualized education program (IEP) or
127 individualized family support plan (IFSP) unless the IEP or
128 IFSP team determines, after an evaluation of the student's
129 reading and writing skills, needs, and appropriate reading
130 and writing media including, but not limited to, an
131 evaluation of the student's needs for instruction in Braille
132 or the use of Braille, that instruction in Braille or the
133 use of Braille is not appropriate. No blind or visually
134 impaired student shall be denied instruction in Braille
135 reading and writing solely because the student has some
136 vision. During the evaluation and IEP process,
137 consideration shall be given regarding appropriate Braille
138 instruction based on a potential vision loss due to a
139 degenerative medical diagnosis.
140 (2) In conjunction with the U.S. Department of
141 Education's Braille presumption requirement in the federal

142 Individuals with Disabilities Education Act (IDEA), as
143 amended, instruction in Braille reading and writing shall be
144 sufficient to enable each blind or visually impaired student
145 to communicate effectively and efficiently at a level
146 commensurate with the student's same age and with the
147 student's nondisabled peers of comparable intellectual
148 ability. The blind or visually impaired student's
149 individualized education program (IEP) or individualized
150 family support plan (IFSP) shall specify:
151 (a) The results obtained from an evaluation of the
152 blind or visually impaired student's reading and writing
153 skills, needs, and appropriate reading and writing media
154 including, but not limited to, an evaluation of the blind or
155 visually impaired student's needs for instruction in Braille
156 or the use of Braille including, but not limited to,
157 consideration regarding appropriate Braille instruction
158 based on a potential vision loss due to a degenerative
159 medical diagnosis;
160 (b) How Braille will be implemented, if needed as
161 determined by the IEP team, as a primary mode for learning
162 through integration with other classroom activities;
163 (c) The length of the period of instruction and the
164 frequency and duration of each instructional session as
165 determined by the IEP team, which shall, as closely as
166 appropriate based on individual needs, be identical to the
167 level of instruction provided to nondisabled peers; and
168 (d) The level of competency in Braille reading and
169 writing to be achieved by the end of the period.
170 (3) Use, and provision, of Braille materials for
171 reading and writing shall be addressed in 504 plans for
172 blind or visually impaired students created under Section
173 504 of the federal Rehabilitation Act of 1973, 29 U.S.C.
174 Section 794, as amended.

175 7. In conjunction with academic achievement and
176 functional performance requirements of 34 CFR
177 300.320(a)(2)(i), as amended, instruction in expanded core
178 curriculum shall be provided to blind or visually impaired
179 students to support progress in the general education
180 curriculum.
181 8. (1) Each blind or visually impaired student shall
182 receive instruction in assistive technology as part of the
183 student's individualized education program (IEP) or
184 individualized family support plan (IFSP) unless the IEP or
185 IFSP team determines, after an evaluation of a student's
186 needs, that instruction in assistive technology is not
187 appropriate. No student shall be denied instruction in
188 assistive technology solely because the student has some
189 vision.
190 (2) In conjunction with accessible assistive
191 technology requirements of the federal Individuals with
192 Disabilities Education Act (IDEA) in 20 U.S.C.
193 1412(a)(12)(B)(i), as amended, the blind or visually
194 impaired student shall receive grade-level instruction that
195 will equip the blind or visually impaired student with the
196 appropriate technology-mediated learning environments and
197 methods to perform on the same level of proficiency expected
198 of peers of comparable intellectual ability and grade
199 level. The blind or visually impaired student's IEP or IFSP
200 shall specify:
201 (a) The results obtained from an assessment of the
202 blind or visually impaired student's skills, needs, and
203 appropriate accessible assistive technology including, but
204 not limited to, an evaluation of the future needs for
205 accessible assistive technology training or the use of
206 accessible assistive technology;

207 (b) How accessible assistive technology will be
208 implemented as a primary mode for learning through
209 integration with other classroom activities;
210 (c) The frequency and duration of each instructional
211 session;
212 (d) The level of mastery of the accessible assistive
213 technology specified by the blind or visually impaired
214 student's assessment to be achieved by the end of the
215 period; and
216 (e) Acknowledgment that either:
217 a. The blind or visually impaired student may
218 transport the accessible assistive technology to and from
219 school without the need for payment, family assumption of
220 liability for loss or damage, or any other cost to the blind
221 or visually impaired student or the family; or
222 b. If the accessible assistive technology remains at
223 school, the LEA will provide duplicate accessible assistive
224 technology in the blind or visually impaired student's home
225 without requiring payment, family assumption of liability
226 for loss or damage, or any other cost to the blind or
227 visually impaired student or the family.
228 (3) Use, and provision, of accessible assistive
229 technology shall be addressed in 504 plans for blind or
230 visually impaired students created under Section 504 of the
231 federal Rehabilitation Act of 1973, 29 U.S.C. Section 794,
232 as amended.
233 9. (1) Each blind or visually impaired student shall
234 receive instruction in orientation and mobility as part of
235 the student's individualized education program (IEP) or
236 individualized family support plan (IFSP) unless the IEP or
237 IFSP team determines, after an evaluation of a student's
238 needs, that instruction in orientation and mobility is not
239 appropriate. No student shall be denied instruction in

240 orientation and mobility solely because the student has some
241 vision.
242 (2) In conjunction with orientation and mobility
243 services requirements of 34 CFR 300.34(c)(7), as amended,
244 blind or visually impaired students shall receive
245 orientation and mobility instruction to equip each blind or
246 visually impaired student with the age-appropriate tools,
247 techniques, and nonvisual skills to navigate in and around
248 the student's home, schools, communities, and other
249 environments as applicable, and as expected of peers of
250 comparable intellectual ability and grade level. The blind
251 or visually impaired student's IEP or IFSP shall specify:
252 (a) The results obtained from an evaluation of the
253 blind or visually impaired student's orientation and
254 mobility needs including, but not limited to, an evaluation
255 of the blind or visually impaired student's future needs for
256 instruction in orientation and mobility;
257 (b) How orientation and mobility will be integrated
258 into the home, school, and community;
259 (c) The date on which orientation and mobility
260 instruction will commence;
261 (d) The frequency and duration of each instructional
262 session; and
263 (e) The level of mastery of orientation and mobility
264 skills to be achieved by the end of the period.
265 (3) Orientation and mobility equipment,
266 accommodations, and modifications shall be addressed in 504
267 plans for blind or visually impaired students created under
268 Section 504 of the federal Rehabilitation Act of 1973, 29
269 U.S.C. Section 794, as amended.
270 (4) An orientation and mobility evaluation shall be
271 conducted by a person who is appropriately certified by the
272 National Blindness Professional Certification Board (NBPCB)

273 with a National Orientation and Mobility Certification
274 (NOMC), or through the Academy for Certification of Vision
275 Rehabilitation and Education Professionals (ACVREP) as a
276 Certified Orientation and Mobility Specialist (COMS), or who
277 holds a nationally recognized certification related to
278 orientation and mobility.
279 (5) The orientation and mobility evaluations described
280 in subdivision (4) of this subsection shall occur in
281 familiar and unfamiliar environments, during the daytime and
282 nighttime, and around the home, school, and community as
283 determined age appropriate by the blind or visually impaired
284 student's IEP or IFSP.
285 10. (1) As part of the state educational agency's
286 certification and renewal process, educators hired to teach
287 Braille shall be certified teachers of students with visual
288 impairments, hold a current and valid National Certification
289 in Unified English Braille (NCUEB) working under the
290 supervision of a reading specialist, or hold a nationally
291 recognized certification related to Braille instruction.
292 (2) As part of the state educational agency's
293 certification and renewal process, educators hired to teach
294 accessible assistive technology shall be certified teachers
295 of students with visual impairments, hold a valid and
296 current Certified Assistive Technology Instructional
297 Specialist for People with Visual Impairments (CATIS), or
298 hold a valid and current National Certification in Access
299 Technology for the Blind (NCATB) or other nationally
300 recognized certification related to assistive technology
301 instruction for individuals with visual impairments.
302 (3) As part of the state educational agency's
303 certification and renewal process, specialists hired to
304 teach orientation and mobility shall hold a valid and
305 current National Orientation and Mobility Certification

306 (NOMC) or hold a current and valid Certified Orientation and
307 Mobility Specialist (COMS) certification or other nationally
308 recognized certification related to orientation and mobility
309 instruction for individuals with visual impairments.
310 11. (1) LEAs shall deliver services to blind or
311 visually impaired students in a manner that at all times
312 abides by requirements of the federal Individuals with
313 Disabilities Education Act (IDEA), Title II of the Americans
314 with Disabilities Act, and the Rehabilitation Act of 1973,
315 as amended, including during declared local, state, or
316 national emergencies.
317 (2) LEAs shall seek and obtain proof of currently
318 available certified professionals from any company, agency,
319 or individual the LEA intends to contract with for services
320 outlined in subsections 5 to 9 of this section.
321 (3) LEAs shall not impose any preclusions or
322 limitations on a student to receive instruction in
323 orientation and mobility services in and around the home,
324 school, or community setting including during daytime and
325 nighttime hours.
326 (4) LEAs may require annual written parental consent
327 to conduct effective instruction when such services are
328 provided before or after regular school hours or when such
329 services are provided away from the educational institution
330 or the blind or visually impaired student's residence.
331 (5) If an LEA prohibits an orientation and mobility
332 instructor from using the instructor's preferred mode of
333 transportation to transport blind or visually impaired
334 students to and from outside environments, the LEA shall
335 provide an equally effective transportation alternative for
336 that purpose without cost to the orientation and mobility
337 instructor. If the blind or visually impaired student's

338 family provides transportation for the student, the LEA
339 shall reimburse the expense.
340 12. (1) If an LEA requires an eye report, the LEA
341 shall bear all costs associated with obtaining such report.
342 LEAs shall not delay an evaluation for eligibility based on
343 the absence or delay of such report.
344 (2) All electronic and information technology
345 developed, procured, maintained, or used by LEAs shall be
346 compliant with the U.S. Access Board's Section 508
347 standards, as amended.
348 (3) LEAs shall anticipate the need for nonvisual
349 accessibility and adopt policies and procedures to reduce or
350 eliminate common barriers experienced by blind or visually
351 impaired students, parents, educators, administrators, and
352 other staff.
353 13. Subsections 1 to 4 of this section shall apply in
354 all school years ending before July 1, 2022. Subsections 5
355 to 12 of this section shall apply in school year 2022-23 and
356 all subsequent school years.
167.268. 1. Each **[**local**]** school district and charter
2 school shall have on file a policy for reading
3 **[**intervention**]** success plans **[**for any pupils of the district
4 in grades kindergarten through three pursuant to the
5 provisions of this section. Such plans shall identify
6 strategies to be followed by the district teachers to raise
7 a pupil identified as reading below grade level by
8 recognized methods to reading at grade level by the end of
9 the third grade. Recognized methods of identification may
10 include but need not be limited to the scores of the pupil
11 obtained through any established standardized testing
12 program currently administered by the district, observations
13 of classroom teachers, and documented classroom
14 performance**]**. Each school district and charter school shall

15 provide all parents and guardians of students, including
16 parents of students who are identified as having a
17 substantial deficiency in reading under subsection 1 of
18 section 167.645, with suggestions for regular parent-guided
19 home reading.
20 2. [The state board of education] The department of
21 elementary and secondary education shall develop guidelines
22 to assist districts and charter schools in formulating
23 policies for reading [intervention] success plans. Such
24 guidelines may include, but are not limited to, measures of
25 reading proficiency, strategies for addressing reading
26 deficiencies, timelines for measuring pupil improvement in
27 reading, and information on screening [for and treatment] of
28 [auditory] dyslexia[, and information on the Lindamood
29 Auditory Conceptualization Test and the Auditory
30 Discrimination in Depth Program]. Such guidelines may also
31 identify performance levels for pupils identified as
32 handicapped or severely handicapped and conditions under
33 which such pupils [are] may be exempt from the provisions of
34 this section and section 167.645.
35 3. [Each local school district enrolling a pupil
36 identified as reading below grade level shall develop an
37 individual plan of reading intervention for such pupil. The
38 individual pupil's plan may include individual or group
39 reading development activities. The plan may be developed
40 after consultation with the pupil's parent or legal
41 guardian] Each school district and charter school shall
42 provide intensive reading instruction to students as
43 provided in section 167.645.
167.625. 1. This section shall be known and may be
2 cited as "Will's Law".
3 2. As used in this section, the following terms mean:

4 (1) "Individualized emergency health care plan", a
5 document developed by a school nurse, in consultation with a
6 student's parent and other appropriate medical
7 professionals, that is consistent with the recommendations
8 of the student's health care providers, that describes
9 procedural guidelines that provide specific directions about
10 what to do in a particular emergency situation, and that is
11 signed by the parent and the school nurse or the school
12 administrator or the administrator's designee in the absence
13 of the school nurse;
14 (2) "Individualized health care plan", a document
15 developed by a school nurse, in consultation with a
16 student's parent and other appropriate medical professionals
17 who may be providing epilepsy or seizure disorder care to
18 the student, that is consistent with the recommendations of
19 the student's health care providers, that describes the
20 health services needed by the student at school, and that is
21 signed by the parent and the school nurse or the school
22 administrator or the administrator's designee in the absence
23 of the school nurse;
24 (3) "Parent", a parent, guardian, or other person
25 having charge, control, or custody of a student;
26 (4) "School", any public elementary or secondary
27 school or charter school;
28 (5) "School employee", a person employed by a school;
29 (6) "Student", a student who has epilepsy or a seizure
30 disorder and who attends a school.
31 3. (1) The parent of a student who seeks epilepsy or
32 seizure disorder care while at school shall inform the
33 school nurse or the school administrator or the
34 administrator's designee in the absence of the school nurse.
35 The school nurse shall develop an individualized health
36 care plan and an individualized emergency health care plan

37 for the student. The parent of the student shall annually
38 provide to the school written authorization for the
39 provision of epilepsy or seizure disorder care as described
40 in the individualized plans.
41 (2) The individualized plans developed under
42 subdivision (1) of this subsection shall be updated by the
43 school nurse before the beginning of each school year and as
44 necessary if there is a change in the health status of the
45 student.
46 (3) Each individualized health care plan shall, and
47 each individualized emergency health care plan may, include
48 but not be limited to the following information:
49 (a) A notice about the student's condition for all
50 school employees who interact with the student;
51 (b) Written orders from the student's physician or
52 advanced practice nurse describing the epilepsy or seizure
53 disorder care;
54 (c) The symptoms of the epilepsy or seizure disorder
55 for that particular student and recommended care;
56 (d) Whether the student may fully participate in
57 exercise and sports, and any contraindications to exercise
58 or accommodations that shall be made for that particular
59 student;
60 (e) Accommodations for school trips, after-school
61 activities, class parties, and other school-related
62 activities;
63 (f) Information for such school employees about how to
64 recognize and provide care for epilepsy and seizure
65 disorders, epilepsy and seizure disorder first aid training,
66 when to call for assistance, emergency contact information,
67 and parent contact information;
68 (g) Medical and treatment issues that may affect the
69 educational process of the student;

70 (h) The student's ability to manage, and the student's
71 level of understanding of, the student's epilepsy or seizure
72 disorder; and
73 (i) How to maintain communication with the student,
74 the student's parent and health care team, the school nurse
75 or the school administrator or the administrator's designee
76 in the absence of the school nurse, and the school employees.
77 4. (1) The school nurse assigned to a particular
78 school or the school administrator or the administrator's
79 designee in the absence of the school nurse shall coordinate
80 the provision of epilepsy and seizure disorder care at that
81 school and ensure that all school employees are trained
82 every two years in the care of students with epilepsy and
83 seizure disorders including, but not limited to, school
84 employees working with school-sponsored programs outside of
85 the regular school day, as provided in the student's
86 individualized plans.
87 (2) The training required under subdivision (1) of
88 this subsection shall include an online or in-person course
89 of instruction approved by the department of health and
90 senior services that is provided by a reputable, local,
91 Missouri-based health care or nonprofit organization that
92 supports the welfare of individuals with epilepsy and
93 seizure disorders.
94 5. The school nurse or the school administrator or the
95 administrator's designee in the absence of the school nurse
96 shall obtain a release from a student's parent to authorize
97 the sharing of medical information between the student's
98 physician or advanced practice nurse and other health care
99 providers. The release shall also authorize the school
100 nurse or the school administrator or the administrator's
101 designee in the absence of the school nurse to share medical
102 information with other school employees in the school

103 district as necessary. No sharing of information under this
104 subsection shall be construed to be a violation of the
105 federal Health Insurance Portability and Accountability Act
106 of 1996 (HIPAA) (Pub. L. 104-191), as amended, if a
107 student's parent has provided a release under this
108 subsection.
109 6. No school employee including, but not limited to, a
110 school nurse, a school bus driver, a school bus aide, or any
111 other officer or agent of a school shall be held liable for
112 any good faith act or omission consistent with the
113 provisions of this section, nor shall an action before the
114 state board of nursing lie against a school nurse for any
115 such action taken by a school employee trained in good faith
116 by the school nurse under this section. "Good faith" shall
117 not be construed to include willful misconduct, gross
118 negligence, or recklessness.
167.640. 1. School districts **[**may**]** shall adopt a
2 policy with regard to student promotion which may require
3 remediation as a condition of promotion to the next grade
4 level for any student identified by the district as failing
5 to master skills and competencies established for that
6 particular grade level by the district board of education.
7 School districts may also require parents or guardians of
8 such students to commit to conduct home-based tutorial
9 activities with their children or, in the case of a student
10 with disabilities eligible for services pursuant to sections
11 162.670 to 162.1000, the individual education plan shall
12 determine the nature of parental involvement consistent with
13 the requirements for a free, appropriate public education.
14 2. Such remediation shall recognize that different
15 students learn differently and shall employ methods designed
16 to help these students achieve at high levels. Such
17 remediation may include, but shall not necessarily be

18 limited to, a mandatory summer school program focused on the
19 areas of deficiency or other such activities conducted by
20 the school district outside of the regular school day.
21 Decisions concerning the instruction of a child who receives
22 special educational services pursuant to sections 162.670 to
23 162.1000 shall be made in accordance with the child's
24 individualized education plan.
25 3. School districts providing remediation pursuant to
26 this section or section 167.645 outside of the traditional
27 school day may count extra hours of instruction in the
28 calculation of average daily attendance as defined in
29 section 163.011.

167.645. 1. **[**For purposes of this section, the
2 following terms mean:
3 (1) "Reading assessment", a recognized method of
4 judging a student's reading ability, with results expressed
5 as reading at a particular grade level. The term reading
6 assessment shall include, but is not limited to, standard
7 checklists designed for use as a student reads out loud,
8 paper-and-pencil tests promulgated by nationally recognized
9 organizations and other recognized methods of determining a
10 student's reading accuracy, expression, fluency and
11 comprehension in order to make a determination of the
12 student's grade-level reading ability. Assessments which do
13 not give a grade-level result may be used in combination
14 with other assessments to reach a grade-level
15 determination. Districts are encouraged but not required to
16 select assessment methods identified pursuant to section
17 167.346. Districts are also encouraged to use multiple
18 methods of assessment;
19 (2) "Summer school", for reading instruction purposes,
20 a minimum of forty hours of reading instruction and
21 practice. A school district may arrange the hours and days

22 of instruction to coordinate with its regular program of
23 summer school.
24 2. For purposes of this section, methods of reading
25 assessment shall be determined by each school district.
26 Unless a student has been determined in the current school
27 year to be reading at grade level or above, each school
28 district shall administer a reading assessment or set of
29 assessments to each student within forty-five days of the
30 end of the third-grade year, except that the provisions of
31 this subsection shall not apply to students receiving
32 special education services under an individualized education
33 plan pursuant to sections 162.670 to 162.999, to students
34 receiving services pursuant to Section 504 of the
35 Rehabilitation Act of 1973 whose services plan includes an
36 element addressing reading or to students determined to have
37 limited English proficiency or to students who have been
38 determined, prior to the beginning of any school year, to
39 have a cognitive ability insufficient to meet the reading
40 requirement set out in this section, provided that districts
41 shall provide reading improvement plans for students
42 determined to have such insufficient cognitive ability. The
43 assessment required by this subsection shall also be
44 required for students who enter a school district in grades
45 four, five or six unless such student has been determined in
46 the current school year to be reading at grade level or
47 above.
48 3. Beginning with school year 2002-03, for each
49 student whose third-grade reading assessment determines that
50 such student is reading below second-grade level, the school
51 district shall design a reading improvement plan for the
52 student's fourth-grade year. Such reading improvement plan
53 shall include, at a minimum, thirty hours of additional
54 reading instruction or practice outside the regular school

55 day during the fourth-grade year. The school district shall
56 determine the method of reading instruction necessary to
57 enforce this subsection. The school district may also
58 require the student to attend summer school for reading
59 instruction as a condition of promotion to fourth grade.
60 The department of elementary and secondary education may,
61 from funds appropriated for the purpose, reimburse school
62 districts for additional instructional personnel costs
63 incurred in the implementation and execution of the thirty
64 hours of additional reading instruction minus the revenue
65 generated by the school district through the foundation
66 formula for the additional reading instruction average daily
67 attendance.
68 4. Each student for whom a reading improvement plan
69 has been designed pursuant to subsection 3 of this section
70 shall be given another reading assessment, to be
71 administered within forty-five days of the end of such
72 student's fourth-grade year. If such student is determined
73 to be reading below third-grade level, the student shall be
74 required to attend summer school to receive reading
75 instruction. At the end of such summer school instruction,
76 such student shall be given another reading assessment. If
77 such student is determined to be reading below third-grade
78 level, the district shall notify the student's parents or
79 guardians, and the student shall not be promoted to fifth
80 grade. No student shall be denied promotion more than once
81 solely for inability to meet the reading standards set out
82 in this section.
83 5. The process described in subsections 3 and 4 of
84 this section shall be repeated as necessary through the end
85 of the sixth grade, with the target grade level rising
86 accordingly. Mandatory retention in grade shall not apply
87 to grades subsequent to fourth grade.

88 6. The mandatory process of additional reading
89 instruction pursuant to this section shall cease at the end
90 of the sixth grade. The permanent record of students who
91 are determined to be reading below the fifth-grade level at
92 the end of sixth grade shall carry a notation advising that
93 such student has not met minimal reading standards. The
94 notation shall stay on the student's record until such time
95 as the district determines that a student has met minimal
96 reading standards.
97 7. Each school district shall be required to offer
98 summer school reading instruction to any student with a
99 reading improvement plan. Districts may fulfill the
100 requirement of this section through cooperative arrangements
101 with neighboring districts; provided that such districts
102 shall timely make all payments provided pursuant to such
103 cooperative agreements.
104 8. A school district may adopt a policy that requires
105 retention in grade of any student who has been determined to
106 require summer school instruction in reading and who does
107 not fulfill the summer school attendance requirement.
108 9. Nothing in this section shall preclude a school
109 district from retaining any student in grade when a
110 determination is made in accordance with district policy
111 that retention is in the best interests of the student.
112 10. The state board of education shall not incorporate
113 information about the number of students receiving
114 additional instruction pursuant to this section into any
115 element of any standard of the Missouri school improvement
116 program or its successor accreditation program; provided,
117 however, each district shall make available, upon the
118 request of any parent, patron, or media outlet within the
119 district, the number and percentage of students receiving
120 remediation pursuant to this section. The information shall

121 be presented in a way that does not permit personal
122 identification of any student or educational personnel.
123 11. Each school district shall make a systematic
124 effort to inform parents of the methods and materials used
125 to teach reading in kindergarten through fourth grade, in
126 terms understandable to a layperson and shall similarly
127 inform parents of students for whom a reading improvement
128 plan is required pursuant to this section] Each school
129 district and charter school shall assess all students
130 enrolled in kindergarten through grade three at the
131 beginning and end of each school year for their level of
132 reading or reading readiness on state-approved reading
133 assessments. Additionally, all school districts and charter
134 schools shall assess any newly enrolled student in grades
135 one through five for their level of reading or reading
136 readiness on a reading assessment from the state-approved
137 list. At the beginning of the school year, each school
138 district and charter school shall provide a reading success
139 plan to any student who:
140 (1) Exhibits a substantial deficiency in reading which
141 creates a barrier to the child's progress learning to read.
142 The identification of such deficiency may be based upon the
143 most recent assessments or teacher observation; or
144 (2) Has been identified as being at risk of dyslexia
145 in the statewide dyslexia screening or has a formal
146 diagnosis of dyslexia.

147 For the purposes of this section, a substantial reading
148 deficiency shall refer to a student who is one or more grade
149 level or levels behind in reading or reading readiness;
150 provided that nothing in this section shall be interpreted
151 to prevent a school district or charter school from offering
152 a reading success plan to any student based on an assessment
153 completed at the start and end of the school year or teacher

154 observation. For any student entering the school district
155 or charter school after the start of the school year, such
156 student shall be provided a reading success plan in the
157 event the student has been identified as having a
158 substantial reading deficiency based on the student's most
159 recent assessment or otherwise being identified through
160 teacher observation. The student's reading proficiency
161 shall be reassessed by reading assessments on the state-
162 approved list. The student shall continue to be provided
163 with intensive reading instruction under a reading success
164 plan until the reading deficiency is remedied.
165 2. The district or charter school shall notify the
166 parent or guardian of any student in kindergarten through
167 grade three who exhibits a substantial deficiency in
168 reading, as described in subsection 1 of this section, at
169 least annually in writing, and in an appropriate,
170 alternative manner for the parent or other guardian if
171 necessary, of the following:
172 (1) That the child has been identified as having a
173 substantial deficiency in reading;
174 (2) A description of the services currently provided
175 to the child;
176 (3) A description of the proposed supplemental
177 instructional services and supports that the school district
178 will provide to the child that are designed to remediate the
179 identified area of reading deficiency. For students
180 identified as being at risk of dyslexia or those that have a
181 diagnosis of dyslexia the district shall provide an
182 explanation that the instruction that will be used to teach
183 the child reading shall be explicit, systematic, and
184 diagnostic and based on phonological awareness, phonics,
185 fluency, vocabulary, comprehension, morphology, syntax, and
186 semantics;

187 (4) Strategies for parents and guardians to use in
188 helping the child succeed in reading proficiency, including
189 but not limited to the promotion of parent-guided home
190 reading.
191 3. If the school district or charter school provides a
192 summer reading program under this section, the district or
193 charter school shall notify the parent or guardian of each
194 student who exhibits a substantial deficiency in reading of
195 the opportunity to attend the summer reading program.
196 4. If a student has a substantial reading deficiency
197 at the end of third grade, the student's parent or guardian
198 and appropriate school staff shall discuss whether the
199 student should be retained in grade level, based on a
200 consideration of all relevant factors, including the reading
201 deficiency, the student's progress in other subject areas,
202 and the student's overall intellectual, physical, emotional,
203 and social development. A decision to promote or retain a
204 student with a substantial reading deficiency at the end of
205 grade three shall be made only after direct personal
206 consultation with the student's parent or guardian and after
207 the formulation of a specific plan of action to remedy the
208 student's reading deficiency.
209 5. Each school district or charter school shall do all
210 of the following:
211 (1) Provide students who are identified as having a
212 substantial deficiency in reading under subsection 1 of this
213 section, have been identified as being at risk of dyslexia
214 in the statewide dyslexia screening, or have a formal
215 diagnosis of dyslexia with intensive instructional services
216 and supports specified in a reading success plan, as
217 appropriate according to student need, free of charge, to
218 remediate the identified areas of reading deficiency,
219 including additional scientific, evidence-based reading

220 instruction and other strategies prescribed by the school
221 district or charter school which may include but are not
222 limited to the following:
223 (a) Small group or individual instruction;
224 (b) Reduced teacher-student ratios;
225 (c) More frequent progress monitoring;
226 (d) Tutoring or mentoring;
227 (e) Extended school day, week, or year; and
228 (f) Summer reading programs;
229 (2) For any student with a formal diagnosis of
230 dyslexia or for a student who was found to be at risk of
231 dyslexia in the statewide dyslexia screening, the school
232 district or charter school shall provide evidence-based
233 reading instruction that addresses phonology, sound-symbol
234 association, syllable instruction, morphology, syntax, and
235 semantics provided through systematic, cumulative, explicit,
236 and diagnostic methods;
237 (3) At regular intervals, but no less than four times
238 per year in a manner that reflects progress through each
239 school term, notify the parent or guardian of academic and
240 other progress being made by the student and give the parent
241 or guardian other useful information;
242 (4) In addition to required reading enhancement and
243 acceleration strategies, provide all parents of students,
244 including parents of students who are identified as having a
245 substantial deficiency in reading under subsection 1 of this
246 section, with a plan that includes suggestions for regular
247 parent-guided home reading.
248 6. Each school district and charter school shall
249 ensure that intensive reading instruction through a reading
250 development initiative shall be provided to each
251 kindergarten through grade five student who is assessed as
252 exhibiting a substantial deficiency in reading. In addition

253 to the requirements otherwise provided, such instruction
254 shall also comply with all of the following criteria:
255 (1) Be provided to all kindergarten through grade five
256 students who exhibit a substantial deficiency in reading
257 under this section. The assessments shall measure phonemic
258 awareness, phonics, fluency, vocabulary, and comprehension;
259 (2) Be provided during regular school hours;
260 (3) Provide a reading curriculum that meets the
261 requirements of section 170.014, and at a minimum has the
262 following specifications:
263 (a) Assists students assessed as exhibiting a
264 substantial deficiency in reading to develop the skills to
265 read at grade level;
266 (b) Provides skill development in phonemic awareness,
267 phonics, fluency, vocabulary, and comprehension;
268 (c) Includes a scientifically based and reliable
269 assessment;
270 (d) Provides initial and ongoing analysis of each
271 student's reading progress; and
272 (e) Provides a curriculum in core academic subjects to
273 assist the student in maintaining or meeting proficiency
274 levels for the appropriate grade in all academic subjects.
275 7. School districts and charter schools shall report
276 to the department the specific intensive reading
277 interventions and supports implemented by the school
278 district or charter school pursuant to this section as well
279 as the reading assessment data collected for grades
280 kindergarten through five. The department shall annually
281 prescribe the components of required or requested reports.
282 8. (1) Each school district and charter school shall
283 address reading proficiency as part of its comprehensive
284 school improvement plan, drawing upon information about
285 children from assessments conducted pursuant to subsection 1

286 of this section and the prevalence of deficiencies
287 identified by classroom, elementary school, and other
288 student characteristics. As part of its comprehensive
289 school improvement plan or contract, each school district or
290 charter school shall review chronic early elementary
291 absenteeism for its impact on literacy development. If more
292 than fifteen percent of an attendance center's students are
293 not at grade level in reading by the end of third grade, the
294 comprehensive school improvement plan or contract shall
295 include strategies to reduce that percentage, including
296 school and community strategies to raise the percentage of
297 students who are proficient in reading.
298 (2) Each school district and charter school shall
299 provide professional development services to enhance the
300 skills of elementary teachers in responding to children's
301 unique reading issues and needs and to increase the use of
302 evidence-based strategies.
167.850. 1. As used in this section, the following
2 terms mean:
3 (1) "Board", the state board of education;
4 (2) "Commissioner", the commissioner of education;
5 (3) "Recovery high school", a public high school that
6 serves eligible students diagnosed with substance use
7 disorder or dependency as defined by the most recent
8 Diagnostic and Statistical Manual of Mental Disorders and
9 that provides both a comprehensive four-year high school
10 education in an alternative public school setting and a
11 structured plan of recovery;
12 (4) "Sending district", the school district where a
13 student attending or planning to attend the recovery high
14 school resides and from which the student is referred for
15 enrollment in a recovery high school.

2. (1) The commissioner may approve and authorize up to four pilot recovery high schools, geographically located in metropolitan areas throughout the state, to be established by school districts or groups of school districts for the purpose of demonstrating the effectiveness of the recovery high school model in this state. The commissioner shall issue a request for proposals from school districts to operate a pilot recovery high school. Such proposals may be submitted by an individual school district proposing to operate a recovery high school or by a group of school districts proposing to jointly operate such a school. Such proposals shall be submitted to the commissioner no later than December first of the school year prior to the school year in which the recovery high school is proposed to begin operation. The approval of the board shall be required for the recovery high school to begin operation.

(2) Proposals shall detail how the district or districts will satisfy the criteria for a high school education program under state law and board rule and how the recovery high school will satisfy the requirements for accreditation by the Association of Recovery Schools or another recovery school accreditation organization authorized by the board. The proposal shall include a financial plan outlining the anticipated public and private funding that will allow the recovery high school to operate and meet the school's educational and recovery criteria. The district or districts may partner with one or more local nonprofit organizations or other local educational agencies regarding establishment and operation of a recovery high school and may establish a joint board to oversee the operation of the recovery high school as provided in a memorandum of understanding entered with such organization or organizations.

49 (3) By approval of the proposal upon the
50 recommendation of the commissioner, the board shall be
51 deemed to have authorized all necessary equivalencies and
52 waivers of regulations enumerated in the proposal.
53 (4) The commissioner may specify an authorization
54 period for the recovery high school, which shall be no less
55 than four years. Before July first of each year the
56 recovery high school is in operation, the school district or
57 group of school districts, in consultation with the recovery
58 high school, shall submit to the commissioner an analysis of
59 the recovery high school's educational, recovery, and other
60 related outcomes as specified in the proposal. The
61 commissioner shall review the analysis and renew any
62 recovery high school meeting the requirements of this
63 section and the requirements of the school's proposal and
64 may include terms and conditions to address areas needing
65 correction or improvement. The commissioner may revoke or
66 suspend the authorization of a recovery high school not
67 meeting the requirements of this section or the requirements
68 of the school's proposal.
69 (5) Pupil attendance, dropout rate, student
70 performance on statewide assessments, and other data
71 considered in the Missouri school improvement program and
72 school accreditation shall not be attributed to the general
73 accreditation of either a sending district or the district
74 or districts operating the recovery high school and may be
75 used by the commissioner only in the renewal process for the
76 recovery high school as provided in this subsection.
77 3. (1) A school district may enter into an agreement
78 with a district or districts operating a recovery high
79 school for the enrollment of an eligible student who is
80 currently enrolled in or resides in the sending district.

81 (2) A parent or guardian may seek to enroll an
82 eligible student residing in a sending district in a
83 recovery high school created under this section. A student
84 over eighteen years of age residing in a sending district
85 may seek to enroll in a recovery high school.
86 (3) An eligible student shall mean a student who is in
87 recovery from substance use disorder or substance
88 dependency, or such a condition along with co-occurring
89 disorders such as anxiety, depression, and attention deficit
90 hyperactivity disorder, and who is determined by the
91 recovery high school to be a student who would academically
92 and clinically benefit from placement in the recovery high
93 school and is committed to working on the student's
94 recovery. The recovery high school shall consider available
95 information including, but not limited to, any
96 recommendation of a drug counselor, alcoholism counselor, or
97 substance abuse counselor licensed or certified under
98 applicable laws and regulations.
99 (4) A recovery high school shall not limit or deny
100 admission to an eligible student based on race, ethnicity,
101 national origin, disability, income level, proficiency in
102 the English language, or athletic ability.
103 4. (1) The recovery high school shall annually adopt
104 a policy establishing a tuition rate for its students no
105 later than February first of the preceding school year.
106 (2) The sending district of an eligible student who is
107 enrolled in and attending a recovery high school shall pay
108 tuition to the recovery high school equal to the lesser of:
109 (a) The tuition rate established under subdivision (1)
110 of this subsection; or
111 (b) The state adequacy target, as defined in section
112 163.011, plus the average sum produced per child by the

113 local tax effort above the state adequacy target of the
114 sending district.
115 (3) If costs associated with the provision of special
116 education and related disability services to the student
117 exceed the tuition to be paid under subdivision (2) of this
118 subsection, the sending district shall remain responsible
119 for paying the excess cost to the recovery high school.
120 (4) The commissioner may enter into an agreement with
121 the appropriate official or agency of another state to
122 develop a reciprocity agreement for otherwise eligible,
123 nonresident students seeking to attend a recovery high
124 school in this state. A recovery high school may enroll
125 otherwise eligible students residing in a state other than
126 this state as provided in such reciprocity agreement. Such
127 reciprocity agreement shall require the out-of-state
128 student's district of residence to pay to the recovery high
129 school an annual amount equal to one hundred five percent of
130 the tuition rate for the recovery high school established
131 under this subsection. If an otherwise eligible student
132 resides in a state that is not subject to a reciprocity
133 agreement, such student may attend a recovery high school
134 provided such student pays to the school one hundred five
135 percent of the tuition rate for the recovery high school
136 established under this subsection. No student enrolled and
137 attending a recovery high school under this subdivision
138 shall be included as a resident pupil for any state aid
139 purpose under chapter 163.
140 5. The board, in consultation with the department of
141 mental health, may promulgate rules to implement the
142 provisions of this section. Any rule or portion of a rule,
143 as that term is defined in section 536.010, that is created
144 under the authority delegated in this section shall become
145 effective only if it complies with and is subject to all of

146 the provisions of chapter 536 and, if applicable, section
147 536.028. This section and chapter 536 are nonseverable, and
148 if any of the powers vested with the general assembly
149 pursuant to chapter 536 to review, to delay the effective
150 date, or to disapprove and annul a rule are subsequently
151 held unconstitutional, then the grant of rulemaking
152 authority and any rule proposed or adopted after August 28,
153 2022, shall be invalid and void.

168.021. 1. Certificates of license to teach in the
2 public schools of the state shall be granted as follows:

3 (1) By the state board, under rules and regulations
4 prescribed by it:

5 (a) Upon the basis of college credit;

6 (b) Upon the basis of examination;

7 (2) By the state board, under rules and regulations
8 prescribed by the state board with advice from the advisory
9 council established by section 168.015 to any individual who
10 presents to the state board a valid doctoral degree from an
11 accredited institution of higher education accredited by a
12 regional accrediting association such as North Central
13 Association. Such certificate shall be limited to the major
14 area of postgraduate study of the holder, shall be issued
15 only after successful completion of the examination required
16 for graduation pursuant to rules adopted by the state board
17 of education, and shall be restricted to those certificates
18 established pursuant to subdivision (2) of subsection 3 of
19 this section;

20 (3) By the state board, which shall issue the
21 professional certificate classification in both the general
22 and specialized areas most closely aligned with the current
23 areas of certification approved by the state board,
24 commensurate with the years of teaching experience of the
25 applicant, and based upon the following criteria:

26 (a) Recommendation of a state-approved baccalaureate-
27 level teacher preparation program;
28 (b) a. Successful attainment of the Missouri
29 qualifying score on the exit assessment for teachers or
30 administrators designated by the state board of education[.];
31 b. (i) Applicants who have not successfully achieved
32 a qualifying score on the designated examinations will be
33 issued a two-year nonrenewable provisional certificate;
34 (ii) During the two-year nonrenewable provisional
35 certification, an individual teacher may gain full
36 professional certification by:
37 i. Achieving a qualifying score on the designated
38 exam; or
39 ii. Successfully achieving an acceptable score on the
40 state-approved teacher evaluation system from seven walk-
41 through evaluations, two formative evaluations, and one
42 summative evaluation for each of the two probationary years
43 and being offered a third contract by the employing
44 district. For any applicant who has a change in job status
45 because of a reduction in the workforce or a change in life
46 circumstances, the scores required under this item may be
47 scores achieved in any school district during the two-year
48 nonrenewable provisional certification period; and
49 (iii) The employing school district shall recommend to
50 the department of elementary and secondary education that
51 the individual teacher be awarded a full professional
52 certification by the state board under rules prescribed by
53 the state board; and
54 (c) Upon completion of a background check as
55 prescribed in section 168.133 and possession of a valid
56 teaching certificate in the state from which the applicant's
57 teacher preparation program was completed;

58 (4) By the state board, under rules prescribed by it,
59 on the basis of a relevant bachelor's degree, or higher
60 degree, and a passing score for the designated exit
61 examination, for individuals whose academic degree and
62 professional experience are suitable to provide a basis for
63 instruction solely in the subject matter of banking or
64 financial responsibility, at the discretion of the state
65 board. Such certificate shall be limited to the major area
66 of study of the holder and shall be restricted to those
67 certificates established under subdivision (2) of subsection
68 3 of this section. Holders of certificates granted under
69 this subdivision shall be exempt from the teacher tenure act
70 under sections 168.102 to 168.130 and each school district
71 shall have the decision-making authority on whether to hire
72 the holders of such certificates;
73 (5) By the state board, under rules and regulations
74 prescribed by it, on the basis of certification by the
75 American Board for Certification of Teacher Excellence
76 (ABCTE) and verification of ability to work with children as
77 demonstrated by sixty contact hours in any one of the
78 following areas as validated by the school principal: sixty
79 contact hours in the classroom, of which at least forty-five
80 must be teaching; sixty contact hours as a substitute
81 teacher, with at least thirty consecutive hours in the same
82 classroom; sixty contact hours of teaching in a private
83 school; or sixty contact hours of teaching as a
84 paraprofessional, for an initial four-year ABCTE certificate
85 of license to teach, except that such certificate shall not
86 be granted for the areas of early childhood education, or
87 special education. For certification in the area of
88 elementary education, ninety contact hours in the classroom
89 shall be required, of which at least thirty shall be in an
90 elementary classroom. Upon the completion of the <u>following</u>

91 requirements [listed in paragraphs (a), (b), (c), and (d) of
92 this subdivision], an applicant shall be eligible to apply
93 for a career continuous professional certificate under
94 subdivision (3) of subsection 3 of this section:
95 (a) Completion of thirty contact hours of professional
96 development within four years, which may include hours spent
97 in class in an appropriate college curriculum;
98 (b) Validated completion of two years of the mentoring
99 program of the American Board for Certification of Teacher
100 Excellence or a district mentoring program approved by the
101 state board of education;
102 (c) Attainment of a successful performance-based
103 teacher evaluation; and
104 (d) Participation in a beginning teacher assistance
105 program; or
106 (6) (a) By the state board, under rules and
107 regulations prescribed by [it] the board, which shall issue
108 an initial visiting scholars certificate at the discretion
109 of the board, based on the following criteria:
110 [(a)] a. Verification from the hiring school district
111 that the applicant will be employed as part of a business-
112 education partnership initiative designed to build career
113 pathways systems or employed as part of an initiative
114 designed to fill vacant positions in hard-to-staff public
115 schools or hard-to-fill subject areas for students in a
116 grade or grades not lower than the ninth grade for which the
117 applicant's academic degree or professional experience
118 qualifies [him or her] the applicant;
119 [(b)] b. Appropriate and relevant bachelor's degree or
120 higher, occupational license, or industry-recognized
121 credential;
122 [(c)] c. Completion of the application for a one-year
123 visiting scholars certificate; and

124 [(d)] d. Completion of a background check as
125 prescribed under section 168.133.
126 (b) The initial visiting scholars certificate shall
127 certify the holder of such certificate to teach for one
128 year. An applicant shall be eligible to renew an initial
129 visiting scholars certificate a maximum of two times, based
130 upon the completion of the requirements listed under
131 [paragraphs (a), (b), and (d)] subparagraphs a., b., and d.
132 of paragraph (a) of this subdivision; completion of
133 professional development required by the school district and
134 school; and attainment of a satisfactory performance-based
135 teacher evaluation.
136 2. All valid teaching certificates issued pursuant to
137 law or state board policies and regulations prior to
138 September 1, 1988, shall be exempt from the professional
139 development requirements of this section and shall continue
140 in effect until they expire, are revoked or suspended, as
141 provided by law. When such certificates are required to be
142 renewed, the state board or its designee shall grant to each
143 holder of such a certificate the certificate most nearly
144 equivalent to the one so held. Anyone who holds, as of
145 August 28, 2003, a valid PC-I, PC-II, or continuous
146 professional certificate shall, upon expiration of [his or
147 her] such person's current certificate, be issued the
148 appropriate level of certificate based upon the
149 classification system established pursuant to subsection 3
150 of this section.
151 3. (1) Certificates of license to teach in the public
152 schools of the state shall be based upon minimum
153 requirements prescribed by the state board of education
154 which shall include completion of a background check as
155 prescribed in section 168.133. The state board shall
156 provide for the following levels of professional

157 certification: an initial professional certificate and a
158 career continuous professional certificate.
159 (2) The initial professional certificate shall be
160 issued upon completion of requirements established by the
161 state board of education and shall be valid based upon
162 verification of actual teaching within a specified time
163 period established by the state board of education. The
164 state board shall require holders of the four-year initial
165 professional certificate to:
166 (a) Participate in a mentoring program approved and
167 provided by the district for a minimum of two years;
168 (b) Complete thirty contact hours of professional
169 development, which may include hours spent in class in an
170 appropriate college curriculum, or for holders of a
171 certificate under subdivision (4) of subsection 1 of this
172 section, an amount of professional development in proportion
173 to the certificate holder's hours in the classroom, if the
174 certificate holder is employed less than full time; and
175 (c) Participate in a beginning teacher assistance
176 program.
177 (3) (a) The career continuous professional
178 certificate shall be issued upon verification of completion
179 of four years of teaching under the initial professional
180 certificate and upon verification of the completion of the
181 requirements articulated in paragraphs (a)**[**, (b), and**]** to
182 (c) of subdivision (2) of this subsection or paragraphs
183 (a)**[**, (b), (c), and**]** to (d) of subdivision (5) of subsection
184 1 of this section.
185 (b) The career continuous professional certificate
186 shall be continuous based upon verification of actual
187 employment in an educational position as provided for in
188 state board guidelines and completion of fifteen contact
189 hours of professional development per year which may include

190 hours spent in class in an appropriate college curriculum.
191 Should the possessor of a valid career continuous
192 professional certificate fail, in any given year, to meet
193 the fifteen-hour professional development requirement, the
194 possessor may, within two years, make up the missing hours.
195 In order to make up for missing hours, the possessor shall
196 first complete the fifteen-hour requirement for the current
197 year and then may count hours in excess of the current year
198 requirement as make-up hours. Should the possessor fail to
199 make up the missing hours within two years, the certificate
200 shall become inactive. In order to reactivate the
201 certificate, the possessor shall complete twenty-four
202 contact hours of professional development which may include
203 hours spent in the classroom in an appropriate college
204 curriculum within the six months prior to or after
205 reactivating **[**his or her**]** the possessor's certificate. The
206 requirements of this paragraph shall be monitored and
207 verified by the local school district which employs the
208 holder of the career continuous professional certificate.
209 (c) A holder of a career continuous professional
210 certificate shall be exempt from the professional
211 development contact hour requirements of paragraph (b) of
212 this subdivision if such teacher has a local professional
213 development plan in place within such teacher's school
214 district and meets two of the three following criteria:
215 a. Has ten years of teaching experience as defined by
216 the state board of education;
217 b. Possesses a master's degree; or
218 c. Obtains a rigorous national certification as
219 approved by the state board of education.
220 4. Policies and procedures shall be established by
221 which a teacher who was not retained due to a reduction in
222 force may retain the current level of certification. There

223 shall also be established policies and procedures allowing a
224 teacher who has not been employed in an educational position
225 for three years or more to reactivate **[**his or her**]** the
226 teacher's last level of certification by completing twenty-
227 four contact hours of professional development which may
228 include hours spent in the classroom in an appropriate
229 college curriculum within the six months prior to or after
230 reactivating **[**his or her**]** the teacher's certificate.
231 5. The state board shall, upon completion of a
232 background check as prescribed in section 168.133, issue a
233 professional certificate classification in the areas most
234 closely aligned with an applicant's current areas of
235 certification, commensurate with the years of teaching
236 experience of the applicant, to any person who is hired to
237 teach in a public school in this state and who possesses a
238 valid teaching certificate from another state or
239 certification under subdivision (4) of subsection 1 of this
240 section, provided that the certificate holder shall annually
241 complete the state board's requirements for such level of
242 certification, and shall establish policies by which
243 residents of states other than the state of Missouri may be
244 assessed a fee for a certificate of license to teach in the
245 public schools of Missouri. Such fee shall be in an amount
246 sufficient to recover any or all costs associated with the
247 issuing of a certificate of license to teach. The board
248 shall promulgate rules to authorize the issuance of a
249 provisional certificate of license, which shall be valid for
250 three years and shall allow the holder to assume classroom
251 duties pending the completion of a criminal background check
252 under section 168.133, for any applicant who:
253 (1) Is the spouse of a member of the Armed Forces
254 stationed in Missouri;

255 (2) Relocated from another state within one year of
256 the date of application;
257 (3) Underwent a criminal background check in order to
258 be issued a teaching certificate of license from another
259 state; and
260 (4) Otherwise qualifies under this section.
261 6. The state board may assess to holders of an initial
262 professional certificate a fee, to be deposited into the
263 excellence in education **[**revolving**]** fund established
264 pursuant to section 160.268, for the issuance of the career
265 continuous professional certificate. However, such fee
266 shall not exceed the combined costs of issuance and any
267 criminal background check required as a condition of
268 issuance. Applicants for the initial ABCTE certificate
269 shall be responsible for any fees associated with the
270 program leading to the issuance of the certificate, but
271 nothing in this section shall prohibit a district from
272 developing a policy that permits fee reimbursement.
273 7. Any member of the public school retirement system
274 of Missouri who entered covered employment with ten or more
275 years of educational experience in another state or states
276 and held a certificate issued by another state and
277 subsequently worked in a school district covered by the
278 public school retirement system of Missouri for ten or more
279 years who later became certificated in Missouri shall have
280 that certificate dated back to **[**his or her**]** the member's
281 original date of employment in a Missouri public school.
282 8. Within thirty days of receiving an application from
283 a spouse of an active duty member of the Armed Forces of the
284 United States who has been transferred or is scheduled to be
285 transferred to the state of Missouri, or who has been
286 transferred or is scheduled to be transferred to an adjacent
287 state and is or will be domiciled in the state of Missouri,

288 or has moved to the state of Missouri on a permanent change-
289 of-station basis and has successfully completed the
290 background check described under subsection 5 of this
291 section and section 168.133, the state board shall issue to
292 such applicant a full certificate of license to teach,
293 provided that the applicant has paid all necessary fees and
294 has otherwise met all requirements to be issued such a
295 certificate.

168.036. 1. In addition to granting certificates of
2 license to teach in public schools of the state under
3 section 168.021, the state board of education shall grant
4 substitute teacher certificates as provided in this section
5 to any individual seeking to substitute teach in any public
6 school in this state.

7 2. (1) The state board shall not grant a certificate
8 of license to teach under this section to any individual who
9 has not completed a background check as required under
10 section 168.021.

11 (2) The state board may refuse to issue or renew,
12 suspend, or revoke any certificate sought or issued under
13 this section in the same manner and for the same reasons as
14 under section 168.071.

15 3. The state board may grant a certificate under this
16 section to any individual who has completed:

17 (1) At least thirty-six semester hours at an
18 accredited institution of higher education; or

19 (2) The twenty-hour online training program required
20 in this section and who possesses a high school diploma or
21 the equivalent thereof.

22 4. The department of elementary and secondary
23 education shall develop and maintain an online training
24 program for individuals, which shall consist of twenty hours

25 of training related to subjects appropriate for substitute
26 teachers as determined by the department.
27 5. The state board may grant a certificate under this
28 section to any highly qualified individual with expertise in
29 a technical or business field or with experience in the
30 Armed Forces of the United States who has completed the
31 background check required in this section but does not meet
32 any of the qualifications under subdivision (1) or (2) of
33 subsection 3 of this section if the superintendent of the
34 school district in which the individual seeks to substitute
35 teach sponsors such individual and the school board of the
36 school district in which the individual seeks to substitute
37 teach votes to approve such individual to substitute teach.
38 6. (1) Notwithstanding any other provisions to
39 contrary, beginning on the effective date of this section
40 and ending on June 30, 2025, any person, who is retired and
41 currently receiving a retirement allowance under sections
42 169.010 to 169.141 or sections 169.600 to 169.715, other
43 than for disability, may be employed to substitute teach on
44 a part time or temporary substitute basis by an employer
45 included in the retirement system without a discontinuance
46 of the person's retirement allowance. Such a person shall
47 not contribute to the retirement system, or to the public
48 school retirement system established by sections 169.010 to
49 169.141 or to the public education employee retirement
50 system established by sections 169.600 to 169.715, because
51 of earnings during such period of employment.
52 (2) In addition to the conditions set forth in
53 subdivision 1 of this subsection, any person retired and
54 currently receiving a retirement allowance under sections
55 169.010 to 169.141, other than for disability, who is
56 employed by a third party or is performing work as an
57 independent contractor may be employed to substitute teach

58 on a part-time or temporary substitute basis, if such person
59 is performing work for an employer included in the
60 retirement system without a discontinuance of the person's
61 retirement allowance.
62 (3) If a person is employed pursuant to this
63 subsection on a regular, full-time basis the person shall
64 not be entitled to receive the person's retirement allowance
65 for any month during which the person is so employed. The
66 retirement system may require the employer, the third-party
67 employer, the independent contractor, and the retiree
68 subject to this subsection to provide documentation showing
69 compliance with this subsection. If such documentation is
70 not provided, the retirement system may deem the retiree to
71 have exceeded the limitations provided in this subsection.
72 7. A certificate granted under this section shall be
73 valid for four years. A certificate granted under this
74 section shall expire at the end of any calendar year in
75 which the individual fails to substitute teach for at least
76 five days or forty hours of in-seat instruction.
77 8. (1) An individual to whom the state board grants a
78 certificate under this section may be a substitute teacher
79 in a public school in the state if the school district
80 agrees to employ the individual as a substitute teacher and
81 such individual has completed a background check as required
82 in subsection 10 of this section.
83 (2) No individual to whom the state board grants a
84 certificate under this section and who is under twenty years
85 of age shall be a substitute teacher in grades nine to
86 twelve.
87 9. Each school district may develop an orientation for
88 individuals to whom the state board grants a certificate
89 under this section for such individuals employed by the
90 school district and may require such individuals to complete

91 such orientation. Such orientation shall contain at least
92 two hours of subjects appropriate for substitute teachers
93 and shall contain instruction on the school district's best
94 practices for classroom management.
95 10. Beginning January 1, 2023, any substitute teacher
96 may, at the time such substitute teacher submits the
97 fingerprints and information required for the background
98 check required under section 168.021, designate up to five
99 school districts to which such substitute teacher has
100 submitted an application for substitute teaching to receive
101 the results of the substitute teacher's criminal history
102 background check and fingerprint collection. The total
103 amount of any fees for disseminating such results to up to
104 five school districts under this subsection shall not exceed
105 fifty dollars.
106 11. The state board may exercise the board's authority
107 under chapter 161 to promulgate all necessary rules and
108 regulations necessary for the administration of this section.
168.037. 1. The department of elementary and
2 secondary education shall create and maintain a web-based
3 survey for collecting anonymous information from substitute
4 teachers in Missouri public schools. The survey will
5 collect anonymous, nonbiased, real-time data that school
6 districts, charter schools, and the state can access to
7 study and improve the effectiveness of substitute teachers
8 in supporting instruction and learning and to improve
9 circumstances that may cause a shortage of available
10 substitute teachers.
11 2. (1) Each substitute teacher in a public school
12 shall complete the survey described in subsection 1 of this
13 section at the end of each day of teaching. The district or
14 charter school in which the substitute teacher is teaching
15 for that day shall provide, by email, a web link to the

survey. If needed, the district or charter school shall also provide brief access to a computer or other connected device sufficient to allow the survey to be completed. The survey can also be completed on-site by the substitute teacher using a personal device.

(2) The survey described in subsection 1 of this section shall include, at a minimum, questions regarding: the age and level of education of the substitute teacher, the date of teaching, the district and school, the grade or grades taught, information about support and interaction with school staff, any student health or safety issues experienced, and rate of substitute teacher pay.

3. Districts and charter schools shall annually provide information to the department of elementary and secondary education regarding: use of third-party employment agencies for substitute teachers, daily rate of substitute teacher pay, employment of full-time and part-time substitute teachers, substitute teacher recruitment efforts, the substitute teacher interview process, and use of current school staff as substitute teachers during other assigned time.

168.205. 1. Notwithstanding any provision of law to the contrary, two or more school districts may share a superintendent who possesses a valid Missouri superintendent's license. If any school districts choose to share a superintendent, they shall not be required to receive approval from the department of elementary and secondary education but may notify the department.

2. (1) Beginning July 1, 2023, subject to appropriation, a school district that enters into an agreement with another school district to share a superintendent shall receive additional state aid under this subsection.

13 (2) The department of elementary and secondary
14 education shall annually distribute thirty thousand dollars
15 to any school district that shares a superintendent under
16 this subsection. Any such amount distributed to a school
17 district shall be in addition to and shall not be included
18 in any calculation of state aid under chapter 163.
19 (3) To receive the additional thirty thousand dollars
20 under this subsection, the school district shall provide
21 proof to the department of elementary and secondary
22 education that the school district will use all of the
23 additional thirty thousand dollars received under this
24 subsection and at least half of the amount saved as a result
25 of participating in sharing a superintendent under this
26 subsection to compensate teachers or to provide counseling
27 services.
28 (4) No school district that receives additional
29 funding under this subsection shall receive such funding for
30 more than five years.
168.500. 1. For the purpose of providing career pay,
2 which shall be a salary supplement, for public school
3 teachers, which for the purpose of sections 168.500 to
4 168.515 shall include classroom teachers, librarians, school
5 counselors and certificated teachers who hold positions as
6 school psychological examiners, parents as teachers
7 educators, school psychologists, special education
8 diagnosticians and speech pathologists, and are on the
9 district salary schedule, there is hereby created and
10 established a career advancement program which shall be
11 known as the "Missouri Career Development and Teacher
12 Excellence Plan", hereinafter known as the "career plan or
13 program". Participation by local school districts in the
14 career advancement program established under this section
15 shall be voluntary. The career advancement program is a

16 matching fund program. The general assembly may make an
17 annual appropriation to the excellence in education fund
18 established under section 160.268 for the purpose of
19 providing the state's portion for the career advancement
20 program. The "Career Ladder Forward Funding Fund" is hereby
21 established in the state treasury. Beginning with fiscal
22 year 1998 and until the career ladder forward funding fund
23 is terminated pursuant to this subsection, the general
24 assembly may appropriate funds to the career ladder forward
25 funding fund. Notwithstanding the provisions of section
26 33.080 to the contrary, moneys in the fund shall not be
27 transferred to the credit of the general revenue fund at the
28 end of the biennium. All interest or other gain received
29 from investment of moneys in the fund shall be credited to
30 the fund. All funds deposited in the fund shall be
31 maintained in the fund until such time as the balance in the
32 fund at the end of the fiscal year is equal to or greater
33 than the appropriation for the career ladder program for the
34 following year, at which time all such revenues shall be
35 used to fund, in advance, the career ladder program for such
36 following year and the career ladder forward funding fund
37 shall thereafter be terminated.
38 2. The department of elementary and secondary
39 education, at the direction of the commissioner of
40 education, shall study and develop model career plans which
41 shall be made available to the local school districts.
42 These state model career plans shall:
43 (1) Contain three steps or stages of career
44 advancement;
45 (2) Contain a detailed procedure for the admission of
46 teachers to the career program;
47 (3) Contain specific criteria for career step
48 qualifications and attainment. These criteria shall clearly

describe the minimum number of professional responsibilities required of the teacher at each stage of the plan and shall include reference to classroom performance evaluations performed pursuant to section 168.128. The criteria may include, but shall not be limited to, teacher externships as provided in section 168.025;

(4) Be consistent with the teacher certification process recommended by the Missouri advisory council of certification for educators and adopted by the department of elementary and secondary education;

(5) Provide that public school teachers in Missouri shall become eligible to apply for admission to the career plans adopted under sections 168.500 to 168.515 after **[**five**]** two years of public school teaching in Missouri. All teachers seeking admission to any career plan shall, as a minimum, meet the requirements necessary to obtain the first renewable professional certificate as provided in section 168.021;

(6) Provide procedures for appealing decisions made under career plans established under sections 168.500 to 168.515.

3. School district career plans shall recognize additional responsibilities and volunteer efforts by teachers in formulating criteria for career ladder admission and stage achievement. Such additional responsibilities and volunteer efforts shall be required to occur outside of compensated hours and may include, but shall not be limited to:

(1) Serving as a coach, supervisor, or organizer for any extracurricular activity for which the teacher does not already receive additional compensation;

(2) Serving as a mentor for students, whether in a formal or informal capacity;

82 (3) Receiving additional teacher training or
83 certification outside of that offered by the school district;
84 (4) Serving as a tutor or providing additional
85 learning opportunities to students; and
86 (5) Assisting students with postsecondary education
87 preparation including, but not limited to, teaching an ACT
88 or SAT preparation course or assisting students with
89 completing college or career school admission or financial
90 assistance applications.
91 4. The commissioner of education shall cause the
92 department of elementary and secondary education to
93 establish guidelines for all career plans established under
94 this section, and criteria that must be met by any school
95 district which seeks funding for its career plan.
96 **[**4.**]** 5. A participating local school district may have
97 the option of implementing a career plan developed by the
98 department of elementary and secondary education or a local
99 plan which has been developed with advice from teachers
100 employed by the district and which has met with the approval
101 of the department of elementary and secondary education. In
102 approving local career plans, the department of elementary
103 and secondary education may consider provisions in the plan
104 of the local district for recognition of teacher mobility
105 from one district to another within this state.
106 **[**5.**]** 6. The career plans of local school districts
107 shall not discriminate on the basis of race, sex, religion,
108 national origin, color, creed, or age. Participation in the
109 career plan of a local school district is optional, and any
110 teacher who declines to participate shall not be penalized
111 in any way.
112 **[**6.**]** 7. In order to receive funds under this section,
113 a school district which is not subject to section 162.920
114 must have a total levy for operating purposes which is in

excess of the amount allowed in Section 11(b) of Article X of the Missouri Constitution; and a school district which is subject to section 162.920 must have a total levy for operating purposes which is equal to or in excess of twenty-five cents on each hundred dollars of assessed valuation.

[7.**]** 8. The commissioner of education shall cause the department of elementary and secondary education to regard a speech pathologist who holds both a valid certificate of license to teach and a certificate of clinical competence to have fulfilled the standards required to be placed on stage III of the career program, provided that such speech pathologist has been employed by a public school in Missouri for at least **[**five**]** two years and is approved for placement at such stage III by the local school district.

[8.**]** 9. Beginning in fiscal year 2012, the state portion of career ladder payments shall only be made available to local school districts if the general assembly makes an appropriation for such program. Payments authorized under sections 168.500 to 168.515 shall only be made available in a year for which a state appropriation is made. Any state appropriation shall be made prospectively in relation to the year in which work under the program is performed.

[9.**]** 10. Nothing in this section shall be construed to prohibit a local school district from funding the program for its teachers for work performed in years for which no state appropriation is made available.

168.515. 1. Each teacher selected to participate in a career plan established under sections 168.500 to 168.515, who meets the requirements of such plan, may receive a salary supplement, the state's share of which shall be distributed under section 163.031, equal to the following

amounts applied to the career ladder entitlement of section 163.031:

(1) Career stage I teachers may receive up to an additional one thousand five hundred dollars per school year;

(2) Career stage II teachers may receive up to an additional three thousand dollars per school year;

(3) Career stage III teachers may receive up to an additional five thousand dollars per school year. All teachers within each stage within the same school district shall receive equal salary supplements.

2. The state may make payments pursuant to section 163.031 to the local school district for the purpose of providing funding to the local school district for the payment of any salary supplements provided for in this section, subject to the availability of funds as appropriated each year and distributed on a matching basis where the percentage of state funding shall be **[**forty**]** sixty percent and the percentage of local funding shall be **[**sixty**]** forty percent.

3. Not less than every fourth year, beginning with calendar year 1988, the general assembly, through the joint committee established under section 160.254, shall review the amount of the career pay provided for in this section to determine if any increases are necessary to reflect the increases in the cost of living which have occurred since the salary supplements were last reviewed or set.

4. To participate in the salary supplement program established under this section, a school district may submit to the voters of the district a proposition to increase taxes for this purpose. If a school district's current tax rate ceiling is at or above the rate from which an increase would require a two-thirds majority, the school board may submit to the voters of the district a proposition to reduce

or eliminate the amount of the levy reduction resulting from section 164.013. If a majority of the voters voting thereon vote in favor of the proposition, the board may certify that seventy-five percent of the revenue generated from this source shall be used to implement the salary supplement program established under this section.

5. In no case shall a school district use state funds received under this section nor local revenue generated from a tax established under subsection 4 of this section to comply with the minimum salary requirements for teachers established pursuant to section 163.172.

170.014. 1. This section shall be known as the "Reading Instruction Act" and is enacted to ensure that all public schools including charter schools establish reading programs in kindergarten through grade **[**three**]** five based in scientific research. "Evidence-based reading instruction" includes practices that have been proven effective through evaluation of the outcomes for large numbers of students and are highly likely to be effective in improving reading if implemented with fidelity. Such programs shall include the essential components of phonemic awareness, phonics, fluency, vocabulary, and comprehension, and all new teachers who teach reading in kindergarten through grade three shall receive adequate training in these areas.

2. **[**The program described in subsection 1 of this section may include "explicit systematic phonics", which, for the purposes of this section, shall mean the methodology of pronouncing and reading words by learning the phonetic sound association of individual letters, letter groups, and syllables, and the principles governing these associations.

3.**]** Every public school in the state shall offer a reading program as described in subsection 1 of this section for kindergarten through grade **[**three**]** five.

170.018. 1. (1) For purposes of this section, "computer science course" means a course in which students study computers and algorithmic processes, including their principles, hardware and software designs, implementation, and impact on society. The term shall include, but not be limited to, a stand-alone course at any elementary, middle, or high school or a course at any elementary or middle school that embeds computer science content within other subjects.

(2) The department of elementary and secondary education shall, before July 1, 2019, develop a high school graduation policy that allows a student to fulfill one unit of academic credit with a district-approved computer science course meeting the standards of subsection 2 of this section for any mathematics, science, or practical arts unit required for high school graduation. The policy shall require that all students have either taken all courses that require end-of-course examinations for math and science or are on track to take all courses that require end-of-course examinations for math and science under the Missouri school improvement program in order to receive credit toward high school graduation under this subsection.

(3) A school district shall communicate to students electing to use a computer science course for a mathematics unit that some institutions of higher education may require four units of academic credit in mathematics for college admission. The parent, guardian, or legal custodian of each student who chooses to take a computer science course to fulfill a unit of academic credit in mathematics shall sign and submit to the school district a document containing a statement acknowledging that taking a computer science course to fulfill a unit of academic credit in mathematics may have an adverse effect on college admission decisions.

34 (4) The department of elementary and secondary
35 education and the department of higher education and
36 workforce development shall cooperate in developing and
37 implementing academic requirements for computer science
38 courses offered in any grade or grades not lower than the
39 ninth nor higher than the twelfth grade.
40 2. (1) The department of elementary and secondary
41 education shall convene a work group to develop and
42 recommend rigorous academic performance standards relating
43 to computer science for students in kindergarten and in each
44 grade not higher than the twelfth grade. The work group
45 shall include, but not be limited to, educators providing
46 instruction in kindergarten or in any grade not higher than
47 the twelfth grade and representatives from the department of
48 elementary and secondary education, the department of higher
49 education and workforce development, business and industry,
50 and institutions of higher education. The department of
51 elementary and secondary education shall develop written
52 curriculum frameworks relating to computer science that may
53 be used by school districts. The requirements of section
54 160.514 shall not apply to this section.
55 (2) The state board of education shall adopt and
56 implement academic performance standards relating to
57 computer science beginning in the 2019-20 school year.
58 3. Before July 1, 2019, the department of elementary
59 and secondary education shall develop a procedure by which
60 any teacher who holds a certificate of license to teach
61 under section 168.021 and demonstrates sufficient content
62 knowledge of computer science shall receive a special
63 endorsement on **[**his or her**]** the teacher's license signifying
64 **[**his or her**]** the teacher's specialized knowledge in computer
65 science.

66 4. (1) For purposes of this subsection, "eligible
67 entity" means:
68 (a) A local educational agency, or a consortium of
69 local educational agencies, in the state, including charter
70 schools that have declared themselves local educational
71 agencies;
72 (b) An institution of higher education in the state; or
73 (c) A nonprofit or private provider of nationally
74 recognized and high-quality computer science professional
75 development, as determined by the department of elementary
76 and secondary education.
77 (2) There is hereby created in the state treasury the
78 "Computer Science Education Fund". The fund shall consist
79 of all moneys that may be appropriated to it by the general
80 assembly and any gifts, contributions, grants, or bequests
81 received from private or other sources for the purpose of
82 providing teacher professional development programs relating
83 to computer science. The state treasurer shall be custodian
84 of the fund. In accordance with sections 30.170 and 30.180,
85 the state treasurer may approve disbursements. The fund
86 shall be a dedicated fund and, upon appropriation, moneys in
87 the fund shall be used solely for the administration of
88 grants to eligible entities as described in this section.
89 Notwithstanding the provisions of section 33.080 to the
90 contrary, any moneys remaining in the fund at the end of the
91 biennium shall not revert to the credit of the general
92 revenue fund. The state treasurer shall invest moneys in
93 the fund in the same manner as other funds are invested.
94 Any interest and moneys earned on such investments shall be
95 credited to the fund.
96 (3) The state board of education shall award grants
97 from the computer science education fund to eligible
98 entities for the purpose of providing teacher professional

99 development programs relating to computer science. An
100 eligible entity wishing to receive such a grant shall submit
101 an application to the department of elementary and secondary
102 education addressing how the entity plans to:
103 (a) Reach new and existing teachers with little
104 computer science background;
105 (b) Use effective practices for professional
106 development;
107 (c) Focus the training on the conceptual foundations
108 of computer science;
109 (d) Reach and support historically underrepresented
110 students in computer science;
111 (e) Provide teachers with concrete experience with
112 hands-on, inquiry-based practices; and
113 (f) Accommodate the particular needs of students and
114 teachers in each district and school.
115 5. (1) For all school years beginning on or after
116 July 1, 2023, each public high school and charter high
117 school shall offer at least one computer science course in
118 an in-person setting or as a virtual or distance course
119 option.
120 (2) Any computer science course or instruction offered
121 under this subsection shall:
122 (a) Be of high quality as defined by the state board
123 of education;
124 (b) Meet or exceed the computer science performance
125 standards developed and adopted by the department of
126 elementary and secondary education under this section; and
127 (c) For any computer science course offered by a
128 public high school or charter high school, be offered in
129 such school's course catalog.
130 (3) On or before June thirtieth of each school year,
131 each school district shall submit to the department of

132 elementary and secondary education a report for the current
133 school year which shall include, but not be limited to:
134 (a) The names and course codes of computer science
135 courses offered in each school in the district with a course
136 description and which computer science performance standards
137 are covered, to the extent such information is available;
138 (b) The number and percentage of students who enrolled
139 in each computer science course, listed by the categories in
140 subparagraphs a. to f. of this paragraph. If a category
141 contains one to five students or contains a quantity of
142 students that would allow the quantity of another category
143 that contains five or fewer to be deduced, the number shall
144 be replaced with a symbol:
145 a. Sex;
146 b. Race and ethnicity;
147 c. Special education status including, but not limited
148 to, students receiving services under the federal
149 Individuals with Disabilities Education Act (IDEA) (20
150 U.S.C. Section 1400 et seq., as amended) or Section 504 of
151 the federal Rehabilitation Act of 1973 (29 U.S.C. Section
152 794), as amended;
153 d. English language learner status;
154 e. Eligibility for free or reduced price meals; and
155 f. Grade level; and
156 (c) The number of computer science instructors at each
157 school, listed by the following categories:
158 a. Applicable certifications;
159 b. Sex;
160 c. Race and ethnicity; and
161 d. Highest academic degree.
162 (4) On or before September thirtieth of each school
163 year, the department of elementary and secondary education
164 shall post the following on the department's website:

165 (a) Data received under paragraphs (a) and (b) of
166 subdivision (3) of this subsection, disaggregated by school
167 and aggregated statewide; and
168 (b) Data received under paragraph (c) of subdivision
169 (3) of this subsection, aggregated statewide.
170 (5) On or before June thirtieth of each school year,
171 the department of elementary and secondary education shall
172 publish a list of computer science course codes and names
173 with a course description and an indication of which courses
174 meet or exceed the department of elementary and secondary
175 education's computer science performance standards.
176 6. The department of elementary and secondary
177 education shall appoint a computer science supervisor. The
178 computer science supervisor shall be responsible for
179 implementing the provisions of this section.
180 7. For all school years beginning on or after July 1,
181 2023, a computer science course successfully completed and
182 counted toward state graduation requirements shall be
183 equivalent to one science course or one practical arts
184 credit for the purpose of satisfying any admission
185 requirements of any public institution of higher education
186 in this state.
187 8. The department of elementary and secondary
188 education shall promulgate rules to implement the provisions
189 of this section. Any rule or portion of a rule, as that
190 term is defined in section 536.010, that is created under
191 the authority delegated in this section shall become
192 effective only if it complies with and is subject to all of
193 the provisions of chapter 536 and, if applicable, section
194 536.028. This section and chapter 536 are nonseverable, and
195 if any of the powers vested with the general assembly
196 pursuant to chapter 536 to review, to delay the effective
197 date, or to disapprove and annul a rule are subsequently

198 held unconstitutional, then the grant of rulemaking
199 authority and any rule proposed or adopted after December
200 18, 2018, shall be invalid and void.

170.036. 1. There is hereby established the "Computer
2 Science Education Task Force" within the department of
3 elementary and secondary education.

4 2. The task force shall consist of the following
5 members:

6 (1) Two members of the house of representatives, with
7 one member to be appointed by the speaker of the house of
8 representatives and one member to be appointed by the
9 minority leader of the house of representatives;

10 (2) Two members of the senate, with one member to be
11 appointed by the president pro tempore of the senate and one
12 member to be appointed by the minority leader of the senate;

13 (3) The governor or the governor's designee;

14 (4) The commissioner of education or the
15 commissioner's designee;

16 (5) The commissioner of higher education or the
17 commissioner's designee;

18 (6) Nine members who represent the interests of each
19 of the following groups, to be appointed by the commissioner
20 of education:

21 (a) The state board of education;

22 (b) Private industry in this state with interest in
23 computer science;

24 (c) Nonprofit organizations;

25 (d) An association of school superintendents;

26 (e) A statewide association representing computer
27 science teachers;

28 (f) A secondary teacher leader from career and
29 technical education representing computer science teachers;

30 (g) An association of school board members;

31 (h) An association of elementary school principals; and
32 (i) An association of secondary school principals;
33 (7) A representative from a Missouri institution of
34 higher education, to be appointed by the commissioner of
35 higher education; and
36 (8) A representative from a Missouri private,
37 nonprofit institution of higher education, to be appointed
38 by the commissioner of higher education.
39 3. The mission of the computer science education task
40 force shall be to develop a state strategic plan for
41 expanding a statewide computer science education program,
42 including the following:
43 (1) A statement of purpose that describes the
44 objectives or goals the state board of education will
45 accomplish by implementing a computer science education
46 program, the strategies by which those goals will be
47 achieved, and a timeline for achieving those goals;
48 (2) A summary of the current state landscape for K-12
49 computer science education, including demographic reporting
50 of students taking these courses;
51 (3) A plan for expanding computer science education
52 opportunities to every school in the state within five years
53 and increasing the representation of students from
54 traditionally underserved groups, in computer science
55 including female students, students from historically
56 underrepresented racial and ethnic groups, students with
57 disabilities, English-language learner students, students
58 who qualify for free and reduced-price meals, and rural
59 students;
60 (4) Within one year of the task force forming, a plan
61 for schools serving any student in grades kindergarten
62 through eighth grade to provide instruction in the basics of
63 computer science and computation thinking in an integrated

64 or standalone format beginning in the 2024-25 school year
65 without creating learning loss in the existing curriculum;
66 (5) A plan for ensuring teachers are well-prepared to
67 begin teaching computer science, including defining high
68 quality professional learning for in-service teachers and
69 strategies for pre-service teacher preparation;
70 (6) A plan for ensuring teachers are well-prepared to
71 begin teaching computer science, including defining high-
72 quality professional learning for in-service teachers and
73 strategies for pre-service teacher preparation;
74 (7) An ongoing evaluation process that is overseen by
75 the state board of education;
76 (8) Proposed rules that incorporate the principles of
77 the master plan into the state's public education system as
78 a whole; and
79 (9) A plan to ensure long-term sustainability for
80 computer science education.
81 4. The speaker of the house of representatives shall
82 designate the chair of the task force, and the president pro
83 tempore of the senate shall designate the vice chair of the
84 task force.
85 5. Members of the task force shall serve without
86 compensation, but the members and any staff assigned to the
87 task force shall receive reimbursement for actual and
88 necessary expenses incurred in attending meetings of the
89 task force or any subcommittee thereof. All task force
90 members shall be subject to the same conflict of interest
91 provisions in chapter 105 that are enforced by the Missouri
92 ethics commission in the same manner that elected or
93 appointed officials and employees are subject to such
94 provisions.
95 6. The task force shall hold its first meeting within
96 three months from the effective date of this section.

97 7. Before June 30, 2023, the task force shall present
98 a summary of its activities and any recommendations for
99 legislation to the general assembly.
100 8. The computer science education task force shall
101 dissolve on June 30, 2024.
170.047. 1. This section shall be known and may be
2 cited as the "Jason Flatt/Avery Reine Cantor Act".
3 2. (1) Beginning in the 2017-18 school year and
4 continuing until the end of the 2022-23 school year, any
5 licensed educator may annually complete up to two hours of
6 training or professional development in youth suicide
7 awareness and prevention as part of the professional
8 development hours required for state board of education
9 certification.
10 (2) Beginning in the 2023-24 school year and
11 continuing in subsequent school years, the practicing
12 teacher assistance programs established under section
13 168.400 may offer and include at least two hours of in-
14 service training provided by each local school district for
15 all practicing teachers in such district regarding suicide
16 prevention. Each school year, all teachers, principals, and
17 licensed educators in each district may attend such training
18 or complete training on suicide prevention through self-
19 review of suicide prevention materials. Attendance at the
20 training shall count as two contact hours of professional
21 development under section 168.021 and shall count as two
22 hours of any other such training required under this section.
23 **[**2.**]** 3. The department of elementary and secondary
24 education shall develop guidelines suitable for training or
25 professional development in youth suicide awareness and
26 prevention. The department **[**shall**]** may develop materials
27 that may be used for **[**such**]** the training **[**or professional
28 development**]** described under subsection 2 of this section or

29 may offer districts materials developed by a third party
30 that districts may use for the training.
31 [3.] 4. For purposes of this section, the term
32 "licensed educator" shall refer to any teacher with a
33 certificate of license to teach issued by the state board of
34 education or any other educator or administrator required to
35 maintain a professional license issued by the state board of
36 education.
37 [4.] 5. The department of elementary and secondary
38 education may promulgate rules and regulations to implement
39 this section.
40 [5.] 6. Any rule or portion of a rule, as that term is
41 defined in section 536.010, that is created under the
42 authority delegated in this section shall become effective
43 only if it complies with and is subject to all of the
44 provisions of chapter 536 and, if applicable, section
45 536.028. This section and chapter 536 are nonseverable and
46 if any of the powers vested with the general assembly
47 pursuant to chapter 536 to review, to delay the effective
48 date, or to disapprove and annul a rule are subsequently
49 held unconstitutional, then the grant of rulemaking
50 authority and any rule proposed or adopted after August 28,
51 2016, shall be invalid and void.
170.048. 1. By July 1, 2018, each district shall
2 adopt a policy for youth suicide awareness and prevention,
3 including plans for how the district will provide for the
4 training and education of its district employees.
5 2. Each district's policy shall address and include,
6 but not be limited to, the following:
7 (1) Strategies that can help identify students who are
8 at possible risk of suicide;
9 (2) Strategies and protocols for helping students at
10 possible risk of suicide; and

11 (3) Protocols for responding to a suicide death.
12 3. By July 1, 2017, the department of elementary and
13 secondary education shall develop a model policy that
14 districts may adopt. When developing the model policy, the
15 department shall cooperate, consult with, and seek input
16 from organizations that have expertise in youth suicide
17 awareness and prevention. By July 1, 2021, and at least
18 every three years thereafter, the department shall request
19 information and seek feedback from districts on their
20 experience with the policy for youth suicide awareness and
21 prevention. The department shall review this information
22 and may use it to adapt the department's model policy. The
23 department shall post any information on its website that it
24 has received from districts that it deems relevant. The
25 department shall not post any confidential information or
26 any information that personally identifies any student or
27 school employee.
28 4. (1) Beginning July 1, 2023, a public school or
29 charter school that serves any pupils in grades seven to
30 twelve and that issues pupil identification cards shall have
31 printed on either side of the cards the three-digit dialing
32 code that directs calls and routes text messages to the
33 Suicide and Crisis Lifeline, 988.
34 (2) If, on July 1, 2023, a public school or charter
35 school subject to the requirements of this subsection has a
36 supply of unissued pupil identification cards that do not
37 comply with the requirements of subdivision (1) of this
38 subsection, the school shall issue those cards until that
39 supply is depleted.
40 (3) Subdivision (1) of this subsection shall apply to
41 a pupil identification card issued for the first time to a
42 pupil and to a card issued to replace a damaged or lost card.

170.307. 1. For school year 2022-23 and each school year thereafter, upon graduation from high school, pupils in public schools and charter schools shall have received mental health awareness training given any time during a pupil's four years of high school.

2. Beginning in school year 2022-23, any public school or charter school serving grades nine through twelve shall provide enrolled students instruction in mental health awareness. Students with disabilities may participate to the extent appropriate as determined by the provisions of the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act. Instruction shall be included in the district's existing health or physical education curriculum. Instruction shall be based on a program established by the department of elementary and secondary education.

3. The department of elementary and secondary education shall promulgate rules to develop a model curriculum to be used by school districts to provide the instruction required by this section. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2022, shall be invalid and void.

171.033. 1. "Inclement weather", for purposes of this section, shall be defined as ice, snow, extreme cold, excessive heat, flooding, or a tornado.

2. (1) A district shall be required to make up the first six days of school lost or cancelled due to inclement weather and half the number of days lost or cancelled in excess of six days if the makeup of the days is necessary to ensure that the district's students will attend a minimum of one hundred forty-two days and a minimum of one thousand forty-four hours for the school year except as otherwise provided in this section. Schools with a four-day school week may schedule such make-up days on Fridays.

(2) Notwithstanding subdivision (1) of this subsection, in school year 2019-20 and subsequent years, a district shall be required to make up the first thirty-six hours of school lost or cancelled due to inclement weather and half the number of hours lost or cancelled in excess of thirty-six if the makeup of the hours is necessary to ensure that the district's students attend a minimum of one thousand forty-four hours for the school year, except as otherwise provided under subsections 3 and 4 of this section.

3. (1) In the 2009-10 school year and subsequent years, a school district may be exempt from the requirement to make up days of school lost or cancelled due to inclement weather in the school district when the school district has made up the six days required under subsection 2 of this section and half the number of additional lost or cancelled days up to eight days, resulting in no more than ten total make-up days required by this section.

(2) In school year 2019-20 and subsequent years, a school district may be exempt from the requirement to make up school lost or cancelled due to inclement weather in the school district when the school district has made up the

34 thirty-six hours required under subsection 2 of this section
35 and half the number of additional lost or cancelled hours up
36 to forty-eight, resulting in no more than sixty total make-
37 up hours required by this section.
38 4. The commissioner of education may provide, for any
39 school district that cannot meet the minimum school calendar
40 requirement of at least one hundred seventy-four days for
41 schools with a five-day school week or one hundred forty-two
42 days for schools with a four-day school week and one
43 thousand forty-four hours of actual pupil attendance or, in
44 school year 2019-20 and subsequent years, one thousand forty-
45 four hours of actual pupil attendance, upon request, a
46 waiver to be excused from such requirement. This waiver
47 shall be requested from the commissioner of education and
48 may be granted if the school was closed due to circumstances
49 beyond school district control, including inclement weather
50 or fire.
51 5. (1) Except as otherwise provided in this
52 subsection, in school year 2020-21 and subsequent years, a
53 district shall not be required to make up any hours of
54 school lost or cancelled due to exceptional or emergency
55 circumstances during a school year if the district has an
56 alternative methods of instruction plan approved by the
57 department of elementary and secondary education for such
58 school year. Exceptional or emergency circumstances shall
59 include, but not be limited to, inclement weather, a utility
60 outage, or an outbreak of a contagious disease. The
61 department of elementary and secondary education shall not
62 approve any such plan unless the district demonstrates that
63 the plan will not negatively impact teaching and learning in
64 the district.
65 (2) If school is closed due to exceptional or
66 emergency circumstances and the district has an approved

67 alternative methods of instruction plan, the district shall
68 notify students and parents on each day of the closure
69 whether the alternative methods of instruction plan is to be
70 implemented for that day. If the plan is to be implemented
71 on any day of the closure, the district shall ensure that
72 each student receives assignments for that day in hard copy
73 form or receives instruction through virtual learning or
74 another method of instruction.
75 (3) A district with an approved alternative methods of
76 instruction plan shall not use alternative methods of
77 instruction as provided for in the plan for more than thirty-
78 six hours during a school year. A district that has used
79 such alternative methods of instruction for thirty-six hours
80 during a school year shall be required, notwithstanding
81 subsections 2 and 3 of this section, to make up any
82 subsequent hours of school lost or cancelled due to
83 exceptional or emergency circumstances during such school
84 year.
85 (4) The department of elementary and secondary
86 education shall give districts with approved alternative
87 methods of instruction plans credit for the hours in which
88 they use alternative methods of instruction by considering
89 such hours as hours in which school was actually in session.
90 (5) Any district wishing to use alternative methods of
91 instruction under this subsection shall submit an
92 application to the department of elementary and secondary
93 education. The application shall describe:
94 (a) The manner in which the district intends to
95 strengthen and reinforce instructional content while
96 supporting student learning outside the classroom
97 environment;
98 (b) The process the district intends to use to
99 communicate to students and parents the decision to

100 implement alternative methods of instruction on any day of a
101 closure;
102 (c) The manner in which the district intends to
103 communicate the purpose and expectations for a day in which
104 alternative methods of instruction will be implemented to
105 students and parents;
106 (d) The assignments and materials to be used within
107 the district for days in which alternative methods of
108 instruction will be implemented to effectively facilitate
109 teaching and support learning for the benefit of the
110 students;
111 (e) The manner in which student attendance will be
112 determined for a day in which alternative methods of
113 instruction will be implemented. The method chosen shall be
114 linked to completion of lessons and activities;
115 (f) The instructional methods, which shall include
116 instruction through electronic means and instruction through
117 other means for students who have no access to internet
118 services or a computer;
119 (g) Instructional plans for students with
120 individualized education programs; and
121 (h) The role and responsibility of certified personnel
122 to be available to communicate with students.
123 6. **[**For the 2018-19 school year, a district shall be
124 exempt from the requirements of subsections 2 and 3 of this
125 section, and only be required to make up the first six days
126 of school lost or cancelled due to inclement weather**]** In the
127 2022-23 school year and subsequent years, a school
128 district's one-half-day education programs shall be subject
129 to the following provisions in proportions appropriate for a
130 one-half-day education program, as applicable:

131 (1) Requirements in subsection 2 of this section to
132 make up days or hours of school lost or cancelled because of
133 inclement weather;
134 (2) Exemptions in subsection 3 of this section;
135 (3) Waiver provisions in subsection 4 of this section;
136 and
137 (4) Approved alternative methods of instruction
138 provisions in subsection 5 of this section.
173.831. 1. As used in this section, the following
2 terms mean:
3 (1) "Academic skill intake assessment", a criterion-
4 referenced assessment of numeracy and literacy skills with
5 high reliability and validity as determined by third-party
6 research;
7 (2) "Accredited", holding an active accreditation from
8 one of the seven United States regional accreditors
9 including, but not limited to, the Middle States Commission
10 on Higher Education, the New England Association of Schools
11 and Colleges, the Higher Learning Commission, the Northwest
12 Commission on Colleges and Universities, the Southern
13 Association of Colleges and Schools, the Western Association
14 of Schools and Colleges, and the Accrediting Commission for
15 Community and Junior Colleges, as well as any successor
16 entities or consolidations of the above including, but not
17 limited to, AdvancEd or Cognia;
18 (3) "Adult dropout recovery services", includes, but
19 is not limited to, sourcing, recruitment, and engagement of
20 eligible students, learning plan development, active
21 teaching, and proactive coaching and mentoring, resulting in
22 an accredited high school diploma;
23 (4) "Approved program provider", a public, not-for-
24 profit, or other entity that meets the requirements of

25 subdivision (2) of subsection 3 of this section or any
26 consortium of such entities;
27 (5) "Average cost per graduate", the amount of the
28 total program funding reimbursed to an approved program
29 provider for each cohort during the period of time from the
30 beginning of the same cohort through the subsequent twelve
31 months after the close of the same cohort, divided by the
32 total number of students who graduated from the same cohort
33 within twelve months after the close of the same cohort;
34 (6) "Career pathways coursework", one or more courses
35 that align with the skill needs of industries in the economy
36 of the state or region that help an individual enter or
37 advance within a specific occupation or occupational cluster;
38 (7) "Career placement services", services designed to
39 assist students in obtaining employment, such as career
40 interest self-assessments and job search skills such as
41 resume development and mock interviews;
42 (8) "Coaching", proactive communication between the
43 approved program provider and the student related to the
44 student's pace and progress through the student's learning
45 plan;
46 (9) "Cohort", students who enter the program between
47 July first and June thirtieth of each program year;
48 (10) "Department", the department of elementary and
49 secondary education;
50 (11) "Employability skills certification", a
51 certificate earned by demonstrating professional
52 nontechnical skills through assessment, portfolio, or
53 observation;
54 (12) "Graduate", a student who has successfully
55 completed all of the state and approved program provider
56 requirements in order to obtain a high school diploma;

57 (13) "Graduation rate", the total number of graduates
58 from a cohort who graduated within twelve months after the
59 close of the cohort divided by the total number of students
60 included in the same cohort;
61 (14) "Graduation requirements", course and credit
62 requirements for the approved program provider's accredited
63 high school diploma;
64 (15) "High school diploma", a diploma issued by an
65 accredited institution;
66 (16) "Industry-recognized credential", an education-
67 related credential or work-related credential that verifies
68 an individual's qualification or competence issued by a
69 third party with the relevant authority to issue such
70 credential;
71 (17) "Learning plan", a documented plan for courses or
72 credits needed for each individual in order to complete
73 program and approved program provider graduation
74 requirements;
75 (18) "Mentoring", a direct relationship between a
76 coach and a student to facilitate the completion of the
77 student's learning plan designed to prepare the student to
78 succeed in the program and the student's future endeavors;
79 (19) "Milestones", objective measures of progress for
80 which payment is made to an approved program provider under
81 this section such as earned units of high school credit,
82 attainment of an employability skills certificate,
83 attainment of an industry-recognized credential, attainment
84 of a technical skills assessment, and attainment of an
85 accredited high school diploma;
86 (20) "Program", the workforce diploma program
87 established in this section;
88 (21) "Request for qualifications", a request for
89 interested potential program providers to submit evidence

90 that they meet the qualifications established in subsection
91 3 of this section;
92 (22) "Stackable credential", a third party credential
93 that is part of a sequence of credentials that can be
94 accumulated over time to build up an individual's
95 qualifications to advance along a career pathway;
96 (23) "Student", a participant in the program
97 established in this section who is twenty-one years of age
98 or older, who is a resident of Missouri, and who has not yet
99 earned a high school diploma;
100 (24) "Technical skills assessment", a criterion-
101 referenced assessment of an individual's skills required for
102 an entry-level career or additional training in a technical
103 field;
104 (25) "Transcript evaluation", a documented summary of
105 credits earned in previous public or private accredited high
106 schools compared with the program and approved program
107 provider graduation requirements;
108 (26) "Unit of high school credit", credit awarded
109 based on a student's demonstration that the student has
110 successfully met the content expectations for the credit
111 area as defined by subject area standards, expectations, or
112 guidelines.
113 2. There is hereby established the "Workforce Diploma
114 Program" within the department of elementary and secondary
115 education to assist students with obtaining a high school
116 diploma and developing employability and career technical
117 skills. The program may be delivered in campus-based,
118 blended, or online modalities.
119 3. (1) Before September 1, 2022, and annually
120 thereafter, the department shall issue a request for
121 qualifications for interested program providers to become
122 approved program providers and participate in the program.

123 (2) Each approved program provider shall meet all of
124 the following qualifications:
125 (a) Be an accredited high school diploma-granting
126 entity;
127 (b) Have a minimum of two years of experience
128 providing adult dropout recovery services;
129 (c) Provide academic skill intake assessments and
130 transcript evaluations to each student. Such academic skill
131 intake assessments may be administered in person or online;
132 (d) Develop a learning plan for each student that
133 integrates graduation requirements and career goals;
134 (e) Provide a course catalog that includes all courses
135 necessary to meet graduation requirements;
136 (f) Offer remediation opportunities in literacy and
137 numeracy, as applicable;
138 (g) Offer employability skills certification, as
139 applicable;
140 (h) Offer career pathways coursework, as applicable;
141 (i) Ability to provide preparation for industry-
142 recognized credentials or stackable credentials, a technical
143 skills assessment, or a combination thereof; and
144 (j) Offer career placement services, as applicable.
145 (3) Upon confirmation by the department that an
146 interested program provider meets all of the qualifications
147 listed in subdivision (2) of this subsection, an interested
148 program provider shall become an approved program provider.
149 4. (1) The department shall announce the approved
150 program providers before October sixteenth annually, with
151 authorization for the approved program providers to begin
152 enrolling students before November fifteenth annually.
153 (2) Approved program providers shall maintain approval
154 without reapplying annually if the approved program provider

155 has not been removed from the approved program provider list
156 under this section.
157 5. All approved program providers shall comply with
158 requirements as provided by the department to ensure:
159 (1) An accurate accounting of a student's accumulated
160 credits toward a high school diploma;
161 (2) An accurate accounting of credits necessary to
162 complete a high school diploma; and
163 (3) The provision of coursework aligned to the
164 academic performance standards of the state.
165 6. (1) Except as provided in subdivision (2) of this
166 subsection, the department shall pay an amount as set by the
167 department to approved program providers for the following
168 milestones provided by the approved program provider:
169 (a) Completion of each half unit of high school credit;
170 (b) Attainment of an employability skills
171 certification;
172 (c) Attainment of an industry-recognized credential,
173 technical skills assessment, or stackable credential
174 requiring no more than fifty hours of training;
175 (d) Attainment of an industry-recognized credential or
176 stackable credential requiring at least fifty-one but no
177 more than one hundred hours of training;
178 (e) Attainment of an industry-recognized credential or
179 stackable credential requiring more than one hundred hours
180 of training; and
181 (f) Attainment of an accredited high school diploma.
182 (2) No approved program provider shall receive funding
183 for a student under this section if the approved program
184 provider receives federal or state funding or private
185 tuition for that student. No approved program provider
186 shall charge student fees of any kind including, but not
187 limited to, textbook fees, tuition fees, lab fees, or

188 participation fees unless the student chooses to obtain
189 additional education offered by the approved program
190 provider that is not included in the state-funded program.
191 (3) Payments made under this subsection shall be
192 subject to an appropriation made to the department for such
193 purposes.
194 7. (1) Approved program providers shall submit
195 monthly invoices to the department before the eleventh
196 calendar day of each month for milestones met in the
197 previous calendar month.
198 (2) The department shall pay approved program
199 providers in the order in which invoices are submitted until
200 all available funds are exhausted.
201 (3) The department shall provide a written update to
202 approved program providers by the last calendar day of each
203 month. The update shall include the aggregate total dollars
204 that have been paid to approved program providers to date
205 and the estimated number of enrollments still available for
206 the program year.
207 8. Before July sixteenth of each year, each provider
208 shall report the following metrics to the department for
209 each individual cohort, on a cohort-by-cohort basis:
210 (1) The total number of students who have been funded
211 through the program;
212 (2) The total number of credits earned;
213 (3) The total number of employability skills
214 certifications issued;
215 (4) The total number of industry-recognized
216 credentials, stackable credentials, and technical skills
217 assessments earned for each tier of funding;
218 (5) The total number of graduates;
219 (6) The average cost per graduate once the stipulated
220 time to make such a calculation has passed; and

221 (7) The graduation rate once the stipulated time to
222 make such a calculation has passed.
223 9. (1) Before September sixteenth of each year, each
224 approved program provider shall conduct and submit to the
225 department the aggregate results of a survey of each
226 individual cohort, on a cohort-by-cohort basis, who
227 graduated from the program of the approved program provider
228 under this section. The survey shall be conducted in the
229 year after the year in which the individuals graduate and
230 the next four consecutive years.
231 (2) The survey shall include at least the following
232 data collection elements for each year the survey is
233 conducted:
234 (a) The individual's employment status, including
235 whether the individual is employed full time or part time;
236 (b) The individual's hourly wages;
237 (c) The individual's access to employer-sponsored
238 health care; and
239 (d) The individual's postsecondary enrollment status,
240 including whether the individual has completed a
241 postsecondary certificate or degree program.
242 10. (1) Beginning at the end of the second fiscal
243 year of the program, the department shall review data from
244 each approved program provider to ensure that each is
245 achieving minimum program performance standards including,
246 but not limited to:
247 (a) A minimum fifty percent average graduation rate
248 per cohort; and
249 (b) An average cost per graduate per cohort of seven
250 thousand dollars or less.
251 (2) Any approved program provider that fails to meet
252 the minimum program performance standards described in
253 subdivision (1) of this subsection shall be placed on

254 probationary status for the remainder of the fiscal year by
255 the department.
256 (3) Any approved program provider that fails to meet
257 the minimum program performance standards described in
258 subdivision (1) of this subsection for two consecutive years
259 shall be removed from the approved program provider list by
260 the department.
261 11. (1) No approved program provider shall
262 discriminate against a student on the basis of race, color,
263 religion, national origin, ancestry, sex, sexuality, gender,
264 or age.
265 (2) If an approved program provider determines that a
266 student would be better served by participating in a
267 different program, the approved program provider may refer
268 the student to the state's adult basic education services.
269 12. (1) There is hereby created in the state treasury
270 the "Workforce Diploma Program Fund", which shall consist of
271 any grants, gifts, donations, bequests, or moneys
272 appropriated under this section. The state treasurer shall
273 be custodian of the fund. In accordance with sections
274 30.170 and 30.180, the state treasurer may approve
275 disbursements. The fund shall be a dedicated fund and, upon
276 appropriation, moneys in the fund shall be used solely as
277 provided in this section.
278 (2) Notwithstanding the provisions of section 33.080
279 to the contrary, any moneys remaining in the fund at the end
280 of the biennium shall not revert to the credit of the
281 general revenue fund.
282 (3) The state treasurer shall invest moneys in the
283 fund in the same manner as other funds are invested. Any
284 interest and moneys earned on such investments shall be
285 credited to the fund.

286 13. The director of the department may promulgate all
287 necessary rules and regulations for the administration of
288 this section. Any rule or portion of a rule, as that term
289 is defined in section 536.010, that is created under the
290 authority delegated in this section shall become effective
291 only if it complies with and is subject to all of the
292 provisions of chapter 536 and, if applicable, section
293 536.028. This section and chapter 536 are nonseverable, and
294 if any of the powers vested with the general assembly
295 pursuant to chapter 536 to review, to delay the effective
296 date, or to disapprove and annul a rule are subsequently
297 held unconstitutional, then the grant of rulemaking
298 authority and any rule proposed or adopted after August 28,
299 2022, shall be invalid and void.
300 14. Under section 23.253 of the Missouri sunset act:
301 (1) The provisions of the new program authorized under
302 this section shall automatically sunset six years after the
303 effective date of this section unless reauthorized by an act
304 of the general assembly; and
305 (2) If such program is reauthorized, the program
306 authorized under this section shall automatically sunset
307 twelve years after the effective date of the reauthorization
308 of this section; and
309 (3) This section shall terminate on September first of
310 the calendar year immediately following the calendar year in
311 which the program authorized under this section is sunset.
173.1352. 1. As used in this section, the following
2 terms mean:
3 (1) "Advanced placement examination", any examination
4 administered through the College Board's Advanced Placement
5 Program (AP);

6 (2) "Institution", any in-state public community
7 college, college, or university that offers postsecondary
8 freshman-level courses.
9 2. (1) Each institution shall adopt and implement a
10 policy to grant undergraduate course credit to entering
11 freshman students for each advanced placement examination
12 upon which such student achieves a score of three or higher
13 for any similarly correlated course offered by the
14 institution at the time of such student's acceptance into
15 the institution.
16 (2) In the policy, the institution shall:
17 (a) Establish the institution's conditions for
18 granting course credit; and
19 (b) Identify the specific course credit or other
20 academic requirements of the institution, including the
21 number of semester credit hours or other course credit, that
22 the institution will grant to a student who achieves
23 required scores on advanced placement examinations.
24 3. On request of an applicant for admission as an
25 entering freshman, and based on information provided by the
26 applicant, an institution shall determine and notify the
27 applicant regarding:
28 (1) The amount and type of any course credit that
29 would be granted to the applicant under the policy; and
30 (2) Any other academic requirement that the applicant
31 would satisfy under the policy.
178.694. 1. As used in this section, the following
2 terms mean:
3 (1) "Affiliate", the Dolly Parton's imagination
4 library affiliate created under this section;
5 (2) "Department", the department of elementary and
6 secondary education;

(3) "Eligible child", any child under five years of age who resides in this state;

(4) "Program", the imagination library of Missouri program established in this section;

(5) "Reading selection", a high-quality, age-appropriate book provided to an eligible child under the program established in this section.

2. There is hereby established in the department's office of childhood the "Imagination Library of Missouri Program", which shall be a statewide program for encouraging preschool children to read by providing monthly reading selections to the homes of children from birth to five years of age.

3. The office of childhood shall establish a nonprofit entity to work in conjunction with school districts in mailing monthly reading selections directly to the homes of eligible children. The entity shall be known as the "Dolly Parton's Imagination Library Affiliate" and shall be the statewide affiliate that works in conjunction with Dolly Parton's Imagination Library and school districts to provide reading selections under this section.

4. Beginning in school year 2023-24 and continuing in each subsequent school year, each school district shall, in partnership with the affiliate, give one reading selection to each eligible child in the school district in each month, beginning as early as the child's birth month through the month in which the child reaches five years of age. Subject to appropriation, the costs of giving such reading selections to eligible children shall be reimbursed to each school district from the imagination library of Missouri fund created in this section.

5. The department shall promulgate rules to:

(1) Manage the daily operations of the program;

40 (2) Coordinate with organizations and public schools
41 of this state to advance and strengthen the program and
42 promote enrollment growth;
43 (3) Develop, promote, and coordinate a public
44 awareness program to make donors aware of the opportunity to
45 donate to the imagination library of Missouri fund;
46 (4) Develop, promote, and coordinate a public
47 awareness program to make the public aware of the
48 opportunity to register children to receive age-appropriate
49 books on a monthly basis; and
50 (5) Allow the department to implement and administer
51 the provisions of this section.
52 6. (1) There is hereby created in the state treasury
53 the "Imagination Library of Missouri Program Fund", which
54 shall consist of any gifts, bequests, grants, public or
55 private donations, transfers, or moneys appropriated under
56 this section. The state treasurer shall be custodian of the
57 fund. In accordance with sections 30.170 and 30.180, the
58 state treasurer may approve disbursements. The fund shall
59 be a dedicated fund and, upon appropriation, moneys in this
60 fund shall be used solely as provided in this section.
61 (2) Notwithstanding the provisions of section 33.080
62 to the contrary, any moneys remaining in the fund at the end
63 of the biennium shall not revert to the credit of the
64 general revenue fund.
65 (3) The state treasurer shall invest moneys in the
66 fund in the same manner as other funds are invested. Any
67 interest and moneys earned on such investments shall be
68 credited to the fund.
69 7. The general assembly shall appropriate at least two
70 and a half million dollars annually to the imagination
71 library of Missouri program fund. In the department's
72 budget requests for school year 2023-24 and all subsequent

73 school years, the department shall include a plan to
74 distribute sufficient moneys to school districts to allow
75 each school district to give reading selections to all
76 eligible children within the school district under this
77 section.
78 8. To comply with this section, a school district may,
79 in coordination with the department's office of childhood,
80 enter into an agreement, partnership, or similar arrangement
81 with an adjacent school district. If the school district
82 finds that no adjacent school district gives reading
83 selections to eligible children as provided in this section,
84 the school district may request the department's office of
85 childhood and the affiliate to assist the school district in
86 complying with this section.
87 9. Under section 23.253 of the Missouri sunset act:
88 (1) The provisions of the new program authorized under
89 this section shall automatically sunset on December thirty-
90 first four years after the effective date of this section
91 unless reauthorized by an act of the general assembly; and
92 (2) If such program is reauthorized, the program
93 authorized under this section shall automatically sunset on
94 December thirty-first eight years after the effective date
95 of the reauthorization of this section; and
96 (3) This section shall terminate on September first of
97 the calendar year immediately following the calendar year in
98 which the program authorized under this section is sunset.
186.080. 1. The commissioner of education shall
2 establish a literacy advisory council. The council shall
3 consist of no more than twenty members, appointed by the
4 commissioner, and shall include members representing the
5 following stakeholder groups:
6 (1) School boards;
7 (2) Charter schools;

8 (3) School superintendents;
9 (4) Elementary and secondary building principals;
10 (5) At least three teachers, including at least two
11 teachers with expertise in reading instruction;
12 (6) At least two special education educators;
13 (7) At least two parents of elementary and secondary
14 school-age pupils who have struggled with literacy
15 proficiency;
16 (8) At least two community members who have struggled
17 with literacy proficiency or supported others who have
18 struggled with literacy proficiency, at least one of whom
19 shall be a high school student;
20 (9) One member from dyslexia advocacy group;
21 (10) Faculty members of institutions of higher
22 education with approved teacher preparation programs;
23 (11) Professionals with expertise in reading
24 instruction, reading interventions, and how students learn
25 to read including one certified academic language therapist;
26 and
27 (12) Professionals with expertise in educational
28 assessment data analysis.
29 2. The council shall meet at least twice per year to
30 review best practices in literacy instruction and related
31 policy provisions. The department shall provide necessary
32 staff and resources for the work of the advisory council.
33 3. The council shall periodically provide
34 recommendations to the commissioner and the state board of
35 education regarding any identified improvements to literacy
36 instruction and policy for students. The recommendations
37 may include recommendations for changes to state law, and
38 the commissioner shall furnish any such recommendations to
39 the joint committee on education.
40 4. The council recommendations shall:

41 (1) Advise the department of elementary and secondary
42 education on how to implement and maintain the statewide
43 literacy plan required under section 161.241 and advise the
44 department, school districts, and charter schools on ways to
45 inform and engage parents and other community members about
46 the literacy plan;
47 (2) Provide advice as to what services the department
48 should provide to school districts and charter schools to
49 support implementation of the plan and on staffing levels
50 and resources needed at the department to support the
51 statewide effort to improve literacy;
52 (3) Provide advice regarding the statewide plan for
53 collecting literacy-related data that informs:
54 (a) Literacy instructional practices;
55 (b) Teacher professional development in the field of
56 literacy;
57 (c) What proficiencies and skills should be measured
58 through literacy assessments and how those assessments are
59 incorporated into local assessment plans; and
60 (d) How to identify school progress in achieving
61 literacy outcomes, including closing literacy gaps for
62 students from historically underserved populations;
63 (4) Recommend best practices for tiered literacy
64 instruction within a multi-tiered system of supports to best
65 improve and sustain literacy proficiency;
66 (5) Review literacy assessments and outcomes and
67 provide ongoing advice as to how to continuously improve
68 those outcomes and sustain improvement; and
69 (6) Provide a means for members of the public to
70 provide input and ask questions concerning literacy issues.
302.010. Except where otherwise provided, when used in
2 this chapter, the following words and phrases mean:
3 (1) "Circuit court", each circuit court in the state;

(2) "Commercial motor vehicle", a motor vehicle designed or regularly used for carrying freight and merchandise, or more than fifteen passengers;

(3) "Conviction", any final conviction; also a forfeiture of bail or collateral deposited to secure a defendant's appearance in court, which forfeiture has not been vacated, shall be equivalent to a conviction, except that when any conviction as a result of which points are assessed pursuant to section 302.302 is appealed, the term "conviction" means the original judgment of conviction for the purpose of determining the assessment of points, and the date of final judgment affirming the conviction shall be the date determining the beginning of any license suspension or revocation pursuant to section 302.304;

(4) "Criminal history check", a search of criminal records, including criminal history record information as defined in section 43.500, maintained by the Missouri state highway patrol in the Missouri criminal records repository or by the Federal Bureau of Investigation as part of its criminal history records, including, but not limited to, any record of conviction, plea of guilty or nolo contendre, or finding of guilty in any state for any offense related to alcohol, controlled substances, or drugs;

(5) "Director", the director of revenue acting directly or through the director's authorized officers and agents;

(6) "Farm tractor", every motor vehicle designed and used primarily as a farm implement for drawing plows, mowing machines and other implements of husbandry;

(7) "Highway", any public thoroughfare for vehicles, including state roads, county roads and public streets, avenues, boulevards, parkways, or alleys in any municipality;

(8) "Incompetent to drive a motor vehicle", a person who has become physically incapable of meeting the prescribed requirements of an examination for an operator's license, or who has been adjudged by a probate division of the circuit court in a capacity hearing of being incapacitated;

(9) "License", a license issued by a state to a person which authorizes a person to operate a motor vehicle;

(10) "Motor vehicle", any self-propelled vehicle not operated exclusively upon tracks except motorized bicycles, as defined in section 307.180 and electric bicycles, as defined in section 301.010;

(11) "Motorcycle", a motor vehicle operated on two wheels; however, this definition shall not include motorized bicycles or electric bicycles as such terms are defined in section 301.010;

(12) "Motortricycle", a motor vehicle operated on three wheels, including a motorcycle operated with any conveyance, temporary or otherwise, requiring the use of a third wheel, but excluding an electric bicycle as defined in section 301.010;

(13) "Moving violation", that character of traffic violation where at the time of violation the motor vehicle involved is in motion, except that the term does not include the driving of a motor vehicle without a valid motor vehicle registration license, or violations of sections 304.170 to 304.240, inclusive, relating to sizes and weights of vehicles;

(14) "Municipal court", every division of the circuit court having original jurisdiction to try persons for violations of city ordinances;

(15) "Nonresident", every person who is not a resident of this state;

69 (16) "Operator", every person who is in actual
70 physical control of a motor vehicle upon a highway;
71 (17) "Owner", a person who holds the legal title of a
72 vehicle or in the event a vehicle is the subject of an
73 agreement for the conditional sale or lease thereof with the
74 right of purchase upon performance of the conditions stated
75 in the agreement and with an immediate right of possession
76 vested in the conditional vendee or lessee, or in the event
77 a mortgagor of a vehicle is entitled to possession, then
78 such conditional vendee or lessee or mortgagor shall be
79 deemed the owner for the purpose of sections 302.010 to
80 302.540;
81 (18) "Record" includes, but is not limited to, papers,
82 documents, facsimile information, microphotographic process,
83 electronically generated or electronically recorded
84 information, digitized images, deposited or filed with the
85 department of revenue;
86 (19) "Residence address", "residence", or "resident
87 address" shall be the location at which a person has been
88 physically present, and that the person regards as home. A
89 residence address is a person's true, fixed, principal, and
90 permanent home, to which a person intends to return and
91 remain, even though currently residing elsewhere;
92 (20) "Restricted driving privilege", a sixty-day
93 driving privilege issued by the director of revenue
94 following a suspension of driving privileges for the limited
95 purpose of driving in connection with the driver's business,
96 occupation, employment, formal program of secondary,
97 postsecondary or higher education, or for an alcohol
98 education or treatment program or certified ignition
99 interlock provider, or a ninety-day interlock restricted
100 privilege issued by the director of revenue for the limited
101 purpose of driving in connection with the driver's business,

occupation, employment, seeking medical treatment for such driver or a dependent family member, attending school or other institution of higher education, attending alcohol- or drug-treatment programs, seeking the required services of a certified ignition interlock provider, fulfilling court obligations, including required appearances and probation and parole obligations, religious services, the care of a child or children, including scheduled visitation or custodial obligations pursuant to a court order, fueling requirements for any vehicle utilized, and seeking basic nutritional requirements;

(21) "School bus", when used in sections 302.010 to 302.540, means any motor vehicle, either publicly or privately owned, <u>that is designed for carrying more than ten passengers and that is</u> used to transport students to and from school, or to transport pupils properly chaperoned to and from any place within the state for educational purposes. The term "school bus" shall not include a bus operated by a public utility, municipal corporation or common carrier authorized to conduct local or interstate transportation of passengers when such bus is not traveling a specific school bus route but is:

(a) On a regularly scheduled route for the transportation of fare-paying passengers; or

(b) Furnishing charter service for the transportation of persons enrolled as students on field trips or other special trips or in connection with other special events;

(22) "School bus operator", an operator who operates a school bus as defined in subdivision (21) of this section in the transportation of any schoolchildren and who receives compensation for such service. The term "school bus operator" shall not include any person who transports schoolchildren as an incident to employment with a school or

135 school district, such as a teacher, coach, administrator,
136 secretary, school nurse, or janitor unless such person is
137 under contract with or employed by a school or school
138 district as a school bus operator;
139 (23) "Signature", any method determined by the
140 director of revenue for the signing, subscribing or
141 verifying of a record, report, application, driver's
142 license, or other related document that shall have the same
143 validity and consequences as the actual signing by the
144 person providing the record, report, application, driver's
145 license or related document;
146 (24) "Substance abuse traffic offender program", a
147 program certified by the division of alcohol and drug abuse
148 of the department of mental health to provide education or
149 rehabilitation services pursuant to a professional
150 assessment screening to identify the individual needs of the
151 person who has been referred to the program as the result of
152 an alcohol- or drug-related traffic offense. Successful
153 completion of such a program includes participation in any
154 education or rehabilitation program required to meet the
155 needs identified in the assessment screening. The
156 assignment recommendations based upon such assessment shall
157 be subject to judicial review as provided in subsection 14
158 of section 302.304 and subsections 1 and 5 of section
159 302.540;
160 (25) "Vehicle", any mechanical device on wheels,
161 designed primarily for use, or used on highways, except
162 motorized bicycles, electric bicycles, vehicles propelled or
163 drawn by horses or human power, or vehicles used exclusively
164 on fixed rails or tracks, or cotton trailers or motorized
165 wheelchairs operated by handicapped persons.
304.060. 1. The state board of education shall adopt
2 and enforce regulations not inconsistent with law to cover

the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or privately owned and operated under contract with any school district in this state, and such regulations shall by reference be made a part of any such contract with a school district. School districts shall have the authority to use motor vehicles other than school buses for the purpose of transporting school children. The state board of education may adopt rules and regulations governing the use of other vehicles owned by a district or operated under contract with any school district in this state and used for the purpose of transporting school children**[**. The operator of such vehicle shall be licensed in accordance with section 302.272, and such vehicle**]**, excluding motor vehicles operating under the authority of the department of revenue under sections 387.400 to 387.440. Notwithstanding any other provisions of law, the state board of education shall not require an individual who uses a motor vehicle with a gross vehicle weight that is less than or equal to twelve thousand pounds for the purpose of providing student transportation services in a vehicle other than a school bus to obtain any license other than a class F license, as described in 12 CSR 10-24.200(6). Motor vehicles other than school buses used shall transport no more children than the manufacturer suggests as appropriate for such vehicle and meet any additional requirements of the school district. The state board of education may also adopt rules and regulations governing the use of authorized common carriers for the transportation of students on field trips or other special trips for educational purposes. Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations. The state board of education

shall cooperate with the state transportation department and the state highway patrol in placing suitable warning signs at intervals on the highways of the state.

2. Notwithstanding the provisions of subsection 1 of this section, any school board in the state of Missouri in an urban district containing the greater part of the population of a city which has more than three hundred thousand inhabitants may contract with any municipality, bi-state agency, or other governmental entity for the purpose of transporting school children attending a grade or grades not lower than the ninth nor higher than the twelfth grade, provided that such contract shall be for additional transportation services, and shall not replace or fulfill any of the school district's obligations pursuant to section 167.231. The school district may notify students of the option to use district-contracted transportation services.

3. Any officer or employee of any school district who violates any of the regulations or fails to include obligation to comply with such regulations in any contract executed by him on behalf of a school district shall be guilty of misconduct and subject to removal from office or employment. Any person operating a school bus under contract with a school district who fails to comply with any such regulations shall be guilty of breach of contract and such contract shall be cancelled after notice and hearing by the responsible officers of such school district.

4. Any other provision of the law to the contrary notwithstanding, in any county of the first class with a charter form of government adjoining a city not within a county, school buses may bear the word "special".

Section B. Because immediate action is necessary to provide for the safety and education of school children, the enactment of sections 167.625 and 168.036 of this act is

deemed necessary for the immediate preservation of the public health, welfare, peace, and safety, and is hereby declared to be an emergency act within the meaning of the constitution, and the enactment of sections 167.625 and 168.036 of this act shall be in full force and effect upon its passage and approval.

Section C. The repeal and reenactment of section 167.645 of this act shall become effective January 1, 2023.

✓

Cindy O'Laughlin

Chuck Basye