

SECOND REGULAR SESSION  
SENATE COMMITTEE SUBSTITUTE FOR

# HOUSE BILL NO. 2202

101ST GENERAL ASSEMBLY

---

---

4721S.03C

ADRIANE D. CROUSE, Secretary

---

---

## AN ACT

To repeal sections 160.2700, 160.2705, 161.097, 167.268, 167.630, 167.640, 167.645, 167.903, 170.014, 170.018, 302.010, and 304.060, RSMo, and to enact in lieu thereof twenty-three new sections relating to elementary and secondary education, with an effective date for a certain section.

---

---

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

Section A. Sections 160.2700, 160.2705, 161.097, 167.268,  
2 167.630, 167.640, 167.645, 167.903, 170.014, 170.018, 302.010,  
3 and 304.060, RSMo, are repealed and twenty-three new sections  
4 enacted in lieu thereof, to be known as sections 160.560,  
5 160.2700, 160.2705, 161.097, 161.214, 161.241, 161.380,  
6 161.385, 162.1255, 167.268, 167.630, 167.640, 167.645, 167.903,  
7 167.907, 167.908, 170.014, 170.018, 170.036, 173.831, 186.080,  
8 302.010, and 304.060, to read as follows:

**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.**

**EXPLANATION-Matter enclosed in bold-faced brackets [thus] in this bill is not enacted and is intended to be omitted in the law.**

11           3. By July 1, 2023, the department of elementary and  
12 secondary education shall develop detailed requirements for  
13 students to become eligible for the show me success diploma  
14 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 course work; 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 remedial or  
23 developmental course work.

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

90 9. The department of elementary and secondary  
91 education shall promulgate all necessary rules and  
92 regulations for the administration of this section. Any  
93 rule or portion of a rule, as that term is defined in  
94 section 536.010, that is created under the authority  
95 delegated in this section shall become effective only if it  
96 complies with and is subject to all of the provisions of  
97 chapter 536 and, if applicable, section 536.028. This  
98 section and chapter 536 are nonseverable, and if any of the  
99 powers vested with the general assembly pursuant to chapter  
100 536 to review, to delay the effective date, or to disapprove  
101 and annul a rule are subsequently held unconstitutional,  
102 then the grant of rulemaking authority and any rule proposed  
103 or adopted after August 28, 2022, shall be invalid and void.

160.2700. For purposes of sections 160.2700 to  
2 160.2725, "adult high school" means a school that:

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

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

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

11 (4) Is not eligible to receive funding under section  
12 160.415 or 163.031.

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

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

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

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

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

20 2. The department of elementary and secondary  
21 education shall grant the authorization described under  
22 subsection 1 of this section based on a bid process

23 conducted in accordance with the rules and regulations  
24 governing purchasing through the office of administration.  
25 The successful bidder shall:

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

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

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

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

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

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

52 (7) Establish the ability to meet quality standards  
53 through certified teachers and programs that support each

54 student in [his or her] **such student's** goal to find a more  
55 rewarding job;

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

61 (9) Establish a process for determining outcomes of  
62 the adult high school, including outcomes related to a  
63 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 program. 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  
11 interests, such as geographical location or educational  
12 focus, or that sequentially serve classes of students as  
13 they progress through elementary and secondary education;

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

20 (d) A single school district; or

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

26 (4) "School innovation waiver", a waiver granted by  
27 the board to a single school, group of schools, single  
28 school district, or group of school districts pursuant to  
29 this section, in which the school, group of schools, school

30 district, or group of school districts is exempt from a  
31 specific requirement imposed by chapter 160, chapter 161,  
32 chapter 162, chapter 167, chapter 170, or chapter 171, or  
33 any regulations promulgated thereunder by the board or the  
34 department. Any school innovation waiver granted to a  
35 school district or group of school districts shall be  
36 applicable to every elementary and secondary school within  
37 the school district or group of school districts unless the  
38 plan specifically provides otherwise.

39 2. Any school innovation team seeking a school  
40 innovation waiver may submit a plan to the board for one or  
41 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 board may promulgate rules implementing the  
111 provisions of this section. Any rule or portion of a rule,  
112 as that term is defined in section 536.010, that is created  
113 under the authority delegated in this section shall become  
114 effective only if it complies with and is subject to all of  
115 the provisions of chapter 536 and, if applicable, section  
116 536.028. This section and chapter 536 are nonseverable and  
117 if any of the powers vested with the general assembly  
118 pursuant to chapter 536 to review, to delay the effective  
119 date, or to disapprove and annul a rule are subsequently  
120 held unconstitutional, then the grant of rulemaking  
121 authority and any rule proposed or adopted after August 28,  
122 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.

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

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

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

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

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

26 7. The department shall publish criteria and examples  
27 to help districts and schools select and use evidence-based  
28 reading curricula and instructional materials.

29 Additionally, the department shall publish a list of  
30 curricula that ensure instruction is explicit, systematic,  
31 diagnostic and based on phonological awareness, phonics,

32 fluency, vocabulary, comprehension, morphology, syntax, and  
33 semantics. This shall be a resource to districts.

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

37 9. There is hereby created in the state treasury the  
38 "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 shall 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 demonstrate 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  
2 "Competency-Based Education Task Force" to study and develop  
3 competency-based education programs in public schools. Task  
4 force members shall be chosen to represent the geographic  
5 diversity of the state. Task force members shall be  
6 appointed for a term of two years and may be reappointed.  
7 All task force members shall be appointed before October 31,  
8 2022, and every other year thereafter by December thirty-  
9 first of that year. The task force members shall be  
10 appointed as follows:

11 (1) Two members of the house of representatives  
12 appointed by the speaker of the house of representatives,  
13 with one such member from the majority party and one such  
14 member from the minority party;

15 (2) Two members of the senate appointed by the  
16 president pro tempore of the senate, with one such member  
17 from the majority party and one such member from the  
18 minority party;

19 (3) The commissioner of the department of elementary  
20 and secondary education or his or her designee; and

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

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

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

38           4. The task force shall:

39           (1) Work toward implementing competency-based  
40 education courses statewide and devising a plan for Missouri  
41 to lead the way in competency-based education courses;

42           (2) Solicit input from individuals and organizations  
43 with information or expertise relevant to the task force's  
44 objective, including experts and educators with experience  
45 related to competency-based education programs;

46           (3) Hold at least three public hearings to provide an  
47 opportunity to receive public testimony including, but not  
48 limited to, testimony from educators, local school boards,  
49 parents, representatives from business and industry, labor  
50 and community leaders, members of the general assembly, and  
51 the general public;

52           (4) Identify promising competency-based education  
53 programs, including programs that:

54           (a) Afford students flexibility to progress and earn  
55 course credit upon demonstration of mastery, including  
56 through early high school graduation;

57           (b) Provide individual learning and assessment  
58 options, including through experiential and project-based  
59 learning, online or blended learning, additional remedial  
60 education time, and accelerated-pace curricula;

61           (c) Assess student proficiency through tasks developed  
62 both locally and at the state level, performance of which  
63 demonstrate mastery;

64           (5) Identify obstacles to implementing competency-  
65 based education programs in Missouri public schools;

66           (6) Develop comprehensive graduate profiles that  
67 describe meaningful and critical knowledge skills that  
68 students should have upon graduation that can be implemented  
69 into a diploma designation;

70           (7) Develop findings and recommendations for  
71 implementing competency-based education models and practices  
72 in Missouri public schools, including recommending changes  
73 to existing legislation, rules, and regulations; and

74           (8) Develop findings and recommendations for  
75 implementing a competency-based performance assessment that:

76           (a) Is consistent with the most effective competency-  
77 based education programs identified by the task force under  
78 subdivision (3) of this subsection;

79           (b) Assesses students based on both locally developed  
80 and common statewide performance tasks tied to grade and  
81 course competencies aligned with state content standards; and

82           (c) Complies with all applicable federal law,  
83 including 20 U.S.C. Section 6311(b)(1)(B), as amended. To

84 the extent that implementing a competency-based performance  
85 assessment would require the department of elementary and  
86 secondary education to obtain innovative assessment and  
87 accountability demonstration authority under 20 U.S.C.  
88 Section 6364, as amended, the task force shall develop  
89 findings and recommendations for obtaining such authority.

90 5. The task force shall present its findings and  
91 recommendations to the speaker of the house of  
92 representatives, the president pro tempore of the senate,  
93 the joint committee on education, and the state board of  
94 education by December first annually.

162.1255. 1. For purposes of this section, the  
2 following terms shall 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  
6 district. Such credit shall be awarded upon receipt of  
7 "proficient" or "advanced" on an end-of-course assessment;

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

12 2. School districts and charter schools shall receive  
13 state school funding under sections 163.031, 163.043,  
14 163.044, and 163.087 for resident pupils enrolled in the  
15 school district or charter school and taking competency-  
16 based courses offered by the school district.

17 3. For purposes of calculation and distribution of  
18 state aid under section 163.031, attendance of a student  
19 enrolled in a district's or charter school's competency-  
20 based courses shall equal, upon course completion, the  
21 product of the district or charter school's prior year

22 **average attendance percentage multiplied by the total number**  
23 **of attendance hours normally allocable to a noncompetency-**  
24 **based course of equal credit value.**

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**  
15 **shall provide all parents and guardians of students,**  
16 **including 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.**

167.630. 1. Each school board may authorize a school  
2 nurse licensed under chapter 335 who is employed by the  
3 school district and for whom the board is responsible for to  
4 maintain an adequate supply of prefilled auto syringes of  
5 epinephrine with fifteen-hundredths milligram or three-  
6 tenths milligram delivery at the school. The nurse shall  
7 recommend to the school board the number of prefilled  
8 epinephrine auto syringes that the school should maintain.

9 2. To obtain prefilled epinephrine auto syringes for a  
10 school district, a prescription written by a licensed  
11 physician, a physician's assistant, or nurse practitioner is  
12 required. For such prescriptions, the school district shall  
13 be designated as the patient, the nurse's name shall be  
14 required, and the prescription shall be filled at a licensed  
15 pharmacy.

16 3. A school nurse **[or], agent trained by a nurse and**  
17 **contracted for the transportation of school children, or**  
18 other school employee trained by and supervised by the



19 nurse, shall have the discretion to use an epinephrine auto  
20 syringe on any student the school nurse [or], trained  
21 employee, **or trained agent contracted for the transportation**  
22 **of school children** believes is having a life-threatening  
23 anaphylactic reaction based on the training in recognizing  
24 an acute episode of an anaphylactic reaction. The  
25 provisions of section 167.624 concerning immunity from civil  
26 liability for trained employees administering lifesaving  
27 methods shall apply to trained employees administering a  
28 prefilled auto syringe under this section. **Trained agents**  
29 **contracted for the transportation of school children shall**  
30 **have immunity from civil liability for administering a**  
31 **prefilled auto syringe under this section.**

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 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 will 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 and the prevalence of deficiencies identified by classroom,  
287 elementary school, and other student characteristics. As  
288 part of its comprehensive school improvement plan or  
289 contract, each school district or charter school shall  
290 review chronic early elementary absenteeism for its impact  
291 on literacy development. If more than fifteen percent of an  
292 attendance center's students are not at grade level in  
293 reading by the end of third grade, the comprehensive school  
294 improvement plan or contract shall include strategies to  
295 reduce that percentage, including school and community  
296 strategies to raise the percentage of students who are  
297 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.

167.903. 1. The department of elementary and  
2 secondary education shall establish a process by which each  
3 student prior to [his or her] the student's ninth grade year  
4 at a public school, including a charter school, [may] shall  
5 develop with help from the student's parent or guardian and  
6 the school's guidance counselors [a personal] an individual

7 **career and academic** plan of study, which shall be reviewed  
8 [regularly, as needed] **annually** by [school personnel] **the**  
9 **school's guidance counselors** and the student's parent or  
10 guardian and updated based upon the needs of the student.  
11 Each plan shall present a sequence of courses and  
12 experiences that conclude with the student reaching [his or  
13 her] **the student's** postsecondary goals, with implementation  
14 of the plan of study transferring to the program of  
15 postsecondary education or training upon the student's high  
16 school graduation. The plan shall include, but not be  
17 limited to:

- 18 (1) Requirements for graduation from the school  
19 district or charter school;
- 20 (2) Career or postsecondary goals;
- 21 (3) Coursework or program of study related to career  
22 and postsecondary goals, which shall include, if relevant,  
23 opportunities that the district or school may not directly  
24 offer;
- 25 (4) Grade-appropriate and career-related experiences,  
26 as outlined in the grade-level expectations of the Missouri  
27 comprehensive guidance program; and
- 28 (5) Student assessments, interest inventories, or  
29 academic results needed to develop, review, and revise the  
30 personal plan of study, which shall include, if relevant,  
31 assessments, inventories, or academic results that the  
32 school district or charter school may not offer.

33 2. Each school district shall adopt a policy to permit  
34 the waiver of the requirements of this section for any  
35 student with a disability if recommended by the student's  
36 IEP committee. For purposes of this subsection, "IEP" means  
37 individualized education program.

38           3. Each student prior to the completion of the second  
39 semester of the student's twelfth-grade year shall include,  
40 as part of the student's individual career and academic  
41 plan, a declaration of the student's postsecondary plans  
42 including, but not limited to, the following:

- 43           (1) Confirmation of employment upon graduation;
- 44           (2) Acceptance to an institution of higher education,  
45 whether a two-year institution or a four-year institution;
- 46           (3) Acceptance to participate in a vocational,  
47 technical, or other training program designed to prepare the  
48 student for employment; or
- 49           (4) Commitment to enlist in the Armed Forces of the  
50 United States.

          167.907. 1. No student shall receive a certificate of  
2 graduation from any public school or charter school unless  
3 the student has completed and submitted the Free Application  
4 for Federal Student Aid, as maintained by the United States  
5 Department of Education.

6           2. A student shall be exempt from the requirement to  
7 complete or submit the Free Application for Federal Student  
8 Aid under subsection 1 of this section if such student  
9 submits to the student's school:

- 10           (1) Written confirmation of a commitment to enlist in  
11 the Armed Forces of the United States; or
- 12           (2) A written document or form, signed by the  
13 student's parent or guardian, attesting that the student  
14 understands what the application is and has chosen not to  
15 file such application.

16           3. A student shall be exempt from the requirement to  
17 complete or submit the Free Application for Federal Student  
18 Aid under subsection 1 of this section if such student is

19 unable to complete the application because of extenuating  
20 circumstances.

21 4. The department of elementary and secondary  
22 education shall establish a process by which each student  
23 adheres to subsection 1 of this section unless the student  
24 is exempt under the criteria under subsection 2 or  
25 subsection 3 of this section.

26 5. This section shall become effective on July 1, 2023.

167.908. 1. The department of higher education and  
2 workforce development shall, by rule, establish a procedure  
3 for providing the means and capability for high school  
4 students enrolled in career and technical education programs  
5 described in section 170.029 to complete an application for  
6 aid through the Employment and Training Administration of  
7 the United States Department of Labor under the federal  
8 Workforce Innovation and Opportunity Act. The department  
9 shall work with school districts that deliver career and  
10 technical education programs to educate students on the  
11 value of the aid that is available to them through the  
12 federal Workforce Innovation and Opportunity Act, P.L. 113-  
13 128, as amended.

14 2. To accomplish the purposes of subsection 1 of this  
15 section, the department shall ensure that the following  
16 percentages of all department of elementary and secondary  
17 education area career centers that deliver career and  
18 technical education programs have the means and capability  
19 for students at such schools to complete an application for  
20 aid through the Employment and Training Administration of  
21 the United States Department of Labor under the federal  
22 Workforce Innovation and Opportunity Act, P.L. 113-128, as  
23 amended:

24 (1) For the 2022-23 school year, fifty percent;

- 25           (2) For the 2023-24 school year, seventy percent;  
26           (3) For the 2024-25 school year, ninety percent; and  
27           (4) For the 2025-26 school year and every school year  
28 thereafter, one hundred percent.

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

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

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

170.018. 1. (1) For purposes of this section,  
2 "computer science course" means a course in which students  
3 study computers and algorithmic processes, including their  
4 principles, hardware and software designs, implementation,  
5 and impact on society. **The term shall include, but not be**  
6 **limited to, a stand-alone course at any elementary, middle,**

7 **or high school or a course at any elementary or middle**  
8 **school that embeds computer science content within other**  
9 **subjects.**

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

23 (3) A school district shall communicate to students  
24 electing to use a computer science course for a mathematics  
25 unit that some institutions of higher education may require  
26 four units of academic credit in mathematics for college  
27 admission. The parent, guardian, or legal custodian of each  
28 student who chooses to take a computer science course to  
29 fulfill a unit of academic credit in mathematics shall sign  
30 and submit to the school district a document containing a  
31 statement acknowledging that taking a computer science  
32 course to fulfill a unit of academic credit in mathematics  
33 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; and

18 (6) Six members who represent the interests of each of  
19 the following groups, to be appointed by the commissioner of  
20 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; and

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

30           3. The mission of the computer science education task  
31 force shall be to develop a state strategic plan for  
32 expanding a statewide computer science education program,  
33 including the following:

34           (1) A statement of purpose that describes the  
35 objectives or goals the state board of education will  
36 accomplish by implementing a computer science education  
37 program, the strategies by which those goals will be  
38 achieved, and a timeline for achieving those goals;

39           (2) A summary of the current state landscape for K-12  
40 computer science education, including demographic reporting  
41 of students taking these courses;

42           (3) A plan for expanding computer science education  
43 opportunities to every school in the state within five years  
44 and increasing the representation of students from  
45 traditionally underserved groups, in computer science  
46 including female students, students from historically  
47 underrepresented racial and ethnic groups, students with  
48 disabilities, English-language learner students, students  
49 who qualify for free and reduced-price meals, and rural  
50 students;

51           (4) A plan for integrating computer science  
52 instruction in kindergarten through eighth grades around the  
53 basics of computer science and computational thinking and  
54 exploratory computer science;

55           (5) A plan for the development of rigorous standards  
56 and curriculum guidelines for K-12 computer science,

57 including ways to incorporate computer science into existing  
58 standards at the elementary level, as appropriate;

59 (6) A plan for ensuring teachers are well-prepared to  
60 begin teaching computer science, including defining high-  
61 quality professional learning for in-service teachers and  
62 strategies for pre-service teacher preparation;

63 (7) An ongoing evaluation process that is overseen by  
64 the state board of education;

65 (8) Proposed rules that incorporate the principles of  
66 the master plan into the state's public education system as  
67 a whole; and

68 (9) A plan to ensure long-term sustainability for  
69 computer science education.

70 4. The speaker of the house of representatives shall  
71 designate the chair of the task force, and the president pro  
72 tempore of the senate shall designate the vice chair of the  
73 task force.

74 5. Members of the task force shall serve without  
75 compensation, but the members and any staff assigned to the  
76 task force shall receive reimbursement for actual and  
77 necessary expenses incurred in attending meetings of the  
78 task force or any subcommittee thereof. All task force  
79 members shall be subject to the same conflict of interest  
80 provisions in chapter 105 that are enforced by the Missouri  
81 ethics commission in the same manner that elected or  
82 appointed officials and employees are subject to such  
83 provisions.

84 6. The task force shall hold its first meeting within  
85 one month from the effective date of this section.

86 7. Before June 30, 2023, the task force shall present  
87 a summary of its activities and any recommendations for  
88 legislation to the general assembly.



89           8. The computer science education task force shall  
90 dissolve on June 30, 2024.

          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 1 and June 30 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 department may promulgate all necessary rules  
287 and regulations for the administration of this section. Any  
288 rule or portion of a rule, as that term is defined in  
289 section 536.010, that is created under the authority  
290 delegated in this section shall become effective only if it  
291 complies with and is subject to all of the provisions of  
292 chapter 536 and, if applicable, section 536.028. This  
293 section and chapter 536 are nonseverable, and if any of the  
294 powers vested with the general assembly pursuant to chapter  
295 536 to review, to delay the effective date, or to disapprove  
296 and annul a rule are subsequently held unconstitutional,  
297 then the grant of rulemaking authority and any rule proposed  
298 or adopted after August 28, 2022, shall be invalid and void.

299           14. Under section 23.253 of the Missouri sunset act:

300           (1) The provisions of the new program authorized under  
301 this section shall automatically sunset six years after the  
302 effective date of this section unless reauthorized by an act  
303 of the general assembly; and

304           (2) If such program is reauthorized, the program  
305 authorized under this section shall automatically sunset  
306 twelve years after the effective date of the reauthorization  
307 of this section; and

308           (3) This section shall terminate on September first of  
309 the calendar year immediately following the calendar year in  
310 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 a 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 to  
25 read including one certified academic language therapist; and
- 26 (12) Professionals with expertise in educational  
27 assessment data analysis.

28 2. The council shall meet at least twice per year to  
29 review best practices in literacy instruction and related  
30 policy provisions. The department shall provide necessary  
31 staff and resources for the work of the advisory council.

32 3. The council shall periodically provide  
33 recommendations to the commissioner and the state board of  
34 education regarding any identified improvements to literacy  
35 instruction and policy for students. The recommendations

36 may include recommendations for changes to state law, and  
37 the commissioner shall furnish any such recommendations to  
38 the joint committee on education.

39 4. The council recommendations shall:

40 (1) Advise the department of elementary and secondary  
41 education on how to implement and maintain the statewide  
42 literacy plan required under section 161.241 and advise the  
43 department, school districts and charter schools on ways to  
44 inform and engage parents and other community members about  
45 the literacy plan;

46 (2) Provide advice as to what services the department  
47 should provide to school districts and charter schools to  
48 support implementation of the plan and on staffing levels  
49 and resources needed at the department to support the  
50 statewide effort to improve literacy;

51 (3) Provide advice regarding the statewide plan for  
52 collecting literacy-related data that informs:

53 (a) Literacy instructional practices;

54 (b) Teacher professional development in the field of  
55 literacy;

56 (c) What proficiencies and skills should be measured  
57 through literacy assessments and how those assessments are  
58 incorporated into local assessment plans; and

59 (d) How to identify school progress in achieving  
60 literacy outcomes, including closing literacy gaps for  
61 students from historically underserved populations;

62 (4) Recommend best practices for tiered literacy  
63 instruction within a multi-tiered system of supports to best  
64 improve and sustain literacy proficiency;

65 (5) Review literacy assessments and outcomes and  
66 provide ongoing advice as to how to continuously improve  
67 those outcomes and sustain improvement; and

68           **(6) Provide a means for members of the public to**  
69 **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;

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

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

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

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

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

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

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

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

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

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

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

57           (13) "Moving violation", that character of traffic  
58 violation where at the time of violation the motor vehicle  
59 involved is in motion, except that the term does not include  
60 the driving of a motor vehicle without a valid motor vehicle  
61 registration license, or violations of sections 304.170 to

62 304.240, inclusive, relating to sizes and weights of  
63 vehicles;

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

67 (15) "Nonresident", every person who is not a resident  
68 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,  
102 occupation, employment, seeking medical treatment for such  
103 driver or a dependent family member, attending school or  
104 other institution of higher education, attending alcohol- or  
105 drug-treatment programs, seeking the required services of a  
106 certified ignition interlock provider, fulfilling court  
107 obligations, including required appearances and probation  
108 and parole obligations, religious services, the care of a  
109 child or children, including scheduled visitation or  
110 custodial obligations pursuant to a court order, fueling  
111 requirements for any vehicle utilized, and seeking basic  
112 nutritional requirements;

113 (21) "School bus", when used in sections 302.010 to  
114 302.540, means any motor vehicle, either publicly or  
115 privately owned, **designed for carrying more than ten**  
116 **passengers, that is** used to transport students to and from  
117 school, or to transport pupils properly chaperoned to and  
118 from any place within the state for educational purposes.  
119 The term "school bus" shall not include a bus operated by a  
120 public utility, municipal corporation or common carrier  
121 authorized to conduct local or interstate transportation of  
122 passengers when such bus is not traveling a specific school  
123 bus route but is:

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



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

129 (22) "School bus operator", an operator who operates a  
130 school bus as defined in subdivision (21) of this section in  
131 the transportation of any schoolchildren and who receives  
132 compensation for such service. The term "school bus  
133 operator" shall not include any person who transports  
134 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  
3 the design and operation of all school buses used for the  
4 transportation of school children when owned and operated by  
5 any school district or privately owned and operated under  
6 contract with any school district in this state, and such  
7 regulations shall by reference be made a part of any such  
8 contract with a school district. **School districts shall**  
9 **have the authority to use vehicles other than school buses**  
10 **for the purpose of transporting school children.** The state  
11 board of education may adopt rules and regulations governing  
12 the use of other vehicles owned by a district or operated  
13 under contract with any school district in this state and  
14 used for the purpose of transporting school children, **except**  
15 **motor vehicles operating under sections 387.400 to 387.440.**  
16 [The operator of such vehicle shall be licensed in  
17 accordance with section 302.272, and such vehicle] **Vehicles**  
18 **other than school buses** shall transport no more children  
19 than the manufacturer suggests as appropriate for such  
20 vehicle, **and shall meet any additional requirements of the**  
21 **school district.** The state board of education may also  
22 adopt rules and regulations governing the use of authorized  
23 common carriers for the transportation of students on field  
24 trips or other special trips for educational purposes.

25 Every school district, its officers and employees, and every  
26 person employed under contract by a school district shall be  
27 subject to such regulations. The state board of education  
28 shall cooperate with the state transportation department and  
29 the state highway patrol in placing suitable warning signs  
30 at intervals on the highways of the state.

31 2. Notwithstanding the provisions of subsection 1 of  
32 this section, any school board in the state of Missouri in  
33 an urban district containing the greater part of the  
34 population of a city which has more than three hundred  
35 thousand inhabitants may contract with any municipality, bi-  
36 state agency, or other governmental entity for the purpose  
37 of transporting school children attending a grade or grades  
38 not lower than the ninth nor higher than the twelfth grade,  
39 provided that such contract shall be for additional  
40 transportation services, and shall not replace or fulfill  
41 any of the school district's obligations pursuant to section  
42 167.231. The school district may notify students of the  
43 option to use district-contracted transportation services.

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

54 4. Any other provision of the law to the contrary  
55 notwithstanding, in any county of the first class with a

56 charter form of government adjoining a city not within a  
57 county, school buses may bear the word "special".

Section B. The repeal and reenactment of section  
2 167.645 of this act shall become effective January 1, 2023.

✓