SECOND REGULAR SESSION
[TRULY AGREED TO AND FINALLY PASSED]
CONFERENCE COMMITTEE SUBSTITUTE NO. 2 FOR
HOUSE COMMITTEE SUBSTITUTE FOR
SENATE SUBSTITUTE FOR
SENATE COMMITTEE SUBSTITUTE FOR

SENATE BILLS NOS. 681 & 662

101ST GENERAL ASSEMBLY
2022

AN ACT


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


EXPLANATION-Matter enclosed in bold-faced brackets [thus] in this bill is not enacted and is intended to be omitted in the law.
This section shall be known and may be cited as the "Get the Lead Out of School Drinking Water Act".

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

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

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

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

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

(b) Ice-making and hot drink machines;

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

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

(6) "Private school", the same definition as in section 166.700;
(7) "Public school", the same definition as in section 160.011;
(8) "Remediation", decreasing the lead concentration in water from a drinking water outlet to less than five parts per billion without relying solely on flushing practices, or using methods such as the replacement of lead-containing pipes, solder, fittings, or fixtures with lead-free components. Flushing as a stand alone action shall not be considered remediation;
(9) "School", any public school, private school, or provider of an early childhood education program that receives state funding.

3. Beginning in the 2023-24 school year and for each subsequent school year, each school shall provide drinking water with a lead concentration level below five parts per billion in sufficient amounts to meet the drinking water needs of all students and staff as provided in this section.

4. (1) On or before January 1, 2024, each school shall:
(a) Conduct an inventory of all drinking water outlets and all outlets that are used for dispensing water for cooking or for cleaning cooking and eating utensils in each of the school’s buildings;
(b) Develop a plan for testing each outlet inventoried under paragraph (a) of this subdivision and make such plan available to the public; and
(c) Upon request, provide general information on the health effects of lead contamination and additional informational resources for employees and parents of children at each school.
(2) Each school shall make buildings housing early childhood education programs, kindergartens, and elementary
schools the priority when complying with paragraphs (a) and 
(b) of subdivision (1) of this subsection.

(3) Before August 1, 2024, or the first day on which 
students will be present in the building, whichever is 
later, each school shall:

(a) Perform all testing as required by subsection 5 of 
this section and within two weeks after receiving test 
results, make all testing results and any lead remediation 
plans available on the school's website;

(b) Remove and replace any drinking water coolers or 
water outlets that the United States Environmental 
Protection Agency has determined are not lead-free under the 
federal Lead Contamination Control Act of 1988, as amended; 
except the school shall not be required to replace those 
drinking water outlets or water coolers that tested under 
the requirements of this section and have been determined to 
be dispensing drinking water with a lead concentration less 
than five part per billion; however, such drinking water 
outlet or water cooler shall be subject to all testing 
requirements and shall not be excluded from testing under 
subsection 10 of this section.

(4) If testing indicates that the water source is 
causing the contamination and until such time that the 
source of the contamination has been remediated, the school 
shall:

(a) Install a filter at each point at which the water 
supply enters the building;

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

(5) If testing indicates that the internal building piping is causing the contamination and until such time that the source of the contamination has been remediated, the school shall:
   (a) Install a filter that reduces lead in drinking water on each water outlet inventoried under paragraph (a) of subdivision (1) of this subsection to ensure lead concentrations are below five parts per billion; or
   (b) Provide purified water at each water outlet inventoried under paragraph (a) of subdivision (1) of this subsection.

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

(7) If a test result exceeds five parts per billion, the affected school shall:
   (a) Contact parents and staff via written notification within seven business days after receiving the test result. The notification shall include at least:
       a. The test results and a summary that explains such results;
       b. A description of any remedial steps taken; and
       c. A description of general health effects of lead contamination and community specific resources; and
   (b) Provide bottled water if there is not enough water to meet the drinking water needs of the students, teachers, and staff.

(8) School districts shall submit such annual testing results to the department.
(9) This subsection shall not be construed to prevent a school from conducting more frequent testing than required under this section.

5. (1) Before August 1, 2024, or the first day on which students will be present in the building, whichever is later, and annually thereafter, each school shall conduct testing for lead by first-draw and follow-up flush samples of a random sampling of at least twenty-five percent of remediated drinking water outlets until all remediated sources have been tested as recommended by the 2018 version of the United States Environmental Protection Agency's "Training, Testing, and Taking Action" program. The testing shall be conducted and the results analyzed for both types of tests by an entity or entities approved by the department.

(2) If, in the ten years prior to the 2023-24 school year, a fixture tested above five parts per billion for lead, such fixture does not need to be repeat tested for lead, but instead remediation shall begin on such fixture.

6. (1) In addition to the apportionments payable to a school district under chapter 163, the department of natural resources, with support from the department of elementary and secondary education and the department of health and senior services, is hereby authorized to apportion to any school additional funding for the filtration, testing, and other remediation of drinking water systems required under this section, subject to appropriation.

(2) To the extent permitted by federal law, a school district may seek reimbursement or other funds for compliance incurred under this section under any applicable federal law including, but not limited to, the America's Water Infrastructure Act of 2018 and the Water

(3) Disadvantaged school districts shall receive funding priority under this subsection.

7. The department, in conjunction with the department of elementary and secondary education, shall publish a report biennially based on the findings from the water testing conducted under this section. Such report shall be published on the department of natural resources website.

8. For public schools, the department shall ensure compliance with this section. Each school district shall be responsible for ensuring compliance within each school within the school district's jurisdiction.

9. No school building constructed after January 4, 2014, as provided in the federal Reduction of Lead in Drinking Water Act (42 U.S.C. Section 300g-6), as amended, shall be required to install, maintain, or replace filters under paragraph (c) of subdivision (1) of subsection 4 of this section.

10. A school that tests and does not find a drinking water source with a lead concentration above the acceptable level as described in subsection 3 of this section shall be required to test only every five years.

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

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

2. The policy shall require school administrators to report acts of school violence to all teachers at the attendance center and, in addition, to other school district employees with a need to know. For the purposes of this chapter or chapter 167, "need to know" is defined as school
personnel who are directly responsible for the student's education or who otherwise interact with the student on a professional basis while acting within the scope of their assigned duties. As used in this section, the phrase "act of school violence" or "violent behavior" means the exertion of physical force by a student with the intent to do serious physical injury as defined in section 556.061 to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities. The policy shall at a minimum require school administrators to report, as soon as reasonably practical, to the appropriate law enforcement agency any of the following crimes, or any act which if committed by an adult would be one of the following crimes:

1. First degree murder under section 565.020;
2. Second degree murder under section 565.021;
3. Kidnapping under section 565.110 as it existed prior to January 1, 2017, or kidnapping in the first degree under section 565.110;
4. First degree assault under section 565.050;
5. Rape in the first degree under section 566.030;
6. Sodomy in the first degree under section 566.060;
7. Burglary in the first degree under section 569.160;
8. Burglary in the second degree under section 569.170;
9. Robbery in the first degree under section 569.020 as it existed prior to January 1, 2017, or robbery in the first degree under section 570.023;
10. Distribution of drugs under section 195.211 as it existed prior to January 1, 2017, or manufacture of a controlled substance under section 579.055;
(11) Distribution of drugs to a minor under section 195.212 as it existed prior to January 1, 2017, or delivery of a controlled substance under section 579.020;
(12) Arson in the first degree under section 569.040;
(13) Voluntary manslaughter under section 565.023;
(14) Involuntary manslaughter under section 565.024 as it existed prior to January 1, 2017, involuntary manslaughter in the first degree under section 565.024, or involuntary manslaughter in the second degree under section 565.027;
(15) Second degree assault under section 565.060 as it existed prior to January 1, 2017, or second degree assault under section 565.052;
(16) Rape in the second degree under section 566.031;
(17) Felonious restraint under section 565.120 as it existed prior to January 1, 2017, or kidnapping in the second degree under section 565.120;
(18) Property damage in the first degree under section 569.100;
(19) The possession of a weapon under chapter 571;
(20) Child molestation in the first degree pursuant to section 566.067 as it existed prior to January 1, 2017, or child molestation in the first, second, or third degree pursuant to section 566.067, 566.068, or 566.069;
(21) Sodomy in the second degree pursuant to section 566.061;
(22) Sexual misconduct involving a child pursuant to section 566.083;
(23) Sexual abuse in the first degree pursuant to section 566.100;
(24) Harassment under section 565.090 as it existed prior to January 1, 2017, or harassment in the first degree under section 565.090; or

(25) Stalking under section 565.225 as it existed prior to January 1, 2017, or stalking in the first degree under section 565.225;

committed on school property, including but not limited to actions on any school bus in service on behalf of the district or while involved in school activities. The policy shall require that any portion of a student's individualized education program that is related to demonstrated or potentially violent behavior shall be provided to any teacher and other school district employees who are directly responsible for the student's education or who otherwise interact with the student on an educational basis while acting within the scope of their assigned duties. The policy shall also contain the consequences of failure to obey standards of conduct set by the local board of education, and the importance of the standards to the maintenance of an atmosphere where orderly learning is possible and encouraged.

3. The policy shall provide that any student who is on suspension for any of the offenses listed in subsection 2 of this section or any act of violence or drug-related activity defined by school district policy as a serious violation of school discipline pursuant to subsection 9 of this section shall have as a condition of his or her suspension the requirement that such student is not allowed, while on such suspension, to be within one thousand feet of any school property in the school district where such student attended school or any activity of that district, regardless of
whether or not the activity takes place on district property unless:

(1) Such student is under the direct supervision of the student's parent, legal guardian, or custodian and the superintendent or the superintendent's designee has authorized the student to be on school property;

(2) Such student is under the direct supervision of another adult designated by the student's parent, legal guardian, or custodian, in advance, in writing, to the principal of the school which suspended the student and the superintendent or the superintendent's designee has authorized the student to be on school property;

(3) Such student is enrolled in and attending an alternative school that is located within one thousand feet of a public school in the school district where such student attended school; or

(4) Such student resides within one thousand feet of any public school in the school district where such student attended school in which case such student may be on the property of his or her residence without direct adult supervision.

4. Any student who violates the condition of suspension required pursuant to subsection 3 of this section may be subject to expulsion or further suspension pursuant to the provisions of sections 167.161, 167.164, and 167.171. In making this determination consideration shall be given to whether the student poses a threat to the safety of any child or school employee and whether such student's unsupervised presence within one thousand feet of the school is disruptive to the educational process or undermines the effectiveness of the school's disciplinary policy. Removal of any pupil who is a student with a disability is subject
to state and federal procedural rights. This section shall not limit a school district's ability to:

(1) Prohibit all students who are suspended from being on school property or attending an activity while on suspension;

(2) Discipline students for off-campus conduct that negatively affects the educational environment to the extent allowed by law.

5. The policy shall provide for a suspension for a period of not less than one year, or expulsion, for a student who is determined to have brought a weapon to school, including but not limited to the school playground or the school parking lot, brought a weapon on a school bus or brought a weapon to a school activity whether on or off of the school property in violation of district policy, except that:

(1) The superintendent or, in a school district with no high school, the principal of the school which such child attends may modify such suspension on a case-by-case basis; and

(2) This section shall not prevent the school district from providing educational services in an alternative setting to a student suspended under the provisions of this section.

6. For the purpose of this section, the term "weapon" shall mean a firearm as defined under 18 U.S.C. Section 921 and the following items, as defined in section 571.010: a blackjack, a concealable firearm, an explosive weapon, a firearm, a firearm silencer, a gas gun, a knife, knuckles, a machine gun, a projectile weapon, a rifle, a shotgun, a spring gun or a switchblade knife; except that this section shall not be construed to prohibit a school board from
adopting a policy to allow a Civil War reenactor to carry a Civil War era weapon on school property for educational purposes so long as the firearm is unloaded. The local board of education shall define weapon in the discipline policy. Such definition shall include the weapons defined in this subsection but may also include other weapons.

7. All school district personnel responsible for the care and supervision of students are authorized to hold every pupil strictly accountable for any disorderly conduct in school or on any property of the school, on any school bus going to or returning from school, during school-sponsored activities, or during intermission or recess periods.

8. Teachers and other authorized district personnel in public schools responsible for the care, supervision, and discipline of schoolchildren, including volunteers selected with reasonable care by the school district, shall not be civilly liable when acting in conformity with the established policies developed by each board, including but not limited to policies of student discipline or when reporting to his or her supervisor or other person as mandated by state law acts of school violence or threatened acts of school violence, within the course and scope of the duties of the teacher, authorized district personnel or volunteer, when such individual is acting in conformity with the established policies developed by the board. Nothing in this section shall be construed to create a new cause of action against such school district, or to relieve the school district from liability for the negligent acts of such persons.

9. Each school board shall define in its discipline policy acts of violence and any other acts that constitute a
serious violation of that policy. "Acts of violence" as defined by school boards shall include but not be limited to exertion of physical force by a student with the intent to do serious bodily harm to another person while on school property, including a school bus in service on behalf of the district, or while involved in school activities. School districts shall for each student enrolled in the school district compile and maintain records of any serious violation of the district's discipline policy. Such records shall be made available to teachers and other school district employees with a need to know while acting within the scope of their assigned duties, and shall be provided as required in section 167.020 to any school district in which the student subsequently attempts to enroll.

10. Spanking, when administered by certificated personnel and in the presence of a witness who is an employee of the school district, or the use of reasonable force to protect persons or property, when administered by personnel of a school district in a reasonable manner in accordance with the local board of education's written policy of discipline, is not abuse within the meaning of chapter 210. [The provisions of sections 210.110 to 210.165 notwithstanding, the children's division shall not have jurisdiction over or investigate any report of alleged child abuse arising out of or related to the use of reasonable force to protect persons or property when administered by personnel of a school district or any spanking administered in a reasonable manner by any certificated school personnel in the presence of a witness who is an employee of the school district pursuant to a written policy of discipline established by the board of education of the school]
district, as long as no allegation of sexual misconduct
arises from the spanking or use of force.

11. If a student reports alleged sexual misconduct on
the part of a teacher or other school employee to a person
employed in a school facility who is required to report such
misconduct to the children's division under section 210.115,
such person and the superintendent of the school district
shall report the allegation to the children's division as
set forth in section 210.115. Reports made to the
children's division under this subsection shall be
investigated by the division in accordance with the
provisions of sections 210.145 to 210.153 and shall not be
investigated by the school district under subsections 12 to
20 of this section for purposes of determining whether the
allegations should or should not be substantiated. The
district may investigate the allegations for the purpose of
making any decision regarding the employment of the accused
employee.

12. Upon receipt of any reports of child abuse by
the children's division [other than reports provided under
subsection 11 of this section,] pursuant to sections 210.110
to 210.165 which allegedly involve personnel of a school
district, the children's division shall notify the
superintendent of schools of the district or, if the person
named in the alleged incident is the superintendent of
schools, the president of the school board of the school
district where the alleged incident occurred.

[13. If, after an initial investigation, the
superintendent of schools or the president of the school
board finds that the report involves an alleged incident of
child abuse other than the administration of a spanking by
certificated school personnel or the use of reasonable force
to protect persons or property when administered by school personnel pursuant to a written policy of discipline or that the report was made for the sole purpose of harassing a public school employee, the superintendent of schools or the president of the school board shall immediately refer the matter back to the children's division and take no further action. In all matters referred back to the children's division, the division shall treat the report in the same manner as other reports of alleged child abuse received by the division.

14. If the report pertains to an alleged incident which arose out of or is related to a spanking administered by certificated personnel or the use of reasonable force to protect persons or property when administered by personnel of a school district pursuant to a written policy of discipline or a report made for the sole purpose of harassing a public school employee, a notification of the reported child abuse shall be sent by the superintendent of schools or the president of the school board to the law enforcement in the county in which the alleged incident occurred.

15. The report shall be jointly investigated by the law enforcement officer and the superintendent of schools or, if the subject of the report is the superintendent of schools, by a law enforcement officer and the president of the school board or such president's designee.

16. The investigation shall begin no later than forty-eight hours after notification from the children's division is received, and shall consist of, but need not be limited to, interviewing and recording statements of the child and the child's parents or guardian within two working days after the start of the investigation, of the school district
personnel allegedly involved in the report, and of any witnesses to the alleged incident.

17. The law enforcement officer and the investigating school district personnel shall issue separate reports of their findings and recommendations after the conclusion of the investigation to the school board of the school district within seven days after receiving notice from the children's division.

18. The reports shall contain a statement of conclusion as to whether the report of alleged child abuse is substantiated or is unsubstantiated.

19. The school board shall consider the separate reports referred to in subsection 17 of this section and shall issue its findings and conclusions and the action to be taken, if any, within seven days after receiving the last of the two reports. The findings and conclusions shall be made in substantially the following form:

(1) The report of the alleged child abuse is unsubstantiated. The law enforcement officer and the investigating school board personnel agree that there was not a preponderance of evidence to substantiate that abuse occurred;

(2) The report of the alleged child abuse is substantiated. The law enforcement officer and the investigating school district personnel agree that the preponderance of evidence is sufficient to support a finding that the alleged incident of child abuse did occur;

(3) The issue involved in the alleged incident of child abuse is unresolved. The law enforcement officer and the investigating school personnel are unable to agree on their findings and conclusions on the alleged incident.
20. The findings and conclusions of the school board under subsection 19 of this section shall be sent to the children's division. If the findings and conclusions of the school board are that the report of the alleged child abuse is unsubstantiated, the investigation shall be terminated, the case closed, and no record shall be entered in the children's division central registry. If the findings and conclusions of the school board are that the report of the alleged child abuse is substantiated, the children's division shall report the incident to the prosecuting attorney of the appropriate county along with the findings and conclusions of the school district and shall include the information in the division's central registry. If the findings and conclusions of the school board are that the issue involved in the alleged incident of child abuse is unresolved, the children's division shall report the incident to the prosecuting attorney of the appropriate county along with the findings and conclusions of the school board, however, the incident and the names of the parties allegedly involved shall not be entered into the central registry of the children's division unless and until the alleged child abuse is substantiated by a court of competent jurisdiction.

21. Any superintendent of schools, president of a school board or such person's designee or law enforcement officer who knowingly falsifies any report of any matter pursuant to this section or who knowingly withholds any information relative to any investigation or report pursuant to this section is guilty of a class A misdemeanor.

22.] 12. In order to ensure the safety of all students, should a student be expelled for bringing a weapon to school, violent behavior, or for an act of school
violence, that student shall not, for the purposes of the accreditation process of the Missouri school improvement plan, be considered a dropout or be included in the calculation of that district's educational persistence ratio.

160.560. 1. The department of elementary and secondary education shall establish the "Show-Me Success Diploma Program".

2. Under the show-me success diploma program, the department of elementary and secondary education shall develop the "Show-Me Success Diploma" as an alternative pathway to graduation for high school students that may be earned at any point between the end of a student's tenth grade year and the conclusion of the student's twelfth grade year.

3. Before July 1, 2023, the department of elementary and secondary education shall develop detailed requirements for students to become eligible for the show-me success diploma that include at least the following:

   (1) Demonstrated skills and knowledge in English, science, and mathematical literacy to be successful in college-level courses offered by the community colleges in this state that count toward a degree or certificate without taking remedial or developmental coursework; and

   (2) Satisfactory grades on approved examinations in subjects determined to be necessary to prepare a student to enter postsecondary education without taking remedial or developmental coursework.

4. School districts and charter schools may offer a course of study designed to meet the requirements to obtain a show-me success diploma to students entering the ninth grade. Students who elect to pursue a show-me success diploma shall participate in a course of study designed by
the school district to meet the requirements established 
under subsection 3 of this section. The show-me success 
diploma shall be available to any such student until the end 
of that student's twelfth grade year.

5. Students who earn a show-me success diploma may 
remain in high school and participate in programs of study 
available through the school district or charter school 
until that student would otherwise have graduated at the end 
of grade twelve. For purposes of calculation and 
distribution of state aid, the school district or charter 
school of a pupil having earned a show-me success diploma 
who remains enrolled in the school district or charter 
school shall continue to include the pupil in the pupil 
enrollment of each such school district or charter school 
and shall continue to receive funding for a pupil who earns 
a show-me success diploma until that pupil would otherwise 
have graduated at the end of grade twelve. Students who 
elect to remain in high school under this subsection shall 
be eligible to participate in extracurricular activities, 
including interscholastic sports, through the end of grade 
twelve.

6. Students who pursue but do not meet the eligibility 
requirements for a show-me success diploma at the end of 
grade ten or eleven shall receive a customized program of 
assistance during the next school year that addresses areas 
in which the student demonstrated deficiencies in the course 
requirements. Students may choose to return to a 
traditional academic program without completing the show-me 
success diploma.

7. The department of elementary and secondary 
education shall provide training, guidance, and assistance 
to teachers and administrators of the schools offering the
show-me success diploma and shall closely monitor the
progress of the schools in the development of the program.

8. Pupils who earn a show-me success diploma and do
not remain enrolled in the district or charter school and
instead enroll, or show proof that they will enroll, in a
postsecondary educational institution eligible to
participate in a student aid program administered by the
U.S. Department of Education shall be included in the
district's or charter school's state aid calculation under
section 163.031, until such time that the pupil would have
completed the pupil's twelfth grade year had the pupil not
earned a show-me success diploma. The funding assigned to a
pupil under this subsection shall be calculated as if the
pupil's attendance percentage equaled the district's or
charter school's prior year average attendance percentage.
For a pupil who, as provided in this subsection, is included
in the district's or charter school's state aid calculation
but who is not enrolled in the district or charter school,
an amount equal to ninety percent of the pupil's
proportionate share of the state, local, and federal aid
that the district or charter school receives for the pupil
under this subsection shall be deposited into an account
established under sections 166.400 to 166.455 that lists the
pupil as the beneficiary. The state treasurer shall provide
guidance and assist school districts, charter schools,
pupils, and parents or guardians of pupils with the
creation, maintenance, and use of an account that has been
established under sections 166.400 to 166.455.

9. The department of elementary and secondary
education shall promulgate all necessary rules and
regulations for the administration of this section. Any
rule or portion of a rule, as that term is defined in
CCS#2 HCS SS SCS SBs 681 & 662

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

160.2700. For purposes of sections 160.2700 to
160.2725, "adult high school" means a school that:
   (1) Is for individuals who do not have a high school
diploma and who are twenty-one years of age or older;
   (2) Offers an industry certification program or
programs and a high school diploma in a manner that allows
students to earn a diploma at the same time that they earn
an industry certification;
   (3) Offers [on-site] child care for children of
enrolled students attending the school; and
   (4) Is not eligible to receive funding under section
160.415 or 163.031.

160.2705. 1. The department of elementary and
secondary education shall authorize before January 1, 2018,
a Missouri-based nonprofit organization meeting the criteria
under subsection 2 of this section to establish and operate
four adult high schools, with:
   (1) One adult high school to be located in a city not
within a county;
   (2) One adult high school to be located in a county of
the third classification without a township form of
government and with more than forty-one thousand but fewer
than forty-five thousand inhabitants or a county contiguous to that county;

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

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

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

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

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

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

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

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

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

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

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

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

(10) Bids shall not include an administrative fee greater than ten percent.

3. (1) The department of elementary and secondary education shall establish academic requirements for students to obtain high school diplomas.

(2) Requirements for a high school diploma shall be based on an adult student's prior high school achievement and the remaining credits and coursework that would be necessary for the student to receive a high school diploma
if [he or she] such student were in a traditional high school setting. The adult student shall meet the requirements with the same level of academic rigor as would otherwise be necessary to attain such credits.

(3) The adult high school authorized under this section shall award high school diplomas to students who successfully meet the established academic requirements. The adult high school authorized under this section shall confer the diploma as though the student earned the diploma at a traditional high school. The diploma shall have no differentiating marks, titles, or other symbols.

(4) Students at adult high schools may complete required coursework at their own pace and as available through the adult high school. They shall not be required to satisfy any specific number of class minutes. The adult high school may also make classes available to students online as may be appropriate. However, students shall not complete the majority of instruction of the school's curriculum online or through remote instruction. For the purposes of this subsection, synchronous instruction connecting students to a live class conducted in a Missouri adult high school shall be treated the same as in-person instruction.

(5) The department of elementary and secondary education shall not create additional regulations or burdens on the adult high school or the students attending the adult high schools beyond certifying necessary credits and ensuring that students have sufficiently mastered the subject matter to make them eligible for credit.

4. An adult high school shall be deemed a "secondary school system" for the purposes of subdivision (15) of subsection 1 of section 210.211.
161.097. 1. The state board of education shall establish standards and procedures by which it will evaluate all teacher training institutions in this state for the approval of teacher education programs. The state board of education shall not require teacher training institutions to meet national or regional accreditation as a part of its standards and procedures in making those evaluations, but it may accept such accreditations in lieu of such approval if standards and procedures set thereby are at least as stringent as those set by the board. The state board of education's standards and procedures for evaluating teacher training institutions shall equal or exceed those of national or regional accrediting associations.

2. There is hereby established within the department of elementary and secondary education the "Missouri Advisory Board for Educator Preparation", hereinafter referred to as "MABEP". The MABEP shall advise the state board of education and the coordinating board for higher education regarding matters of mutual interest in the area of quality educator preparation programs in Missouri. The advisory board shall include at least three active elementary or secondary classroom teachers and at least three faculty members within approved educator preparation programs. The classroom teacher members shall be selected to represent various regions of the state and districts of different sizes. The faculty representatives shall represent institutions from various regions of the state and sizes of programs. The advisory board shall hold regular meetings that allow members to share needs and concerns and plan strategies to enhance teacher preparation.

3. Upon approval by the state board of education of the teacher education program at a particular teacher
training institution, any person who graduates from that program, and who meets other requirements which the state board of education shall prescribe by rule, regulation and statute shall be granted a certificate or license to teach in the public schools of this state. However, no such rule or regulation shall require that the program from which the person graduates be accredited by any national or regional accreditation association.

4. The state board of education shall, in consultation with MABEP, align literacy and reading instruction coursework for teacher education programs in early childhood, kindergarten to fifth grade elementary teacher certification, middle school communication arts, high school communication arts, and all reading and special education certificates to include the following:

   (1) Teacher candidates shall receive classroom and clinical training in:

       (a) The core components of reading, including phonemic awareness, phonics, fluency, comprehension, morphology, syntax, and vocabulary;

       (b) Oral and written language development; and

       (c) Identification of reading deficiencies, dyslexia, and other language difficulties;

   (2) Teacher candidates shall also have training on:

       (a) The selection and use of reading curricula and instructional materials;

       (b) The administration and interpretation of assessments;

       (c) How to translate assessment results into effective practice in the classroom specific to the needs of students;
(d) Additional best practices in the field of literacy instruction as recommended by the literacy advisory council pursuant to section 186.080.

5. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2014, shall be invalid and void.

161.214. 1. For purposes of this section, the following terms shall mean:

(1) "Board", the state board of education;

(2) "Department", the department of elementary and secondary education;

(3) "School innovation team", a group of natural persons officially authorized by:

(a) A single elementary or secondary school;

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

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

(d) A single school district; or

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

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

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

(1) Improving student readiness for employment, higher
education, vocational training, technical training, or any
other form of career and job training;

(2) Increasing the compensation of teachers; or

(3) Improving the recruitment, retention, training,
preparation, or professional development of teachers.

3. Any plan for a school innovation waiver shall:
(1) Identify the specific provision of law for which a waiver is being requested and provide an explanation for why the specific provision of law inhibits the ability of the school or school district to accomplish the goal stated in the plan;

(2) Demonstrate that the intent of the specific provision of law can be addressed in a more effective, efficient, or economical manner and that the waiver or modification is necessary to implement the plan;

(3) Include measurable annual performance targets and goals for the implementation of the plan;

(4) Specify the innovations to be pursued in meeting one or more of the goals listed in subsection 2 of this section;

(5) Demonstrate parental, school employee, and community and business support for, and engagement with, the plan; and

(6) Be approved by at least the minimum number of people required to be on the school innovation team prior to submitting the plan for approval.

4. (1) In evaluating a plan submitted by a school innovation team under subsection 2 of this section, the board shall consider whether the plan will:

   (a) Improve the preparation, counseling, and overall readiness of students for postsecondary life;

   (b) Increase teacher salaries in a financially sustainable and prudent manner; or

   (c) Increase the attractiveness of the teaching profession for prospective teachers and active teachers alike.

   (2) The board may approve any plan submitted under subsection 2 of this section if it determines that:
(a) The plan successfully demonstrates the ability to address the intent of the provision of law to be waived in a more effective, efficient, or economical manner;

(b) The waivers or modifications are demonstrated to be necessary to stimulate improved student readiness for postsecondary life, increase teacher salaries, or increase the attractiveness of the teaching profession for prospective teachers and active teachers;

(c) The plan has demonstrated sufficient participation from among the teachers, principals, superintendent, faculty, school board, parents, and the community at large; and

(d) The plan is based upon sound educational practices, does not endanger the health and safety of students or staff, and does not compromise equal opportunity for learning.

(3) The board may propose modifications to the plan in cooperation with the school innovation team.

5. Any waiver granted under this section shall be effective for a period of no longer than three school years beginning the school year following the school year in which the waiver is approved. Any waiver may be renewed. No more than one school innovation waiver shall be in effect with respect to any one elementary or secondary school at one time.

6. This section shall not be construed to allow the state board of education to authorize the waiver of any statutory requirements relating to teacher certification, teacher tenure, or any requirement imposed by federal law.

7. The department shall publish an annual report based on the school innovation waivers considered by the state board. The report shall document the waivers submitted and
waivers approved, at the statewide, district, and school
building levels, and provide data at the statewide,
district, and school building levels of sufficient detail to
allow analysis of trends regarding the purposes for waiver
requests, the statutes waived or requested to be waived, any
modifications approved by the state board, and the state
board's actions to approve or deny waiver requests.

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

161.241. 1. The state board of education, in
collaboration with the coordinating board for higher
education and the commissioner's advisory council under
section 186.080, shall develop a plan to establish a
comprehensive system of services for reading instruction.

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

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

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

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

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

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

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

9. There is hereby created in the state treasury the "Evidence-based Reading Instruction Program Fund". The fund shall be administered by the department and used to reimburse school districts and charter schools for efforts to improve student literacy, including, but not limited to: initiatives that provide optional training and materials to teachers regarding best practices in reading pedagogies;
resources for parents and guardians to assist them in teaching their children to read; funding for reading tutoring programs outside of regular school hours; stipends for teachers who undergo additional training in reading instruction, which may also count toward professional development requirements; and funding for summer reading programs. The fund shall consist of moneys appropriated annually by the general assembly from general revenue to such fund, any moneys paid into the state treasury and required by law to be credited to such fund, and any gifts, bequests, or donations to such fund. The fund shall be kept separate and apart from all other moneys in the state treasury and shall be paid out by the state treasurer pursuant to chapter 33. Notwithstanding the provisions of section 33.080 to the contrary, moneys in the fund at the end of the biennium shall not be transferred to the credit of the general revenue fund. All interest and moneys earned on the fund shall be credited to the fund.

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

2. (1) There is hereby created in the state treasury the "Competency-Based Education Grant Program Fund". The fund shall consist of any appropriations to such fund and any gifts, contributions, grants, or bequests received from private or other sources for the purpose of providing competency-based education programs. The state treasurer shall be custodian of the fund. In accordance with sections 30.170 and 30.180, the state treasurer may approve disbursements of public moneys in accordance with distribution requirements and procedures developed by the department of elementary and secondary education. The fund
shall be a dedicated fund and, upon appropriation, moneys in
the fund shall be used solely for the administration of this
section.

(2) Notwithstanding the provisions of section 33.080
to the contrary, any moneys remaining in the fund at the end
of the biennium shall not revert to the credit of the
general revenue fund.

(3) The state treasurer shall invest moneys in the
fund in the same manner as other funds are invested. Any
interest and moneys earned on such investments shall be
credited to the fund.

3. The department of elementary and secondary
education shall award grants from the competency-based
education grant program fund to eligible school districts
for the purpose of providing competency-based education
programs. A school district wishing to receive such a grant
shall submit an application to the department of elementary
and secondary education addressing:

   (1) A core mission that competency-based education
courses will help achieve;

   (2) A plan that outlines competency-based education
courses and key metrics that will show success;

   (3) Resources available to the school and in the
community that will assist in creating successful competency-
based outcomes; and

   (4) Resources and support needed to help the school
succeed in implementing competency-based education courses.

4. The department of elementary and secondary
education shall facilitate the creation, sharing, and
development of course assessments; curriculum; training and
guidance for teachers; and best practices for the school
districts that offer competency-based education courses.
5. For purposes of this section, the term "competency-based education program" means an educational program that:

(1) Affords students flexibility to progress and earn course credit upon demonstration of mastery, including through early high school graduation;

(2) Provides individual learning and assessment options, including through experiential and project-based learning, online or blended learning, additional remedial education time, and accelerated-pace curricula;

(3) Assesses student proficiency based on graduate profiles describing meaningful and critical knowledge and skills that students should have upon graduation; or

(4) Assesses student proficiency through tasks developed both locally and at the state level, performance of which demonstrates mastery.

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

161.385. 1. There is hereby established the "Competency-Based Education Task Force" to study and develop competency-based education programs in public schools. Task
force members shall be chosen to represent the geographic
diversity of the state. Task force members shall be
appointed for a term of two years and may be reappointed.
All task force members shall be appointed before December
31, 2022, and every other year thereafter by December thirty-
first of that year. The task force members shall be
appointed as follows:
   (1) Two members of the house of representatives
   appointed by the speaker of the house of representatives;
   (2) Two members of the senate appointed by the
   president pro tempore of the senate;
   (3) The commissioner of the department of elementary
   and secondary education or the commissioner's designee; and
   (4) Four members appointed by the governor. Two
   members shall each represent a separate school district that
   offers competency-based education courses.
2. The members of the task force established under
subsection 1 of this section shall elect a chair from among
the membership of the task force. The task force shall meet
as needed to complete its consideration of its objectives as
established in subsections 4 and 5 of this section. Any
vacancy on the task force shall be filled in the same manner
as the original appointment. Members of the task force
shall serve without compensation, but shall be entitled to
reimbursement for actual and necessary expenses incurred in
the performance of official duties.
3. The department of elementary and secondary
education shall provide such legal, research, clerical, and
technical services as the task force may require in the
performance of official duties.
4. The task force shall:
(1) Work toward implementing competency-based education courses statewide and devising a plan for Missouri to lead the way in competency-based education courses;

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

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

(4) Identify promising competency-based education programs, including programs that:
   (a) Afford students flexibility to progress and earn course credit upon demonstration of mastery, including through early high school graduation;
   (b) Provide individual learning and assessment options, including through experiential and project-based learning, online or blended learning, additional remedial education time, and accelerated-pace curricula; or
   (c) Assess student proficiency through tasks developed both locally and at the state level, performance of which demonstrates mastery;

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

(6) Develop comprehensive graduate profiles that describe meaningful and critical knowledge skills that students should have upon graduation that can be implemented into a diploma designation;
(7) Develop findings and recommendations for implementing competency-based education models and practices in Missouri public schools, including recommending changes to existing legislation, rules, and regulations; and

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

(a) Is consistent with the most effective competency-based education programs identified by the task force under subdivision (4) of this subsection;

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

(c) Complies with all applicable federal law, including 20 U.S.C. Section 6311(b)(1)(B), as amended. To the extent that implementing a competency-based performance assessment would require the department of elementary and secondary education to obtain innovative assessment and accountability demonstration authority under 20 U.S.C. Section 6364, as amended, the task force shall develop findings and recommendations for obtaining such authority.

5. Beginning in 2023, the task force shall present its findings and recommendations to the speaker of the house of representatives, the president pro tempore of the senate, the joint committee on education, and the state board of education by December first annually.

161.700. 1. This section shall be known as the "Holocaust Education and Awareness Commission Act".

2. There is hereby created a permanent state commission known as the "Holocaust Education and Awareness Commission". The commission shall be housed in the department of elementary and secondary education and shall promote implementation of Holocaust education
and awareness programs in Missouri in order to encourage understanding of the [holocaust] Holocaust and discourage bigotry.

3. The commission shall be composed of twelve members to be appointed by the governor with advice and consent of the senate. The makeup of the commission shall be:
   (1) The commissioner of higher education;
   (2) The commissioner of elementary and secondary education;
   (3) The president of the University of Missouri system; and
   (4) Nine members of the public, representative of the diverse religious and ethnic heritage groups populating Missouri.

4. The [holocaust] Holocaust education and awareness commission may receive such funds as appropriated from public moneys or contributed to it by private sources. The commission may sponsor programs or publications to educate the public about the crimes of genocide in an effort to deter indifference to crimes against humanity and human suffering wherever they occur.

5. The term ["holocaust"] "Holocaust" shall be defined as the [period from 1933 through 1945 when] systematic, state-sponsored persecution and murder of six million Jews [and millions of others were murdered] by the Nazi [Germany] regime and its allies and collaborators [as part of a structured, state-sanctioned program of genocide] during the period from 1933 through 1945.

6. The commission may employ an executive director and such other persons to carry out its functions.

7. (1) To educate students about the Holocaust and inspire in students a sense of responsibility to recognize
and uphold human value and to prevent future atrocities, the
second week in April shall be designated as "Holocaust
Education Week".

(2) Holocaust education shall be taught during a week
as determined by each school district and shall include age-
appropriate instruction to elementary school students not
lower than the sixth grade and high school students as
determined by each school district. Such instruction shall
include, but not be limited to:

(a) Information providing a historical understanding
of the Holocaust to offer context for the discussion of how
and why the Holocaust happened;

(b) Participation, in person or using technology, in
learning projects about the Holocaust; and

(c) The use of materials developed or supported by the
Holocaust education and awareness commission, the United
States Holocaust Memorial Museum, or the St. Louis Kaplan
Feldman Holocaust Museum.

(3) Based on the instructional materials provided
under paragraph (c) of subdivision (2) of this subsection,
the department of elementary and secondary education shall
develop a curriculum framework of instruction for studying
the Holocaust. The department shall make such curriculum
framework available to up to twenty-five school districts or
schools within a district, with at least one district or
school within each of the nine regional professional
development centers, as defined by the department, as a
pilot program in consultation with the Holocaust education
and awareness commission beginning in the 2023-24 school
year.

(4) Each school district participating in the pilot
program shall adopt the curriculum framework provided by the
department under subdivision (3) of this subsection in the 2023-24 school year. Each school district shall determine the minimum amount of instruction time that qualifies as a unit of instruction satisfying the requirements of this subsection.

(5) Each participating school district shall provide a plan of professional development for teachers to ensure such teachers are adequately prepared to provide the instruction required under this subsection.

(6) This subsection shall apply to schools participating in the pilot program starting in the 2023-24 school year and the program shall be expanded in all subsequent school years, with all school districts participating by the 2025-26 school year.

(7) The department shall provide for a program evaluation regarding the success and impact of the pilot program upon completion of the first year of the pilot program and shall report the results of such evaluation to the general assembly. The department may consult with organizations including, but not limited to, the Holocaust education and awareness commission, the United States Holocaust Museum, or the St. Louis Kaplan Feldman Holocaust Museum to develop the evaluation.

162.058. 1. Before July 1, 2023, each school district and charter school shall, after receiving community input, implement a community engagement policy that provides residents of the school district methods of communicating with the school board or the governing board of a charter school located in the school district and with the administration of the school district or charter school.

2. The community engagement policy shall create a process allowing any resident of a school district to have
an item placed on the agenda of a school board meeting, or a
meeting of the governing board of a charter school located
in the school district, if the resident follows the process
described in the policy. Such policy shall contain at least
the following components:

(1) No item shall be placed on a meeting agenda under
this section unless the item is directly related to the
governance or operation of the school district or charter
school;

(2) The school district or charter school may require
the resident to first meet with the superintendent or the
superintendent's designee to attempt a resolution of the
issue. The superintendent or the superintendent's designee
shall meet with the resident within twenty business days of
a written request to meet. After such meeting, or if the
superintendent or the superintendent's designee does not
meet with the resident within twenty business days, the
resident may submit a written request to the board secretary
to have the issue brought before the school board or the
governing board as a meeting agenda item. If the secretary
receives the request at least five business days prior to
the next regularly scheduled board meeting, the issue shall
be placed as an item on the agenda for such meeting. If the
secretary receives the request less than five days before
the next regularly scheduled board meeting, the issue shall
be placed as an item on the agenda for the next subsequent
regular board meeting. An agenda item may be moved to a
different board meeting with the consent of the resident
requesting the agenda item;

(3) The school board or governing board may establish
reasonable rules governing agenda items including, but not
limited to, time limits for presentation or discussion of
the agenda item and limits on the number of speakers to a single individual or to individuals who met with the superintendent or the superintendent's designee before the issue was brought before the board as a meeting agenda item;

(4) The school board or governing board may refuse to hear or delay hearing an agenda item if the school board or governing board has heard an identical or substantially similar issue in the previous three calendar months or if the resident has previously violated district rules regarding conduct at meetings or on school property; and

(5) The school board or governing board may delay hearing an agenda item if more than three resident-initiated agenda items are scheduled for the same board meeting. If the hearing of a resident's agenda item is delayed, the school board or governing board shall provide the resident with an alternate method of communicating to the school board or governing board regarding the agenda item.

162.084. 1. If any individual public elementary or secondary school, any charter school, or any school district is determined to be in the bottom five percent of scores on the annual performance report, such school, charter school, or district shall mail a letter to the parents and guardians of each student in such school, charter school, or district informing such parents and guardians:

(1) That the individual public elementary or secondary school, charter school, or school district has been determined to be in the bottom five percent of scores on the annual performance report; and

(2) What options are available to such students as a result of the school's, charter school's, or district's current status.
2. (1) Rules relating to the annual performance report rating shall require the department of elementary and secondary education to display, in a clear and easily accessible manner on the department's website, the annual performance report rating and ranking percentage for each local education agency and each attendance center within the local education agency, the accreditation status for each school district, and a list of the bottom five percent of scores for all schools and for all local education agencies.

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

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

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

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

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

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

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

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

2. Except as provided in section 162.563, each director shall be a voter of the district who has resided within this state for one year next preceding his director's election or appointment and who is at least twenty-four years of age. All directors, except as otherwise provided in sections 162.481 and 162.492, and 162.563, shall hold their offices for six years and until their successors are duly elected and qualified. All vacancies occurring in the board, except as provided in section 162.492, shall be filled by appointment by the board as soon as practicable, and the person appointed shall hold his office until the next school board election, when a successor shall be elected for the remainder of the unexpired term. The power of the board to perform any official duty during the existence of a vacancy continues unimpaired thereby.

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

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

3. In any school district in which a majority of the district is located in any home rule city with more than one hundred fifty-five thousand but fewer than two hundred thousand inhabitants, elections shall be held annually at the same times and places as general municipal elections for all years where one or more terms expire, and the terms shall be for three years and until their successors are duly elected and qualified for all directors elected on and after August 28, 1998.
4. For any school district which becomes an urban school district by reason of the 2000 federal decennial census, elections shall be held annually at the same times and places as general municipal elections for all years where one or more terms expire, and the terms shall be for three years and until their successors are duly elected and qualified for all directors elected on and after August 28, 2001.

5. In any school district in any county with a charter form of government and with more than three hundred thousand but fewer than four hundred fifty thousand inhabitants which becomes an urban school district by reason of the 2010 federal decennial census, elections shall be held annually at the same times and places as general municipal elections for all years where one or more terms expire, and the terms shall be for three years and until their successors are duly elected and qualified for all directors elected on and after April 2, 2012.

6. In any urban school district in a county of the first classification with more than eighty-three thousand but fewer than ninety-two thousand inhabitants and with a home rule city with more than seventy-six thousand but fewer than ninety-one thousand inhabitants as the county seat, elections shall be held annually at the same times and places as general municipal elections for all years where one or more terms expire, and upon expiration of any term after August 28, 2015, the term of office shall be for three years and until their successors are duly elected and qualified.

162.491. 1. Directors for urban school districts, other than those districts containing the greater part of a city of over one hundred thirty thousand inhabitants, may be
nominated by petition to be filed with the secretary of the board and signed by a number of voters in the district equal to ten percent of the total number of votes cast for the director receiving the highest number of votes cast at the next preceding biennial election, except as provided in subsection 4 of this section.

2. This section shall not be construed as providing the sole method of nominating candidates for the office of school director in urban school districts [which] that do not contain the greater part of a city of over three hundred thousand inhabitants.

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

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

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

162.563. 1. As used in this section, the following terms mean:
(1) "School board", the board vested with the
government and control of a school district as described in
section 162.261 or section 162.471;
(2) "School district", a seven-director school
district or an urban school district established in this
chapter.

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

3. (1) A school board desiring to divide a school
district as provided in this section shall vote on the
question of dividing the district as provided in this
section. Upon the approval of the question by at least four
members of the school board, the school board shall develop
a proposed plan as described in subdivision (2) of this
subsection.

(2) A school board dividing a school district as
provided in this section shall develop and adopt a proposed
plan for the division of the school district. Such proposed
plan shall be adopted upon the approval of at least four
members of the school board and shall contain at least the
following information:

(a) A summary of the proposed plan for dividing the
school district;

(b) A statement indicating whether the school district
will be divided into seven subdistricts or a combination of
subdistricts and at-large districts;

(c) A description of the areas of the school district
each newly elected school board member will represent, with
each subdistrict and at-large district represented by a
number;
(d) A statement indicating whether the existing school board members will be replaced by the newly elected school board members at one election or in succeeding elections to provide for staggered terms of the members; and

(e) Any other information deemed necessary by the school board.

(3) After the school board develops such proposed plan, the school board shall immediately notify the election authority of the county in which the school district is located. Upon receiving such notification, the election authority shall submit the question of whether to divide the school district as described in the proposed plan to the voters of the school district on the next available day for any municipal election. If a majority of the registered voters of the school district voting on the question approve the division of the school district, the school board shall follow the procedures described in subsection 4 of this section. If a majority of the registered voters of the school district voting on the question reject the division of the school district, no division, as described in this section shall occur.

4. (1) After approval of a question submitted under subdivision (3) of subsection 3 of this section, a school board dividing a school district as provided in this section shall adopt a final plan for the division of the school district based on the proposed plan developed under subsection 3 of this section. Such final plan shall contain at least the following information:

(a) A summary of the proposed plan for dividing the school district;

(b) The time and place of at least two public hearings to be held to consider the proposed plan;
(c) A statement indicating whether the school district will be divided into seven subdistricts or a combination of subdistricts and at-large districts;

(d) A description of the areas of the school district each newly elected school board member will represent, with each subdistrict and at-large district represented by a number;

(e) A statement indicating whether the existing school board members will be replaced by the newly elected school board members at one election or in succeeding elections to provide for staggered terms of the members; and

(f) Any other information deemed necessary by the school board.

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

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

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

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

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

(e) Adopt any amendments to the proposed plan; and
(f) Perform any other actions related to the proposed plan deemed necessary by the school board.

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

(b) After the school board adopts the final plan, the school board shall present the final plan to the election authority of the county in which the school district is located for actions required under subdivision (4) of this subsection and publish the final plan in the same manner as the initial proposed plan was published under paragraph (a) of subdivision (2) of this subsection. The final plan shall contain at least the following information:
   a. A summary of the final plan for dividing the school district;
   b. A statement indicating whether the school district will be divided into seven subdistricts or a combination of subdistricts and at-large districts;
   c. A description of the areas of the school district each newly elected school board member will represent, with each subdistrict and at-large district represented by a number;
   d. The date of the election of each new school board member as provided in the final plan;
   e. A statement indicating whether the existing school board members will be replaced by the newly elected school board members at one election or in succeeding elections to provide for staggered terms of the members; and
   f. Any other information deemed necessary by the school board.
(4) (a) After a final plan is adopted as provided in subdivision (3) of this subsection, before December first of the calendar year immediately preceding the general municipal election day in the calendar year in which the residents of the school district will vote to elect new school board members as provided in the final plan, the school board shall divide the school district into seven subdistricts or a combination of subdistricts and at-large districts as directed in the final plan. All subdistricts required by the final plan shall be of contiguous and compact territory and as nearly equal in population as practicable in accordance with the final plan. Within six months after each decennial census is reported to the President of the United States, the school board shall reapportion the subdistricts to be as nearly equal in population as practicable. After the school board divides the school district or reapportions the subdistricts, the school board shall notify the residents of the school district as provided by law.

(b) Any resident of the school district who believes the school board has divided the school district or reapportioned subdistricts in violation of paragraph (a) of this subdivision may petition the circuit court of the county in which the school district exists for an order directing the school board to divide the school district or reapportion the subdistricts as provided in paragraph (a) of this subdivision. The petition shall be submitted to the circuit court within ten business days of the school board's notice required in paragraph (a) of this subdivision.

(5) On the first day available for candidate filing for the first general municipal election occurring after the school district is divided as provided in this subsection,
any qualified resident who has or will have resided in a
subdistrict or at-large district for the year immediately
preceding the general municipal election day may file as a
candidate for election to the school board as a member
representing such subdistrict or at-large district. At the
end of the time available for candidate filing, if no
qualified resident of a subdistrict has filed as a candidate
in that subdistrict, the election authority shall extend the
time for candidate filing by seven additional days, and any
qualified resident of the school district who has or will
have resided in the school district for the year immediately
preceding the general municipal election day may file as a
candidate for election to the school board as a member
representing that subdistrict. No school district shall
require a candidate to submit a petition signed by the
registered voters of the school district as a method of
filing a declaration of candidacy. The election authority
shall determine the validity of all declarations of
candidacy.

(6) When the election is held on the general municipal
election day, the seven candidates, one from each of the
subdistricts or at-large districts, who receive a plurality
of the votes cast by the voters of that subdistrict or at-
large district shall be elected. Any candidate who is not a
subdistrict resident but qualifies as a candidate as a
school district resident as provided in subdivision (5) of
this subsection shall be elected by the voters of the school
district. Each member shall be elected to a term as
provided in the final plan adopted as provided in
subdivision (3) of this subsection.

(7) Each member shall serve until a successor is
elected or the member vacates the office. Any vacancy that
occurs before the end of the member's term shall be filled as provided in section 162.261 or 162.471.

(8) Except for a member who is not a subdistrict resident but is elected as a school district resident to represent a subdistrict as provided in subdivision (5) of this subsection, each member shall reside in the subdistrict the member represents during the member's term.

(9) All other provisions applicable to school districts that are not in conflict with this subsection shall apply to school districts divided as provided in this subsection.

5. (1) If any school district receives a petition, signed by at least ten percent of the number of registered voters of the school district voting in the last school board election, calling for the school district to divide into seven subdistricts or a combination of subdistricts and at-large districts and establish the election of school board members as provided in this subsection, the school district shall immediately notify the election authority of the county in which the school district is located. Upon receiving such notification, the election authority shall submit the question of whether to divide the school district as provided by the petition to the voters of the school district on the next available day for any municipal election. If a majority of the registered voters of the school district voting on the question approve the division of the school district, the school board shall begin the process of adopting the plan as described in this subsection. If a majority of the registered voters of the school district voting on the question reject the division of the school district, no division as described in the petition shall occur.
(2) (a) Any such petition submitted to the school
district as provided in this subsection shall contain a
proposed plan for the division of the school district. Such
proposed plan shall contain at least the following
information:
   a. A summary of the proposed plan for dividing the
school district;
   b. A statement indicating whether the school district
will be divided into seven subdistricts or a combination of
subdistricts and at-large districts;
   c. A description of the areas of the school district
each newly elected school board member will represent, with
each subdistrict and at-large district represented by a
number;
   d. The proposed date of the election of each new
school board member as provided in the proposed plan;
   e. A statement indicating whether the existing school
board members will be replaced by the newly elected school
board members at one election or in succeeding elections to
provide for staggered terms of the members; and
   f. Any other information deemed necessary by the
school board.

(b) If a division of the school district is approved
by the voters as provided in subdivision (1) of this
subsection, the school board shall create a school district
division commission to develop a final plan for division of
the school district. The commission shall:
   a. Be composed of nine members as follows:
      (i) Three members appointed by the superintendent of
the school district;
      (ii) Three members appointed by the county commission;
and
(iii) Three members appointed by the organizers of the petition to divide the school district; and

b. Set the time and place of at least two hearings to be held to consider the proposed plan. For each hearing held, the commission shall:

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

   (ii) Conduct the hearing on the proposal for division of the district on behalf of the petitioners;

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

   (iv) Vote to adopt any proposed plan amendments agreed to by the petitioners as a result of the hearings.

(c) Within ninety days after the adjournment of the final hearing conducted as provided in this subdivision, the commission shall submit the final plan to the election authority of the county in which the school district is located for actions required in subdivision (3) of this subsection and publish the final plan in the same manner as the initial proposed plan was published as provided in item (i) of subparagraph b. of paragraph (b) of this subdivision. The final plan shall contain at least the following information:

   a. A summary of the final plan for dividing the school district;
b. A statement indicating whether the school district will be divided into seven subdistricts or a combination of subdistricts and at-large districts;

c. A description of the areas of the school district each newly elected school board member will represent, with each subdistrict and at-large district represented by a number;

d. The date of the election of each new school board member as provided in the final plan;

e. A statement indicating whether the existing school board members will be replaced by the newly elected school board members at one election or in succeeding elections to provide for staggered terms of the members; and

f. Any other information deemed necessary by the commission.

(3) (a) After a final plan is submitted to the election authority as provided in subdivision (2) of this subsection, before December first of the calendar year immediately preceding the general municipal election day in the calendar year in which the residents of the school district will vote to elect new school board members as provided in the final plan, the school district division commission shall divide the school district into seven subdistricts or a combination of subdistricts and at-large districts as directed in the final plan. All subdistricts required by the final plan shall be of contiguous and compact territory and as nearly equal in population as practicable in accordance with the final plan. Within six months after each decennial census is reported to the President of the United States, the commission shall reapportion the subdistricts to be as nearly equal in population as practicable. After the commission divides the
school district or reapportions the subdistricts, the
commission shall notify the residents of the school district
as provided by law.

(b) Any resident of the school district who believes
the school district division commission has divided the
school district or reapportioned subdistricts in violation
of paragraph (a) of this subdivision may petition the
circuit court of the county in which the school district
exists for an order directing the commission to divide the
school district or reapportion the subdistricts as provided
in paragraph (a) of this subdivision. The petition shall be
submitted to the circuit court within ten business days of
the commission's notice provided in paragraph (a) of this
subdivision.

(4) On the first day available for candidate filing
for the first general municipal election occurring after the
school district is divided as provided in this subsection,
any qualified resident who has or will have resided in a
subdistrict or at-large district for the year immediately
preceding the general municipal election day may file as a
candidate for election to the school board as a member
representing such subdistrict or at-large district. At the
end of the time available for candidate filing, if no
qualified resident of a subdistrict has filed as a candidate
in that subdistrict, the election authority shall extend the
time for candidate filing by seven additional days, and any
qualified resident of the school district who has or will
have resided in the school district for the year immediately
preceding the general municipal election day may file as a
candidate for election to the school board as a member
representing that subdistrict. No school district shall
require a candidate to submit a petition signed by the

registered voters of the school district as a method of filing a declaration of candidacy. The election authority shall determine the validity of all declarations of candidacy.

(5) When the election is held on the general municipal election day, the seven candidates, one from each of the subdistricts or at-large districts, who receive a plurality of the votes cast by the voters of that subdistrict shall be elected. Any candidate who is not a subdistrict resident but qualifies as a candidate as a school district resident as provided in subdivision (4) of this subsection shall be elected by the voters of the school district. Each member shall be elected to a term as provided in the final plan approved as provided in subdivision (2) of this subsection.

(6) Each member shall serve until a successor is elected or the member vacates the office. Any vacancy that occurs before the end of the member's term shall be filled as provided in section 162.261 or 162.471.

(7) Except for a member who is not a subdistrict resident but is elected as a school district resident to represent a subdistrict as provided in subdivision (4) of this subsection, each member shall reside in the subdistrict the member represents during the member's term.

(8) All other provisions applicable to school districts that are not in conflict with this subsection shall apply to school districts divided as provided in this subsection.

6. No new plan for division of the school district shall be proposed or adopted as provided in this section sooner than five years after a division of the school district as provided in this section.
162.720. 1. (1) This subdivision shall apply to all school years ending before July 1, 2024. Where a sufficient number of children are determined to be identified as gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, districts may establish special programs for such gifted children.

(2) For school year 2024-25 and all subsequent school years, if three percent or more of students enrolled in a school district are identified as gifted and their development requires programs or services beyond the level of those ordinarily provided in regular public school programs, the district shall establish a state-approved gifted program for gifted children.

2. For school year 2024-25 and all subsequent school years, any teacher providing gifted services to students in districts with an average daily attendance of more than three hundred fifty students shall be certificated in gifted education. In districts with an average daily attendance of three hundred fifty students or fewer, any teacher providing gifted services shall not be required to be certificated to teach gifted education but such teacher shall annually participate in at least six clock hours of professional development focused on gifted services. The school district shall pay for such professional development focused on gifted services.

3. The state board of education shall determine standards for such gifted programs and gifted services. Approval of such gifted programs shall be made by the state department of elementary and secondary education based upon project applications submitted by July fifteenth of
at a time and in a form determined by the department of elementary and secondary education.

[3.] 4. No district shall make a determination as to whether identify a child as gifted based on the child's participation in an advanced placement course or international baccalaureate course. Districts shall determine identify a child as gifted only if the child meets the definition of gifted children as provided in section 162.675.

[4.] 5. Any district with a gifted education program approved under subsection [2] 3 of this section shall have a policy, approved by the board of education of the district, that establishes a process that outlines the procedures and conditions under which parents or guardians may request a review of the decision that determined that their child did not qualify to receive services through the district's gifted education program.

[5.] 6. School districts and school district employees shall be immune from liability for any and all acts or omissions relating to the decision that a child did not qualify to receive services through the district's gifted education program.

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

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

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

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

(1) "Competency-based credit", credit awarded by
school districts and charter schools to high school students
upon demonstration of competency as determined by a school
district. Such credit shall be awarded upon receipt of
"proficient" or "advanced" on an end-of-course assessment;

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

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

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

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

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

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

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

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

2. Orphan children, children with only one parent
living, and children whose parents do not contribute to
their support—if the children are between the ages of six
and twenty years and are unable to pay tuition—may attend
the schools of any district in the state in which they have
a permanent or temporary home without paying a tuition fee.

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

(2) For all school years beginning on or after July 1,
2023, any current owner of residential real property or
agricultural real property or a named beneficiary of a trust
that currently owns residential real property or
agricultural real property and that pays a school tax in a
district or districts other than the district in which such
current owner or current beneficiary resides may send up to
four of such owner's or beneficiary's children to a public
school, excluding a charter school, in any district in which
such owner or trust pays such school tax. For purposes of
this subdivision, "residential real property" shall not
include any multi-family residential property which exceeds four units. An owner or a named beneficiary of a trust that currently owns residential real property shall not be permitted under this subdivision to send their child to a district outside of the county in which they currently reside. Such owner or beneficiary shall send thirty days' written notice to all school districts involved specifying which school district each child will attend. Such owner or beneficiary shall also present proof of the owner's or trust's annual payment of at least two thousand dollars of school taxes levied on the real property specified in this subdivision within such school district and ownership of the specified real property for not less than the immediately preceding four consecutive years. Neither the resident nor nonresident districts shall be responsible for providing transportation services under this subdivision. The school district attended shall count a child attending under this subdivision in its average daily attendance for the purpose of distribution of state aid under chapter 163, except that such nonresident students shall not be counted in the district's average daily attendance for the purposes of determining eligibility for aid payments under section 163.044.

4. For any school year ending on or before June 30, 2023, any owner of agricultural land who, pursuant to subsection 3 of this section, has the option of sending his children to the public schools of more than one district shall exercise such option as provided in this subsection. Such person shall send written notice to all school districts involved specifying to which school district his children will attend by June thirtieth in which such a school year begins. If notification is not received, such
children shall attend the school in which the majority of
his property lies. Such person shall not send any of his
children to the public schools of any district other than
the one to which he has sent notice pursuant to this
subsection in that school year or in which the majority of
his property lies without paying tuition to such school
district.

5. If a pupil is attending school in a district other
than the district of residence and the pupil's parent is
teaching in the school district or is a regular employee of
the school district which the pupil is attending, then the
district in which the pupil attends school shall allow the
pupil to attend school upon payment of tuition in the same
manner in which the district allows other pupils not
entitled to free instruction to attend school in the
district. The provisions of this subsection shall apply
only to pupils attending school in a district which has an
enrollment in excess of thirteen thousand pupils and not in
excess of fifteen thousand pupils and which district is
located in a county [of the first classification] with a
charter form of government which has a population in excess
of six hundred thousand persons and not in excess of nine
hundred thousand persons.

167.225. 1. As used in subsections 1 to 4 of this
section, the following terms mean:

(1) "Braille", the system of reading and writing
through touch;

(2) "Student", any student who has an impairment in
vision that, even with correction, adversely affects a
child's educational performance and who is determined
eligible for special education services under the
Individuals with Disabilities Education Act.
2. All students shall receive instruction in braille reading and writing as part of their individualized education plan unless the individual education program team determines, after an evaluation of a student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in braille or the use of braille, that instruction in braille or the use of braille is not appropriate. No student shall be denied instruction in braille reading and writing solely because the student has some remaining vision.

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

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

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

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

   (4) The duration of each session.

4. As part of the certification process, teachers certified in the education of blind and visually impaired children shall be required to demonstrate competence in reading and writing braille. The department of elementary
and secondary education shall adopt assessment procedures to assess such competencies which are consistent with standards adopted by the National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D. C.

5. (1) Subsections 5 to 9 of this section shall be known and may be cited as the "Blind Students' Rights to Independence, Training, and Education Act" or the "BRITE Act".

(2) As used in subsections 5 to 9 of this section, the following terms mean:

(a) "Accessible assistive technology device", an assistive technology device, as defined in 20 U.S.C. Section 1401, as amended, that provides blind or visually impaired students the benefits of an educational program in an equally effective and integrated manner as that provided to nondisabled students;

(b) "Adequate instruction", the quality teaching of blind or visually impaired students, as it pertains to general education and necessary blindness skills, in alignment with the U.S. Department of Education's definition of free appropriate public education, as defined in 20 U.S.C. Section 1401, as amended;

(c) "Blind or visually impaired student":
   a. A child who:
      i. Has an individualized education program (IEP) or an individualized family service plan (IFSP), as such terms are defined in 20 U.S.C. Section 1401, as amended, or a 504 plan created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended; and
      ii. Is identified as having the disability of "visual impairment (including blindness)" within the definition of
"child with a disability" in 20 U.S.C. Section 1401, as amended; or

b. An individual who is deaf-blind under the federal Individuals with Disabilities Education Act (IDEA), as amended, or other federal law;

d) "Braille", the system of reading and writing through touch;

e) "Expanded core curriculum", a disability-specific curriculum that compensates for vision loss, is foundational to all other learning, and that covers the nine essential areas of compensatory access, sensory efficiency, assistive technology, orientation and mobility, social interaction, recreation and leisure, independent living, self-determination, and career education;

f) "Grade level instruction", instruction that aligns with state-designated content standards and curricula for students of the same age or level of maturity, based on the development of intellectual, emotional, physical, and behavioral capacity that is typical for the student's age or age group;

g) "Local educational agency" or "LEA", the same definition as in 20 U.S.C. Section 1401, as amended;

h) "Nonvisual access", the ability of a blind or visually impaired student to use all functions of a device, without using the student's vision, in an equally effective, equally integrated manner and with equivalent ease of use as the student's sighted peers;

i) "Nonvisual skills", skills that are taught in such a way that the student does not need to use any vision;

j) "State educational agency", the same definition as in 20 U.S.C. Section 1401, as amended;
"Technology-mediated learning environments and methods", the settings in which electronic and information technology including, but not limited to, the following is used:

a. Computer-based applications and simulations;
b. Personal and mobile computing devices such as smartphones or tablets;
c. Web-based platforms;
d. Online or distance-learning programs;
e. Video games; and
f. Exhibits or installations that feature digital media, wearable technology, or other tools that support participants' engagement with new knowledge, skills, or practices;

"U.S. Access Board", the independent federal agency created in 1973 that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards.

Each blind or visually impaired student shall receive instruction in Braille reading and writing as part of such student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media including, but not limited to, an evaluation of the student's needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate. No blind or visually impaired student shall be denied instruction in Braille reading and writing solely because the student has some vision. During the evaluation and IEP process,
consideration shall be given regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis.

(2) In conjunction with the U.S. Department of Education's Braille presumption requirement in the federal Individuals with Disabilities Education Act (IDEA), as amended, instruction in Braille reading and writing shall be sufficient to enable each blind or visually impaired student to communicate effectively and efficiently at a level commensurate with the student's same age and with the student's nondisabled peers of comparable intellectual ability. The blind or visually impaired student's individualized education program (IEP) or individualized family support plan (IFSP) shall specify:

(a) The results obtained from an evaluation of the blind or visually impaired student's reading and writing skills, needs, and appropriate reading and writing media including, but not limited to, an evaluation of the blind or visually impaired student's needs for instruction in Braille or the use of Braille including, but not limited to, consideration regarding appropriate Braille instruction based on a potential vision loss due to a degenerative medical diagnosis;

(b) How Braille will be implemented, if needed as determined by the IEP team, as a primary mode for learning through integration with other classroom activities;

(c) The length of the period of instruction and the frequency and duration of each instructional session as determined by the IEP team, which shall, as closely as appropriate based on individual needs, be identical to the level of instruction provided to nondisabled peers; and
(d) The level of competency in Braille reading and writing to be achieved by the end of the period.

(3) Use, and provision, of Braille materials for reading and writing shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.

7. In conjunction with academic achievement and functional performance requirements of 34 CFR 300.320(a)(2)(i), as amended, instruction in expanded core curriculum shall be provided to blind or visually impaired students to support progress in the general education curriculum.

8. (1) Each blind or visually impaired student shall receive instruction in assistive technology as part of the student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of a student's needs, that instruction in assistive technology is not appropriate. No student shall be denied instruction in assistive technology solely because the student has some vision.

(2) In conjunction with accessible assistive technology requirements of the federal Individuals with Disabilities Education Act (IDEA) in 20 U.S.C. 1412(a)(12)(B)(i), as amended, the blind or visually impaired student shall receive grade-level instruction that will equip the blind or visually impaired student with the appropriate technology-mediated learning environments and methods to perform on the same level of proficiency expected of peers of comparable intellectual ability and grade.
level. The blind or visually impaired student's IEP or IFSP shall specify:

(a) The results obtained from an assessment of the blind or visually impaired student's skills, needs, and appropriate accessible assistive technology including, but not limited to, an evaluation of the future needs for accessible assistive technology training or the use of accessible assistive technology;

(b) How accessible assistive technology will be implemented as a primary mode for learning through integration with other classroom activities;

(c) The frequency and duration of each instructional session;

(d) The level of mastery of the accessible assistive technology specified by the blind or visually impaired student's assessment to be achieved by the end of the period; and

(e) Acknowledgment that either:

a. The blind or visually impaired student may transport the accessible assistive technology to and from school without the need for payment, family assumption of liability for loss or damage, or any other cost to the blind or visually impaired student or the family; or

b. If the accessible assistive technology remains at school, the LEA will provide duplicate accessible assistive technology in the blind or visually impaired student's home without requiring payment, family assumption of liability for loss or damage, or any other cost to the blind or visually impaired student or the family.

(3) Use, and provision, of accessible assistive technology shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the

9. (1) Each blind or visually impaired student shall receive instruction in orientation and mobility as part of the student's individualized education program (IEP) or individualized family support plan (IFSP) unless the IEP or IFSP team determines, after an evaluation of a student's needs, that instruction in orientation and mobility is not appropriate. No student shall be denied instruction in orientation and mobility solely because the student has some vision.

(2) In conjunction with orientation and mobility services requirements of 34 CFR 300.34(c)(7), as amended, blind or visually impaired students shall receive orientation and mobility instruction to equip each blind or visually impaired student with the age-appropriate tools, techniques, and nonvisual skills to navigate in and around the student's home, schools, communities, and other environments as applicable, and as expected of peers of comparable intellectual ability and grade level. The blind or visually impaired student's IEP or IFSP shall specify:

(a) The results obtained from an evaluation of the blind or visually impaired student's orientation and mobility needs including, but not limited to, an evaluation of the blind or visually impaired student's future needs for instruction in orientation and mobility;

(b) How orientation and mobility will be integrated into the home, school, and community;

(c) The date on which orientation and mobility instruction will commence;

(d) The frequency and duration of each instructional session; and
(e) The level of mastery of orientation and mobility skills to be achieved by the end of the period.

(3) Orientation and mobility equipment, accommodations, and modifications shall be addressed in 504 plans for blind or visually impaired students created under Section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. Section 794, as amended.

(4) An orientation and mobility evaluation shall be conducted by a person who is appropriately certified by the National Blindness Professional Certification Board (NBPCB) with a National Orientation and Mobility Certification (NOMC), or through the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP) as a Certified Orientation and Mobility Specialist (COMS), or who holds a nationally recognized certification related to orientation and mobility.

(5) The orientation and mobility evaluations described in subdivision (4) of this subsection shall occur in familiar and unfamiliar environments, during the daytime and nighttime, and around the home, school, and community as determined age appropriate by the blind or visually impaired student's IEP or IFSP.

10. (1) As part of the state educational agency's certification and renewal process, educators hired to teach Braille shall be certified teachers of students with visual impairments, hold a current and valid National Certification in Unified English Braille (NCUEB) working under the supervision of a reading specialist, or hold a nationally recognized certification related to Braille instruction.

(2) As part of the state educational agency's certification and renewal process, educators hired to teach accessible assistive technology shall be certified teachers
of students with visual impairments, hold a valid and current Certified Assistive Technology Instructional Specialist for People with Visual Impairments (CATIS), or hold a valid and current National Certification in Access Technology for the Blind (NCATB) or other nationally recognized certification related to assistive technology instruction for individuals with visual impairments.

(3) As part of the state educational agency's certification and renewal process, specialists hired to teach orientation and mobility shall hold a valid and current National Orientation and Mobility Certification (NOMC) or hold a current and valid Certified Orientation and Mobility Specialist (COMS) certification or other nationally recognized certification related to orientation and mobility instruction for individuals with visual impairments.

11. (1) LEAs shall deliver services to blind or visually impaired students in a manner that at all times abides by requirements of the federal Individuals with Disabilities Education Act (IDEA), Title II of the Americans with Disabilities Act, and the Rehabilitation Act of 1973, as amended, including during declared local, state, or national emergencies.

(2) LEAs shall seek and obtain proof of currently available certified professionals from any company, agency, or individual the LEA intends to contract with for services outlined in subsections 5 to 9 of this section.

(3) LEAs shall not impose any preclusions or limitations on a student to receive instruction in orientation and mobility services in and around the home, school, or community setting including during daytime and nighttime hours.
LEAs may require annual written parental consent to conduct effective instruction when such services are provided before or after regular school hours or when such services are provided away from the educational institution or the blind or visually impaired student's residence.

(5) If an LEA prohibits an orientation and mobility instructor from using the instructor's preferred mode of transportation to transport blind or visually impaired students to and from outside environments, the LEA shall provide an equally effective transportation alternative for that purpose without cost to the orientation and mobility instructor. If the blind or visually impaired student's family provides transportation for the student, the LEA shall reimburse the expense.

12. (1) If an LEA requires an eye report, the LEA shall bear all costs associated with obtaining such report. LEAs shall not delay an evaluation for eligibility based on the absence or delay of such report.

(2) All electronic and information technology developed, procured, maintained, or used by LEAs shall be compliant with the U.S. Access Board's Section 508 standards, as amended.

(3) LEAs shall anticipate the need for nonvisual accessibility and adopt policies and procedures to reduce or eliminate common barriers experienced by blind or visually impaired students, parents, educators, administrators, and other staff.

13. Subsections 1 to 4 of this section shall apply in all school years ending before July 1, 2022. Subsections 5 to 12 of this section shall apply in school year 2022-23 and all subsequent school years.
167.268. 1. Each school district and charter school shall have on file a policy for reading intervention success plans for any pupils of the district in grades kindergarten through three pursuant to the provisions of this section. Such plans shall identify strategies to be followed by the district teachers to raise a pupil identified as reading below grade level by recognized methods to reading at grade level by the end of the third grade. Recognized methods of identification may include but need not be limited to the scores of the pupil obtained through any established standardized testing program currently administered by the district, observations of classroom teachers, and documented classroom performance. Each school district and charter school shall provide all parents and guardians of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of section 167.645, with suggestions for regular parent-guided home reading.

2. The department of elementary and secondary education shall develop guidelines to assist districts and charter schools in formulating policies for reading intervention success plans. Such guidelines may include, but are not limited to, measures of reading proficiency, strategies for addressing reading deficiencies, timelines for measuring pupil improvement in reading, and information on screening for and treatment of auditory dyslexia, and information on the Lindamood Auditory Conceptualization Test and the Auditory Discrimination in Depth Program. Such guidelines may also identify performance levels for pupils identified as handicapped or severely handicapped and conditions under
which such pupils are may be exempt from the provisions of this section and section 167.645.

3. [Each local school district enrolling a pupil identified as reading below grade level shall develop an individual plan of reading intervention for such pupil. The individual pupil's plan may include individual or group reading development activities. The plan may be developed after consultation with the pupil's parent or legal guardian] Each school district and charter school shall provide intensive reading instruction to students as provided in section 167.645.

167.625. 1. This section shall be known and may be cited as "Will's Law".

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

(1) "Individualized emergency health care plan", a document developed by a school nurse, in consultation with a student's parent and other appropriate medical professionals, that is consistent with the recommendations of the student's health care providers, that describes procedural guidelines that provide specific directions about what to do in a particular emergency situation, and that is signed by the parent and the school nurse or the school administrator or the administrator's designee in the absence of the school nurse;

(2) "Individualized health care plan", a document developed by a school nurse, in consultation with a student's parent and other appropriate medical professionals who may be providing epilepsy or seizure disorder care to the student, that is consistent with the recommendations of the student's health care providers, that describes the health services needed by the student at school, and that is signed by the parent and the school nurse or the school
administrator or the administrator's designee in the absence of the school nurse;

(3) "Parent", a parent, guardian, or other person having charge, control, or custody of a student;

(4) "School", any public elementary or secondary school or charter school;

(5) "School employee", a person employed by a school;

(6) "Student", a student who has epilepsy or a seizure disorder and who attends a school.

3. (1) The parent of a student who seeks epilepsy or seizure disorder care while at school shall inform the school nurse or the school administrator or the administrator's designee in the absence of the school nurse. The school nurse shall develop an individualized health care plan and an individualized emergency health care plan for the student. The parent of the student shall annually provide to the school written authorization for the provision of epilepsy or seizure disorder care as described in the individualized plans.

(2) The individualized plans developed under subdivision (1) of this subsection shall be updated by the school nurse before the beginning of each school year and as necessary if there is a change in the health status of the student.

(3) Each individualized health care plan shall, and each individualized emergency health care plan may, include but not be limited to the following information:

(a) A notice about the student's condition for all school employees who interact with the student;

(b) Written orders from the student's physician or advanced practice nurse describing the epilepsy or seizure disorder care;
(c) The symptoms of the epilepsy or seizure disorder for that particular student and recommended care;

(d) Whether the student may fully participate in exercise and sports, and any contraindications to exercise or accommodations that shall be made for that particular student;

(e) Accommodations for school trips, after-school activities, class parties, and other school-related activities;

(f) Information for such school employees about how to recognize and provide care for epilepsy and seizure disorders, epilepsy and seizure disorder first aid training, when to call for assistance, emergency contact information, and parent contact information;

(g) Medical and treatment issues that may affect the educational process of the student;

(h) The student's ability to manage, and the student's level of understanding of, the student's epilepsy or seizure disorder; and

(i) How to maintain communication with the student, the student's parent and health care team, the school nurse or the school administrator or the administrator's designee in the absence of the school nurse, and the school employees.

4. (1) The school nurse assigned to a particular school or the school administrator or the administrator's designee in the absence of the school nurse shall coordinate the provision of epilepsy and seizure disorder care at that school and ensure that all school employees are trained every two years in the care of students with epilepsy and seizure disorders including, but not limited to, school employees working with school-sponsored programs outside of
the regular school day, as provided in the student's individualized plans.

(2) The training required under subdivision (1) of this subsection shall include an online or in-person course of instruction approved by the department of health and senior services that is provided by a reputable, local, Missouri-based health care or nonprofit organization that supports the welfare of individuals with epilepsy and seizure disorders.

5. The school nurse or the school administrator or the administrator's designee in the absence of the school nurse shall obtain a release from a student's parent to authorize the sharing of medical information between the student's physician or advanced practice nurse and other health care providers. The release shall also authorize the school nurse or the school administrator or the administrator's designee in the absence of the school nurse to share medical information with other school employees in the school district as necessary. No sharing of information under this subsection shall be construed to be a violation of the federal Health Insurance Portability and Accountability Act of 1996 (HIPAA) (Pub. L. 104-191), as amended, if a student's parent has provided a release under this subsection.

6. No school employee including, but not limited to, a school nurse, a school bus driver, a school bus aide, or any other officer or agent of a school shall be held liable for any good faith act or omission consistent with the provisions of this section, nor shall an action before the state board of nursing lie against a school nurse for any such action taken by a school employee trained in good faith by the school nurse under this section. "Good faith" shall
not be construed to include willful misconduct, gross negligence, or recklessness.

167.640. 1. School districts shall adopt a policy with regard to student promotion which may require remediation as a condition of promotion to the next grade level for any student identified by the district as failing to master skills and competencies established for that particular grade level by the district board of education. School districts may also require parents or guardians of such students to commit to conduct home-based tutorial activities with their children or, in the case of a student with disabilities eligible for services pursuant to sections 162.670 to 162.1000, the individual education plan shall determine the nature of parental involvement consistent with the requirements for a free, appropriate public education.

2. Such remediation shall recognize that different students learn differently and shall employ methods designed to help these students achieve at high levels. Such remediation may include, but shall not necessarily be limited to, a mandatory summer school program focused on the areas of deficiency or other such activities conducted by the school district outside of the regular school day. Decisions concerning the instruction of a child who receives special educational services pursuant to sections 162.670 to 162.1000 shall be made in accordance with the child's individualized education plan.

3. School districts providing remediation pursuant to this section or section 167.645 outside of the traditional school day may count extra hours of instruction in the calculation of average daily attendance as defined in section 163.011.
167.645. 1. [For purposes of this section, the following terms mean:

(1) "Reading assessment", a recognized method of judging a student's reading ability, with results expressed as reading at a particular grade level. The term reading assessment shall include, but is not limited to, standard checklists designed for use as a student reads out loud, paper-and-pencil tests promulgated by nationally recognized organizations and other recognized methods of determining a student's reading accuracy, expression, fluency and comprehension in order to make a determination of the student's grade-level reading ability. Assessments which do not give a grade-level result may be used in combination with other assessments to reach a grade-level determination. Districts are encouraged but not required to select assessment methods identified pursuant to section 167.346. Districts are also encouraged to use multiple methods of assessment;

(2) "Summer school", for reading instruction purposes, a minimum of forty hours of reading instruction and practice. A school district may arrange the hours and days of instruction to coordinate with its regular program of summer school.

2. For purposes of this section, methods of reading assessment shall be determined by each school district. Unless a student has been determined in the current school year to be reading at grade level or above, each school district shall administer a reading assessment or set of assessments to each student within forty-five days of the end of the third-grade year, except that the provisions of this subsection shall not apply to students receiving special education services under an individualized education
plan pursuant to sections 162.670 to 162.999, to students receiving services pursuant to Section 504 of the Rehabilitation Act of 1973 whose services plan includes an element addressing reading or to students determined to have limited English proficiency or to students who have been determined, prior to the beginning of any school year, to have a cognitive ability insufficient to meet the reading requirement set out in this section, provided that districts shall provide reading improvement plans for students determined to have such insufficient cognitive ability. The assessment required by this subsection shall also be required for students who enter a school district in grades four, five or six unless such student has been determined in the current school year to be reading at grade level or above.

3. Beginning with school year 2002-03, for each student whose third-grade reading assessment determines that such student is reading below second-grade level, the school district shall design a reading improvement plan for the student's fourth-grade year. Such reading improvement plan shall include, at a minimum, thirty hours of additional reading instruction or practice outside the regular school day during the fourth-grade year. The school district shall determine the method of reading instruction necessary to enforce this subsection. The school district may also require the student to attend summer school for reading instruction as a condition of promotion to fourth grade. The department of elementary and secondary education may, from funds appropriated for the purpose, reimburse school districts for additional instructional personnel costs incurred in the implementation and execution of the thirty hours of additional reading instruction minus the revenue
4. Each student for whom a reading improvement plan has been designed pursuant to subsection 3 of this section shall be given another reading assessment, to be administered within forty-five days of the end of such student's fourth-grade year. If such student is determined to be reading below third-grade level, the student shall be required to attend summer school to receive reading instruction. At the end of such summer school instruction, such student shall be given another reading assessment. If such student is determined to be reading below third-grade level, the district shall notify the student's parents or guardians, and the student shall not be promoted to fifth grade. No student shall be denied promotion more than once solely for inability to meet the reading standards set out in this section.

5. The process described in subsections 3 and 4 of this section shall be repeated as necessary through the end of the sixth grade, with the target grade level rising accordingly. Mandatory retention in grade shall not apply to grades subsequent to fourth grade.

6. The mandatory process of additional reading instruction pursuant to this section shall cease at the end of the sixth grade. The permanent record of students who are determined to be reading below the fifth-grade level at the end of sixth grade shall carry a notation advising that such student has not met minimal reading standards. The notation shall stay on the student's record until such time as the district determines that a student has met minimal reading standards.
7. Each school district shall be required to offer summer school reading instruction to any student with a reading improvement plan. Districts may fulfill the requirement of this section through cooperative arrangements with neighboring districts; provided that such districts shall timely make all payments provided pursuant to such cooperative agreements.

8. A school district may adopt a policy that requires retention in grade of any student who has been determined to require summer school instruction in reading and who does not fulfill the summer school attendance requirement.

9. Nothing in this section shall preclude a school district from retaining any student in grade when a determination is made in accordance with district policy that retention is in the best interests of the student.

10. The state board of education shall not incorporate information about the number of students receiving additional instruction pursuant to this section into any element of any standard of the Missouri school improvement program or its successor accreditation program; provided, however, each district shall make available, upon the request of any parent, patron, or media outlet within the district, the number and percentage of students receiving remediation pursuant to this section. The information shall be presented in a way that does not permit personal identification of any student or educational personnel.

11. Each school district shall make a systematic effort to inform parents of the methods and materials used to teach reading in kindergarten through fourth grade, in terms understandable to a layperson and shall similarly inform parents of students for whom a reading improvement plan is required pursuant to this section. Each school
district and charter school shall assess all students enrolled in kindergarten through grade three at the beginning and end of each school year for their level of reading or reading readiness on state-approved reading assessments. Additionally, all school districts and charter schools shall assess any newly enrolled student in grades one through five for their level of reading or reading readiness on a reading assessment from the state-approved list. At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who:

1. Exhibits a substantial deficiency in reading which creates a barrier to the child's progress learning to read. The identification of such deficiency may be based upon the most recent assessments or teacher observation; or
2. Has been identified as being at risk of dyslexia in the statewide dyslexia screening or has a formal diagnosis of dyslexia.

For the purposes of this section, a substantial reading deficiency shall refer to a student who is one or more grade level or levels behind in reading or reading readiness; provided that nothing in this section shall be interpreted to prevent a school district or charter school from offering a reading success plan to any student based on an assessment completed at the start and end of the school year or teacher observation. For any student entering the school district or charter school after the start of the school year, such student shall be provided a reading success plan in the event the student has been identified as having a substantial reading deficiency based on the student's most recent assessment or otherwise being identified through
teacher observation. The student's reading proficiency shall be reassessed by reading assessments on the state-approved list. The student shall continue to be provided with intensive reading instruction under a reading success plan until the reading deficiency is remedied.

2. The district or charter school shall notify the parent or guardian of any student in kindergarten through grade three who exhibits a substantial deficiency in reading, as described in subsection 1 of this section, at least annually in writing, and in an appropriate, alternative manner for the parent or other guardian if necessary, of the following:

(1) That the child has been identified as having a substantial deficiency in reading;

(2) A description of the services currently provided to the child;

(3) A description of the proposed supplemental instructional services and supports that the school district will provide to the child that are designed to remediate the identified area of reading deficiency. For students identified as being at risk of dyslexia or those that have a diagnosis of dyslexia the district shall provide an explanation that the instruction that will be used to teach the child reading shall be explicit, systematic, and diagnostic and based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics;

(4) Strategies for parents and guardians to use in helping the child succeed in reading proficiency, including but not limited to the promotion of parent-guided home reading.
3. If the school district or charter school provides a summer reading program under this section, the district or charter school shall notify the parent or guardian of each student who exhibits a substantial deficiency in reading of the opportunity to attend the summer reading program.

4. If a student has a substantial reading deficiency at the end of third grade, the student's parent or guardian and appropriate school staff shall discuss whether the student should be retained in grade level, based on a consideration of all relevant factors, including the reading deficiency, the student's progress in other subject areas, and the student's overall intellectual, physical, emotional, and social development. A decision to promote or retain a student with a substantial reading deficiency at the end of grade three shall be made only after direct personal consultation with the student's parent or guardian and after the formulation of a specific plan of action to remedy the student's reading deficiency.

5. Each school district or charter school shall do all of the following:

   (1) Provide students who are identified as having a substantial deficiency in reading under subsection 1 of this section, have been identified as being at risk of dyslexia in the statewide dyslexia screening, or have a formal diagnosis of dyslexia with intensive instructional services and supports specified in a reading success plan, as appropriate according to student need, free of charge, to remediate the identified areas of reading deficiency, including additional scientific, evidence-based reading instruction and other strategies prescribed by the school district or charter school which may include but are not limited to the following:
(a) Small group or individual instruction;
(b) Reduced teacher-student ratios;
(c) More frequent progress monitoring;
(d) Tutoring or mentoring;
(e) Extended school day, week, or year; and
(f) Summer reading programs;

(2) For any student with a formal diagnosis of dyslexia or for a student who was found to be at risk of dyslexia in the statewide dyslexia screening, the school district or charter school shall provide evidence-based reading instruction that addresses phonology, sound-symbol association, syllable instruction, morphology, syntax, and semantics provided through systematic, cumulative, explicit, and diagnostic methods;

(3) At regular intervals, but no less than four times per year in a manner that reflects progress through each school term, notify the parent or guardian of academic and other progress being made by the student and give the parent or guardian other useful information;

(4) In addition to required reading enhancement and acceleration strategies, provide all parents of students, including parents of students who are identified as having a substantial deficiency in reading under subsection 1 of this section, with a plan that includes suggestions for regular parent-guided home reading.

6. Each school district and charter school shall ensure that intensive reading instruction through a reading development initiative shall be provided to each kindergarten through grade five student who is assessed as exhibiting a substantial deficiency in reading. In addition to the requirements otherwise provided, such instruction shall also comply with all of the following criteria:
(1) Be provided to all kindergarten through grade five
students who exhibit a substantial deficiency in reading
under this section. The assessments shall measure phonemic
awareness, phonics, fluency, vocabulary, and comprehension;
(2) Be provided during regular school hours;
(3) Provide a reading curriculum that meets the
requirements of section 170.014, and at a minimum has the
following specifications:
(a) Assists students assessed as exhibiting a
substantial deficiency in reading to develop the skills to
read at grade level;
(b) Provides skill development in phonemic awareness,
phonics, fluency, vocabulary, and comprehension;
(c) Includes a scientifically based and reliable
assessment;
(d) Provides initial and ongoing analysis of each
student's reading progress; and
(e) Provides a curriculum in core academic subjects to
assist the student in maintaining or meeting proficiency
levels for the appropriate grade in all academic subjects.

7. School districts and charter schools shall report
to the department the specific intensive reading
interventions and supports implemented by the school
district or charter school pursuant to this section as well
as the reading assessment data collected for grades
kindergarten through five. The department shall annually
prescribe the components of required or requested reports.

8. (1) Each school district and charter school shall
address reading proficiency as part of its comprehensive
school improvement plan, drawing upon information about
children from assessments conducted pursuant to subsection 1
of this section and the prevalence of deficiencies
identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan or contract, each school district or charter school shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not at grade level in reading by the end of third grade, the comprehensive school improvement plan or contract shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.

(2) Each school district and charter school shall provide professional development services to enhance the skills of elementary teachers in responding to children's unique reading issues and needs and to increase the use of evidence-based strategies.

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

(1) "Board", the state board of education;
(2) "Commissioner", the commissioner of education;
(3) "Recovery high school", a public high school that serves eligible students diagnosed with substance use disorder or dependency as defined by the most recent Diagnostic and Statistical Manual of Mental Disorders and that provides both a comprehensive four-year high school education in an alternative public school setting and a structured plan of recovery;
(4) "Sending district", the school district where a student attending or planning to attend the recovery high school resides and from which the student is referred for enrollment in a recovery high school.
2. (1) The commissioner may approve and authorize up to four pilot recovery high schools, geographically located in metropolitan areas throughout the state, to be established by school districts or groups of school districts for the purpose of demonstrating the effectiveness of the recovery high school model in this state. The commissioner shall issue a request for proposals from school districts to operate a pilot recovery high school. Such proposals may be submitted by an individual school district proposing to operate a recovery high school or by a group of school districts proposing to jointly operate such a school. Such proposals shall be submitted to the commissioner no later than December first of the school year prior to the school year in which the recovery high school is proposed to begin operation. The approval of the board shall be required for the recovery high school to begin operation.

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

(3) By approval of the proposal upon the recommendation of the commissioner, the board shall be deemed to have authorized all necessary equivalencies and waivers of regulations enumerated in the proposal.

(4) The commissioner may specify an authorization period for the recovery high school, which shall be no less than four years. Before July first of each year the recovery high school is in operation, the school district or group of school districts, in consultation with the recovery high school, shall submit to the commissioner an analysis of the recovery high school's educational, recovery, and other related outcomes as specified in the proposal. The commissioner shall review the analysis and renew any recovery high school meeting the requirements of this section and the requirements of the school's proposal and may include terms and conditions to address areas needing correction or improvement. The commissioner may revoke or suspend the authorization of a recovery high school not meeting the requirements of this section or the requirements of the school's proposal.

(5) Pupil attendance, dropout rate, student performance on statewide assessments, and other data considered in the Missouri school improvement program and school accreditation shall not be attributed to the general accreditation of either a sending district or the district or districts operating the recovery high school and may be used by the commissioner only in the renewal process for the recovery high school as provided in this subsection.

3. (1) A school district may enter into an agreement with a district or districts operating a recovery high
school for the enrollment of an eligible student who is currently enrolled in or resides in the sending district.

(2) A parent or guardian may seek to enroll an eligible student residing in a sending district in a recovery high school created under this section. A student over eighteen years of age residing in a sending district may seek to enroll in a recovery high school.

(3) An eligible student shall mean a student who is in recovery from substance use disorder or substance dependency, or such a condition along with co-occurring disorders such as anxiety, depression, and attention deficit hyperactivity disorder, and who is determined by the recovery high school to be a student who would academically and clinically benefit from placement in the recovery high school and is committed to working on the student's recovery. The recovery high school shall consider available information including, but not limited to, any recommendation of a drug counselor, alcoholism counselor, or substance abuse counselor licensed or certified under applicable laws and regulations.

(4) A recovery high school shall not limit or deny admission to an eligible student based on race, ethnicity, national origin, disability, income level, proficiency in the English language, or athletic ability.

4. (1) The recovery high school shall annually adopt a policy establishing a tuition rate for its students no later than February first of the preceding school year.

(2) The sending district of an eligible student who is enrolled in and attending a recovery high school shall pay tuition to the recovery high school equal to the lesser of:

(a) The tuition rate established under subdivision (1) of this subsection; or
(b) The state adequacy target, as defined in section 163.011, plus the average sum produced per child by the local tax effort above the state adequacy target of the sending district.

(3) If costs associated with the provision of special education and related disability services to the student exceed the tuition to be paid under subdivision (2) of this subsection, the sending district shall remain responsible for paying the excess cost to the recovery high school.

(4) The commissioner may enter into an agreement with the appropriate official or agency of another state to develop a reciprocity agreement for otherwise eligible, nonresident students seeking to attend a recovery high school in this state. A recovery high school may enroll otherwise eligible students residing in a state other than this state as provided in such reciprocity agreement. Such reciprocity agreement shall require the out-of-state student's district of residence to pay to the recovery high school an annual amount equal to one hundred five percent of the tuition rate for the recovery high school established under this subsection. If an otherwise eligible student resides in a state that is not subject to a reciprocity agreement, such student may attend a recovery high school provided such student pays to the school one hundred five percent of the tuition rate for the recovery high school established under this subsection. No student enrolled and attending a recovery high school under this subdivision shall be included as a resident pupil for any state aid purpose under chapter 163.

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

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

(1) By the state board, under rules and regulations prescribed by it:
   (a) Upon the basis of college credit;
   (b) Upon the basis of examination;
(2) By the state board, under rules and regulations prescribed by the state board with advice from the advisory council established by section 168.015 to any individual who presents to the state board a valid doctoral degree from an accredited institution of higher education accredited by a regional accrediting association such as North Central Association. Such certificate shall be limited to the major area of postgraduate study of the holder, shall be issued only after successful completion of the examination required for graduation pursuant to rules adopted by the state board of education, and shall be restricted to those certificates established pursuant to subdivision (2) of subsection 3 of this section;
(3) By the state board, which shall issue the professional certificate classification in both the general
and specialized areas most closely aligned with the current areas of certification approved by the state board, commensurate with the years of teaching experience of the applicant, and based upon the following criteria:

(a) Recommendation of a state-approved baccalaureate-level teacher preparation program;

(b) a. Successful attainment of the Missouri qualifying score on the exit assessment for teachers or administrators designated by the state board of education[\[^{53}\]];
   b. (i) Applicants who have not successfully achieved a qualifying score on the designated examinations will be issued a two-year nonrenewable provisional certificate;
   (ii) During the two-year nonrenewable provisional certification, an individual teacher may gain full professional certification by:
       i. Achieving a qualifying score on the designated exam; or
       ii. Successfully achieving an acceptable score on the state-approved teacher evaluation system from seven walk-through evaluations, two formative evaluations, and one summative evaluation for each of the two probationary years and being offered a third contract by the employing district. For any applicant who has a change in job status because of a reduction in the workforce or a change in life circumstances, the scores required under this item may be scores achieved in any school district during the two-year nonrenewable provisional certification period; and
   (iii) The employing school district shall recommend to the department of elementary and secondary education that the individual teacher be awarded a full professional certification by the state board under rules prescribed by the state board; and
(c) Upon completion of a background check as prescribed in section 168.133 and possession of a valid teaching certificate in the state from which the applicant's teacher preparation program was completed;

(4) By the state board, under rules prescribed by it, on the basis of a relevant bachelor's degree, or higher degree, and a passing score for the designated exit examination, for individuals whose academic degree and professional experience are suitable to provide a basis for instruction solely in the subject matter of banking or financial responsibility, at the discretion of the state board. Such certificate shall be limited to the major area of study of the holder and shall be restricted to those certificates established under subdivision (2) of subsection 3 of this section. Holders of certificates granted under this subdivision shall be exempt from the teacher tenure act under sections 168.102 to 168.130 and each school district shall have the decision-making authority on whether to hire the holders of such certificates;

(5) By the state board, under rules and regulations prescribed by it, on the basis of certification by the American Board for Certification of Teacher Excellence (ABCTE) and verification of ability to work with children as demonstrated by sixty contact hours in any one of the following areas as validated by the school principal: sixty contact hours in the classroom, of which at least forty-five must be teaching; sixty contact hours as a substitute teacher, with at least thirty consecutive hours in the same classroom; sixty contact hours of teaching in a private school; or sixty contact hours of teaching as a paraprofessional, for an initial four-year ABCTE certificate of license to teach, except that such certificate shall not
be granted for the areas of early childhood education, or
special education. For certification in the area of
elementary education, ninety contact hours in the classroom
shall be required, of which at least thirty shall be in an
elementary classroom. Upon the completion of the following
requirements [listed in paragraphs (a), (b), (c), and (d) of
this subdivision], an applicant shall be eligible to apply
for a career continuous professional certificate under
subdivision (3) of subsection 3 of this section:
   (a) Completion of thirty contact hours of professional
development within four years, which may include hours spent
in class in an appropriate college curriculum;
   (b) Validated completion of two years of the mentoring
program of the American Board for Certification of Teacher
Excellence or a district mentoring program approved by the
state board of education;
   (c) Attainment of a successful performance-based
teacher evaluation; and
   (d) Participation in a beginning teacher assistance
program; or
   (6) (a) By the state board, under rules and
regulations prescribed by [it] the board, which shall issue
an initial visiting scholars certificate at the discretion
of the board, based on the following criteria:
   [(a)] a. Verification from the hiring school district
that the applicant will be employed as part of a business-
education partnership initiative designed to build career
pathways systems or employed as part of an initiative
designed to fill vacant positions in hard-to-staff public
schools or hard-to-fill subject areas for students in a
grade or grades not lower than the ninth grade for which the
applicant's academic degree or professional experience qualifies [him or her] the applicant;

[(b)] b. Appropriate and relevant bachelor's degree or higher, occupational license, or industry-recognized credential;

[(c)] c. Completion of the application for a one-year visiting scholars certificate; and

[(d)] d. Completion of a background check as prescribed under section 168.133.

(b) The initial visiting scholars certificate shall certify the holder of such certificate to teach for one year. An applicant shall be eligible to renew an initial visiting scholars certificate a maximum of two times, based upon the completion of the requirements listed under [paragraphs (a), (b), and (d)] subparagraphs a., b., and d. of paragraph (a) of this subdivision; completion of professional development required by the school district and school; and attainment of a satisfactory performance-based teacher evaluation.

2. All valid teaching certificates issued pursuant to law or state board policies and regulations prior to September 1, 1988, shall be exempt from the professional development requirements of this section and shall continue in effect until they expire, are revoked or suspended, as provided by law. When such certificates are required to be renewed, the state board or its designee shall grant to each holder of such a certificate the certificate most nearly equivalent to the one so held. Anyone who holds, as of August 28, 2003, a valid PC-I, PC-II, or continuous professional certificate shall, upon expiration of [his or her] such person's current certificate, be issued the appropriate level of certificate based upon the
classification system established pursuant to subsection 3 of this section.

3. (1) Certificates of license to teach in the public schools of the state shall be based upon minimum requirements prescribed by the state board of education which shall include completion of a background check as prescribed in section 168.133. The state board shall provide for the following levels of professional certification: an initial professional certificate and a career continuous professional certificate.

(2) The initial professional certificate shall be issued upon completion of requirements established by the state board of education and shall be valid based upon verification of actual teaching within a specified time period established by the state board of education. The state board shall require holders of the four-year initial professional certificate to:

(a) Participate in a mentoring program approved and provided by the district for a minimum of two years;

(b) Complete thirty contact hours of professional development, which may include hours spent in class in an appropriate college curriculum, or for holders of a certificate under subdivision (4) of subsection 1 of this section, an amount of professional development in proportion to the certificate holder's hours in the classroom, if the certificate holder is employed less than full time; and

(c) Participate in a beginning teacher assistance program.

(3) (a) The career continuous professional certificate shall be issued upon verification of completion of four years of teaching under the initial professional certificate and upon verification of the completion of the
requirements articulated in paragraphs (a)[, (b), and] to (c) of subdivision (2) of this subsection or paragraphs (a)[, (b), (c), and] to (d) of subdivision (5) of subsection 1 of this section.

(b) The career continuous professional certificate shall be continuous based upon verification of actual employment in an educational position as provided for in state board guidelines and completion of fifteen contact hours of professional development per year which may include hours spent in class in an appropriate college curriculum.

Should the possessor of a valid career continuous professional certificate fail, in any given year, to meet the fifteen-hour professional development requirement, the possessor may, within two years, make up the missing hours. In order to make up for missing hours, the possessor shall first complete the fifteen-hour requirement for the current year and then may count hours in excess of the current year requirement as make-up hours. Should the possessor fail to make up the missing hours within two years, the certificate shall become inactive. In order to reactivate the certificate, the possessor shall complete twenty-four contact hours of professional development which may include hours spent in the classroom in an appropriate college curriculum within the six months prior to or after reactivating [his or her] the possessor's certificate. The requirements of this paragraph shall be monitored and verified by the local school district which employs the holder of the career continuous professional certificate.

(c) A holder of a career continuous professional certificate shall be exempt from the professional development contact hour requirements of paragraph (b) of this subdivision if such teacher has a local professional
development plan in place within such teacher's school
district and meets two of the three following criteria:
   a. Has ten years of teaching experience as defined by
      the state board of education;
   b. Possesses a master's degree; or
   c. Obtains a rigorous national certification as
      approved by the state board of education.
4. Policies and procedures shall be established by
   which a teacher who was not retained due to a reduction in
   force may retain the current level of certification. There
   shall also be established policies and procedures allowing a
   teacher who has not been employed in an educational position
   for three years or more to reactivate [his or her] the
   teacher's last level of certification by completing twenty-
   four contact hours of professional development which may
   include hours spent in the classroom in an appropriate
   college curriculum within the six months prior to or after
   reactivating [his or her] the teacher's certificate.
5. The state board shall, upon completion of a
   background check as prescribed in section 168.133, issue a
   professional certificate classification in the areas most
   closely aligned with an applicant's current areas of
   certification, commensurate with the years of teaching
   experience of the applicant, to any person who is hired to
   teach in a public school in this state and who possesses a
   valid teaching certificate from another state or
   certification under subdivision (4) of subsection 1 of this
   section, provided that the certificate holder shall annually
   complete the state board's requirements for such level of
   certification, and shall establish policies by which
   residents of states other than the state of Missouri may be
   assessed a fee for a certificate of license to teach in the
public schools of Missouri. Such fee shall be in an amount sufficient to recover any or all costs associated with the issuing of a certificate of license to teach. The board shall promulgate rules to authorize the issuance of a provisional certificate of license, which shall be valid for three years and shall allow the holder to assume classroom duties pending the completion of a criminal background check under section 168.133, for any applicant who:

(1) Is the spouse of a member of the Armed Forces stationed in Missouri;

(2) Relocated from another state within one year of the date of application;

(3) Underwent a criminal background check in order to be issued a teaching certificate of license from another state; and

(4) Otherwise qualifies under this section.

6. The state board may assess to holders of an initial professional certificate a fee, to be deposited into the excellence in education [revolving] fund established pursuant to section 160.268, for the issuance of the career continuous professional certificate. However, such fee shall not exceed the combined costs of issuance and any criminal background check required as a condition of issuance. Applicants for the initial ABCTE certificate shall be responsible for any fees associated with the program leading to the issuance of the certificate, but nothing in this section shall prohibit a district from developing a policy that permits fee reimbursement.

7. Any member of the public school retirement system of Missouri who entered covered employment with ten or more years of educational experience in another state or states and held a certificate issued by another state and
subsequently worked in a school district covered by the public school retirement system of Missouri for ten or more years who later became certificated in Missouri shall have that certificate dated back to [his or her] the member's original date of employment in a Missouri public school.

8. Within thirty days of receiving an application from a spouse of an active duty member of the Armed Forces of the United States who has been transferred or is scheduled to be transferred to the state of Missouri, or who has been transferred or is scheduled to be transferred to an adjacent state and is or will be domiciled in the state of Missouri, or has moved to the state of Missouri on a permanent change-of-station basis and has successfully completed the background check described under subsection 5 of this section and section 168.133, the state board shall issue to such applicant a full certificate of license to teach, provided that the applicant has paid all necessary fees and has otherwise met all requirements to be issued such a certificate.

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

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

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

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

   (1) At least thirty-six semester hours at an accredited institution of higher education; or
   (2) The twenty-hour online training program required in this section and who possesses a high school diploma or the equivalent thereof.

4. The department of elementary and secondary education shall develop and maintain an online training program for individuals, which shall consist of twenty hours of training related to subjects appropriate for substitute teachers as determined by the department.

5. The state board may grant a certificate under this section to any highly qualified individual with expertise in a technical or business field or with experience in the Armed Forces of the United States who has completed the background check required in this section but does not meet any of the qualifications under subdivision (1) or (2) of subsection 3 of this section if the superintendent of the school district in which the individual seeks to substitute teach sponsors such individual and the school board of the school district in which the individual seeks to substitute teach votes to approve such individual to substitute teach.

6. (1) Notwithstanding any other provisions to the contrary, beginning on the effective date of this section and ending on June 30, 2025, any person, who is retired and currently receiving a retirement allowance under sections 169.010 to 169.141 or sections 169.600 to 169.715, other than for disability, may be employed to substitute teach on a part time or temporary substitute basis by an employer.
included in the retirement system without a discontinuance of the person's retirement allowance. Such a person shall not contribute to the retirement system, or to the public school retirement system established by sections 169.010 to 169.141 or to the public education employee retirement system established by sections 169.600 to 169.715, because of earnings during such period of employment.

(2) In addition to the conditions set forth in subdivision 1 of this subsection, any person retired and currently receiving a retirement allowance under sections 169.010 to 169.141, other than for disability, who is employed by a third party or is performing work as an independent contractor may be employed to substitute teach on a part-time or temporary substitute basis, if such person is performing work for an employer included in the retirement system without a discontinuance of the person's retirement allowance.

(3) If a person is employed pursuant to this subsection on a regular, full-time basis the person shall not be entitled to receive the person's retirement allowance for any month during which the person is so employed. The retirement system may require the employer, the third-party employer, the independent contractor, and the retiree subject to this subsection to provide documentation showing compliance with this subsection. If such documentation is not provided, the retirement system may deem the retiree to have exceeded the limitations provided in this subsection.

7. A certificate granted under this section shall be valid for four years. A certificate granted under this section shall expire at the end of any calendar year in which the individual fails to substitute teach for at least five days or forty hours of in-seat instruction.
8. (1) An individual to whom the state board grants a certificate under this section may be a substitute teacher in a public school in the state if the school district agrees to employ the individual as a substitute teacher and such individual has completed a background check as required in subsection 10 of this section.

(2) No individual to whom the state board grants a certificate under this section and who is under twenty years of age shall be a substitute teacher in grades nine to twelve.

9. Each school district may develop an orientation for individuals to whom the state board grants a certificate under this section for such individuals employed by the school district and may require such individuals to complete such orientation. Such orientation shall contain at least two hours of subjects appropriate for substitute teachers and shall contain instruction on the school district's best practices for classroom management.

10. Beginning January 1, 2023, any substitute teacher may, at the time such substitute teacher submits the fingerprints and information required for the background check required under section 168.021, designate up to five school districts to which such substitute teacher has submitted an application for substitute teaching to receive the results of the substitute teacher's criminal history background check and fingerprint collection. The total amount of any fees for disseminating such results to up to five school districts under this subsection shall not exceed fifty dollars.

11. The state board may exercise the board's authority under chapter 161 to promulgate all necessary rules and regulations necessary for the administration of this section.
168.037. 1. The department of elementary and secondary education shall create and maintain a web-based survey for collecting anonymous information from substitute teachers in Missouri public schools. The survey will collect anonymous, nonbiased, real-time data that school districts, charter schools, and the state can access to study and improve the effectiveness of substitute teachers in supporting instruction and learning and to improve circumstances that may cause a shortage of available substitute teachers.

2. (1) Each substitute teacher in a public school shall complete the survey described in subsection 1 of this section at the end of each day of teaching. The district or charter school in which the substitute teacher is teaching for that day shall provide, by email, a web link to the survey. If needed, the district or charter school shall also provide brief access to a computer or other connected device sufficient to allow the survey to be completed. The survey can also be completed on-site by the substitute teacher using a personal device.

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

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

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

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

(2) The department of elementary and secondary
education shall annually distribute thirty thousand dollars
to any school district that shares a superintendent under
this subsection. Any such amount distributed to a school
district shall be in addition to and shall not be included
in any calculation of state aid under chapter 163.

(3) To receive the additional thirty thousand dollars
under this subsection, the school district shall provide
proof to the department of elementary and secondary
education that the school district will use all of the
additional thirty thousand dollars received under this
subsection and at least half of the amount saved as a result
of participating in sharing a superintendent under this
subsection to compensate teachers or to provide counseling
services.
(4) No school district that receives additional funding under this subsection shall receive such funding for more than five years.

168.500. 1. For the purpose of providing career pay, which shall be a salary supplement, for public school teachers, which for the purpose of sections 168.500 to 168.515 shall include classroom teachers, librarians, school counselors and certificated teachers who hold positions as school psychological examiners, parents as teachers educators, school psychologists, special education diagnosticians and speech pathologists, and are on the district salary schedule, there is hereby created and established a career advancement program which shall be known as the "Missouri Career Development and Teacher Excellence Plan", hereinafter known as the "career plan or program". Participation by local school districts in the career advancement program established under this section shall be voluntary. The career advancement program is a matching fund program. The general assembly may make an annual appropriation to the excellence in education fund established under section 160.268 for the purpose of providing the state's portion for the career advancement program. The "Career Ladder Forward Funding Fund" is hereby established in the state treasury. Beginning with fiscal year 1998 and until the career ladder forward funding fund is terminated pursuant to this subsection, the general assembly may appropriate funds to the career ladder forward funding fund. Notwithstanding the provisions of section 33.080 to the contrary, moneys in the fund shall not be transferred to the credit of the general revenue fund at the end of the biennium. All interest or other gain received from investment of moneys in the fund shall be credited to
the fund. All funds deposited in the fund shall be
maintained in the fund until such time as the balance in the
fund at the end of the fiscal year is equal to or greater
than the appropriation for the career ladder program for the
following year, at which time all such revenues shall be
used to fund, in advance, the career ladder program for such
following year and the career ladder forward funding fund
shall thereafter be terminated.

2. The department of elementary and secondary
education, at the direction of the commissioner of
education, shall study and develop model career plans which
shall be made available to the local school districts.
These state model career plans shall:
(1) Contain three steps or stages of career
advancement;
(2) Contain a detailed procedure for the admission of
teachers to the career program;
(3) Contain specific criteria for career step
qualifications and attainment. These criteria shall clearly
describe the minimum number of professional responsibilities
required of the teacher at each stage of the plan and shall
include reference to classroom performance evaluations
performed pursuant to section 168.128. The criteria may
include, but shall not be limited to, teacher externships as
provided in section 168.025;
(4) Be consistent with the teacher certification
process recommended by the Missouri advisory council of
certification for educators and adopted by the department of
elementary and secondary education;
(5) Provide that public school teachers in Missouri
shall become eligible to apply for admission to the career
plans adopted under sections 168.500 to 168.515 after [five]
two years of public school teaching in Missouri. All teachers seeking admission to any career plan shall, as a minimum, meet the requirements necessary to obtain the first renewable professional certificate as provided in section 168.021;

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

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

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

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

   (3) Receiving additional teacher training or certification outside of that offered by the school district;

   (4) Serving as a tutor or providing additional learning opportunities to students; and

   (5) Assisting students with postsecondary education preparation including, but not limited to, teaching an ACT or SAT preparation course or assisting students with completing college or career school admission or financial assistance applications.

4. The commissioner of education shall cause the department of elementary and secondary education to establish guidelines for all career plans established under
this section, and criteria that must be met by any school
district which seeks funding for its career plan.

[4.] 5. A participating local school district may have
the option of implementing a career plan developed by the
department of elementary and secondary education or a local
plan which has been developed with advice from teachers
employed by the district and which has met with the approval
of the department of elementary and secondary education. In
approving local career plans, the department of elementary
and secondary education may consider provisions in the plan
of the local district for recognition of teacher mobility
from one district to another within this state.

[5.] 6. The career plans of local school districts
shall not discriminate on the basis of race, sex, religion,
national origin, color, creed, or age. Participation in the
career plan of a local school district is optional, and any
teacher who declines to participate shall not be penalized
in any way.

[6.] 7. In order to receive funds under this section,
a school district which is not subject to section 162.920
must have a total levy for operating purposes which is in
excess of the amount allowed in Section 11(b) of Article X
of the Missouri Constitution; and a school district which is
subject to section 162.920 must have a total levy for
operating purposes which is equal to or in excess of twenty-
five cents on each hundred dollars of assessed valuation.

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

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

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

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

1. Career stage I teachers may receive up to an additional one thousand five hundred dollars per school year;
2. Career stage II teachers may receive up to an additional three thousand dollars per school year;
3. Career stage III teachers may receive up to an additional five thousand dollars per school year. All teachers within each stage within the same school district shall receive equal salary supplements.
2. The state may make payments pursuant to section 163.031 to the local school district for the purpose of providing funding to the local school district for the payment of any salary supplements provided for in this section, subject to the availability of funds as appropriated each year and distributed on a matching basis where the percentage of state funding shall be forty sixty percent and the percentage of local funding shall be sixty forty percent.

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

4. To participate in the salary supplement program established under this section, a school district may submit to the voters of the district a proposition to increase taxes for this purpose. If a school district's current tax rate ceiling is at or above the rate from which an increase would require a two-thirds majority, the school board may submit to the voters of the district a proposition to reduce or eliminate the amount of the levy reduction resulting from section 164.013. If a majority of the voters voting thereon vote in favor of the proposition, the board may certify that seventy-five percent of the revenue generated from this source shall be used to implement the salary supplement program established under this section.

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

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

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

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

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

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

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

(4) The department of elementary and secondary education and the department of higher education and workforce development shall cooperate in developing and implementing academic requirements for computer science courses offered in any grade or grades not lower than the ninth nor higher than the twelfth grade.
2. (1) The department of elementary and secondary education shall convene a work group to develop and recommend rigorous academic performance standards relating to computer science for students in kindergarten and in each grade not higher than the twelfth grade. The work group shall include, but not be limited to, educators providing instruction in kindergarten or in any grade not higher than the twelfth grade and representatives from the department of elementary and secondary education, the department of higher education and workforce development, business and industry, and institutions of higher education. The department of elementary and secondary education shall develop written curriculum frameworks relating to computer science that may be used by school districts. The requirements of section 160.514 shall not apply to this section.

(2) The state board of education shall adopt and implement academic performance standards relating to computer science beginning in the 2019-20 school year.

3. Before July 1, 2019, the department of elementary and secondary education shall develop a procedure by which any teacher who holds a certificate of license to teach under section 168.021 and demonstrates sufficient content knowledge of computer science shall receive a special endorsement on [his or her] the teacher's license signifying [his or her] the teacher's specialized knowledge in computer science.

4. (1) For purposes of this subsection, "eligible entity" means:

(a) A local educational agency, or a consortium of local educational agencies, in the state, including charter schools that have declared themselves local educational agencies;
(b) An institution of higher education in the state; or

(c) A nonprofit or private provider of nationally recognized and high-quality computer science professional development, as determined by the department of elementary and secondary education.

(2) There is hereby created in the state treasury the "Computer Science Education Fund". The fund shall consist of all moneys that may be appropriated to it by the general assembly and any gifts, contributions, grants, or bequests received from private or other sources for the purpose of providing teacher professional development programs relating to computer science. The state treasurer shall be custodian of the fund. In accordance with sections 30.170 and 30.180, the state treasurer may approve disbursements. The fund shall be a dedicated fund and, upon appropriation, moneys in the fund shall be used solely for the administration of grants to eligible entities as described in this section. Notwithstanding the provisions of section 33.080 to the contrary, any moneys remaining in the fund at the end of the biennium shall not revert to the credit of the general revenue fund. The state treasurer shall invest moneys in the fund in the same manner as other funds are invested. Any interest and moneys earned on such investments shall be credited to the fund.

(3) The state board of education shall award grants from the computer science education fund to eligible entities for the purpose of providing teacher professional development programs relating to computer science. An eligible entity wishing to receive such a grant shall submit an application to the department of elementary and secondary education addressing how the entity plans to:
(a) Reach new and existing teachers with little computer science background;
(b) Use effective practices for professional development;
(c) Focus the training on the conceptual foundations of computer science;
(d) Reach and support historically underrepresented students in computer science;
(e) Provide teachers with concrete experience with hands-on, inquiry-based practices; and
(f) Accommodate the particular needs of students and teachers in each district and school.

5. (1) For all school years beginning on or after July 1, 2023, each public high school and charter high school shall offer at least one computer science course in an in-person setting or as a virtual or distance course option.

(2) Any computer science course or instruction offered under this subsection shall:
(a) Be of high quality as defined by the state board of education;
(b) Meet or exceed the computer science performance standards developed and adopted by the department of elementary and secondary education under this section; and
(c) For any computer science course offered by a public high school or charter high school, be offered in such school's course catalog.

(3) On or before June thirtieth of each school year, each school district shall submit to the department of elementary and secondary education a report for the current school year which shall include, but not be limited to:
(a) The names and course codes of computer science courses offered in each school in the district with a course description and which computer science performance standards are covered, to the extent such information is available;

(b) The number and percentage of students who enrolled in each computer science course, listed by the categories in subparagraphs a. to f. of this paragraph. If a category contains one to five students or contains a quantity of students that would allow the quantity of another category that contains five or fewer to be deduced, the number shall be replaced with a symbol:

   a. Sex;
   b. Race and ethnicity;
   c. Special education status including, but not limited to, students receiving services under the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Section 1400 et seq., as amended) or Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended;
   d. English language learner status;
   e. Eligibility for free or reduced price meals; and
   f. Grade level; and

(c) The number of computer science instructors at each school, listed by the following categories:

   a. Applicable certifications;
   b. Sex;
   c. Race and ethnicity; and
   d. Highest academic degree.

(4) On or before September thirtieth of each school year, the department of elementary and secondary education shall post the following on the department's website:
(a) Data received under paragraphs (a) and (b) of subdivision (3) of this subsection, disaggregated by school and aggregated statewide; and

(b) Data received under paragraph (c) of subdivision (3) of this subsection, aggregated statewide.

(5) On or before June thirtieth of each school year, the department of elementary and secondary education shall publish a list of computer science course codes and names with a course description and an indication of which courses meet or exceed the department of elementary and secondary education's computer science performance standards.

6. The department of elementary and secondary education shall appoint a computer science supervisor. The computer science supervisor shall be responsible for implementing the provisions of this section.

7. For all school years beginning on or after July 1, 2023, a computer science course successfully completed and counted toward state graduation requirements shall be equivalent to one science course or one practical arts credit for the purpose of satisfying any admission requirements of any public institution of higher education in this state.

8. The department of elementary and secondary education shall promulgate rules to implement the provisions of this section. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable, and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective
date, or to disapprove and annul a rule are subsequently 
held unconstitutional, then the grant of rulemaking 
authority and any rule proposed or adopted after December 
18, 2018, shall be invalid and void.

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

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

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

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

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

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

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

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

            (a) The state board of education;

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

            (c) Nonprofit organizations;

            (d) An association of school superintendents;

            (e) A statewide association representing computer 
science teachers;
(f) A secondary teacher leader from career and technical education representing computer science teachers;

(g) An association of school board members;

(h) An association of elementary school principals; and

(i) An association of secondary school principals;

(7) A representative from a Missouri institution of higher education, to be appointed by the commissioner of higher education; and

(8) A representative from a Missouri private, nonprofit institution of higher education, to be appointed by the commissioner of higher education.

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

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

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

(3) A plan for expanding computer science education opportunities to every school in the state within five years and increasing the representation of students from traditionally underserved groups, in computer science including female students, students from historically underrepresented racial and ethnic groups, students with disabilities, English-language learner students, students who qualify for free and reduced-price meals, and rural students;
(4) Within one year of the task force forming, a plan for schools serving any student in grades kindergarten through eighth grade to provide instruction in the basics of computer science and computation thinking in an integrated or standalone format beginning in the 2024-25 school year without creating learning loss in the existing curriculum;

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

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

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

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

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

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

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

6. The task force shall hold its first meeting within
three months from the effective date of this section.

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

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

170.047. 1. This section shall be known and may be
cited as the "Jason Flatt/Avery Reine Cantor Act".

2. (1) Beginning in the 2017-18 school year and
continuing until the end of the 2022-23 school year, any
licensed educator may annually complete up to two hours of
training or professional development in youth suicide
awareness and prevention as part of the professional
development hours required for state board of education
certification.

(2) Beginning in the 2023-24 school year and
continuing in subsequent school years, the practicing
teacher assistance programs established under section
168.400 may offer and include at least two hours of in-
service training provided by each local school district for
all practicing teachers in such district regarding suicide
prevention. Each school year, all teachers, principals, and
licensed educators in each district may attend such training
or complete training on suicide prevention through self-
review of suicide prevention materials. Attendance at the
training shall count as two contact hours of professional
development under section 168.021 and shall count as two
hours of any other such training required under this section.
3. The department of elementary and secondary education shall develop guidelines suitable for training or professional development in youth suicide awareness and prevention. The department [shall] may develop materials that may be used for [such] the training [or professional development] described under subsection 2 of this section or may offer districts materials developed by a third party that districts may use for the training.

4. For purposes of this section, the term "licensed educator" shall refer to any teacher with a certificate of license to teach issued by the state board of education or any other educator or administrator required to maintain a professional license issued by the state board of education.

5. The department of elementary and secondary education may promulgate rules and regulations to implement this section.

6. Any rule or portion of a rule, as that term is defined in section 536.010, that is created under the authority delegated in this section shall become effective only if it complies with and is subject to all of the provisions of chapter 536 and, if applicable, section 536.028. This section and chapter 536 are nonseverable and if any of the powers vested with the general assembly pursuant to chapter 536 to review, to delay the effective date, or to disapprove and annul a rule are subsequently held unconstitutional, then the grant of rulemaking authority and any rule proposed or adopted after August 28, 2016, shall be invalid and void.

170.048. 1. By July 1, 2018, each district shall adopt a policy for youth suicide awareness and prevention,
including plans for how the district will provide for the training and education of its district employees.

2. Each district's policy shall address and include, but not be limited to, the following:

   (1) Strategies that can help identify students who are at possible risk of suicide;

   (2) Strategies and protocols for helping students at possible risk of suicide; and

   (3) Protocols for responding to a suicide death.

3. By July 1, 2017, the department of elementary and secondary education shall develop a model policy that districts may adopt. When developing the model policy, the department shall cooperate, consult with, and seek input from organizations that have expertise in youth suicide awareness and prevention. By July 1, 2021, and at least every three years thereafter, the department shall request information and seek feedback from districts on their experience with the policy for youth suicide awareness and prevention. The department shall review this information and may use it to adapt the department's model policy. The department shall post any information on its website that it has received from districts that it deems relevant. The department shall not post any confidential information or any information that personally identifies any student or school employee.

4. (1) Beginning July 1, 2023, a public school or charter school that serves any pupils in grades seven to twelve and that issues pupil identification cards shall have printed on either side of the cards the three-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline, 988.
(2) If, on July 1, 2023, a public school or charter school subject to the requirements of this subsection has a supply of unissued pupil identification cards that do not comply with the requirements of subdivision (1) of this subsection, the school shall issue those cards until that supply is depleted.

(3) Subdivision (1) of this subsection shall apply to a pupil identification card issued for the first time to a pupil and to a card issued to replace a damaged or lost card.

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

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

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

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

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

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

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

(2) In school year 2019-20 and subsequent years, a school district may be exempt from the requirement to make up school lost or cancelled due to inclement weather in the school district when the school district has made up the thirty-six hours required under subsection 2 of this section and half the number of additional lost or cancelled hours up to forty-eight, resulting in no more than sixty total make-up hours required by this section.

4. The commissioner of education may provide, for any school district that cannot meet the minimum school calendar requirement of at least one hundred seventy-four days for schools with a five-day school week or one hundred forty-two days for schools with a four-day school week and one thousand forty-four hours of actual pupil attendance or, in school year 2019-20 and subsequent years, one thousand forty-four hours of actual pupil attendance, upon request, a waiver to be excused from such requirement. This waiver shall be requested from the commissioner of education and may be granted if the school was closed due to circumstances beyond school district control, including inclement weather or fire.

5. (1) Except as otherwise provided in this subsection, in school year 2020-21 and subsequent years, a district shall not be required to make up any hours of school lost or cancelled due to exceptional or emergency circumstances during a school year if the district has an alternative methods of instruction plan approved by the
department of elementary and secondary education for such school year. Exceptional or emergency circumstances shall include, but not be limited to, inclement weather, a utility outage, or an outbreak of a contagious disease. The department of elementary and secondary education shall not approve any such plan unless the district demonstrates that the plan will not negatively impact teaching and learning in the district.

(2) If school is closed due to exceptional or emergency circumstances and the district has an approved alternative methods of instruction plan, the district shall notify students and parents on each day of the closure whether the alternative methods of instruction plan is to be implemented for that day. If the plan is to be implemented on any day of the closure, the district shall ensure that each student receives assignments for that day in hard copy form or receives instruction through virtual learning or another method of instruction.

(3) A district with an approved alternative methods of instruction plan shall not use alternative methods of instruction as provided for in the plan for more than thirty-six hours during a school year. A district that has used such alternative methods of instruction for thirty-six hours during a school year shall be required, notwithstanding subsections 2 and 3 of this section, to make up any subsequent hours of school lost or cancelled due to exceptional or emergency circumstances during such school year.

(4) The department of elementary and secondary education shall give districts with approved alternative methods of instruction plans credit for the hours in which
they use alternative methods of instruction by considering such hours as hours in which school was actually in session.

(5) Any district wishing to use alternative methods of instruction under this subsection shall submit an application to the department of elementary and secondary education. The application shall describe:

(a) The manner in which the district intends to strengthen and reinforce instructional content while supporting student learning outside the classroom environment;

(b) The process the district intends to use to communicate to students and parents the decision to implement alternative methods of instruction on any day of a closure;

(c) The manner in which the district intends to communicate the purpose and expectations for a day in which alternative methods of instruction will be implemented to students and parents;

(d) The assignments and materials to be used within the district for days in which alternative methods of instruction will be implemented to effectively facilitate teaching and support learning for the benefit of the students;

(e) The manner in which student attendance will be determined for a day in which alternative methods of instruction will be implemented. The method chosen shall be linked to completion of lessons and activities;

(f) The instructional methods, which shall include instruction through electronic means and instruction through other means for students who have no access to internet services or a computer;
Instructional plans for students with individualized education programs; and

The role and responsibility of certified personnel to be available to communicate with students.

6. [For the 2018-19 school year, a district shall be exempt from the requirements of subsections 2 and 3 of this section, and only be required to make up the first six days of school lost or cancelled due to inclement weather] In the 2022-23 school year and subsequent years, a school district's one-half-day education programs shall be subject to the following provisions in proportions appropriate for a one-half-day education program, as applicable:

(1) Requirements in subsection 2 of this section to make up days or hours of school lost or cancelled because of inclement weather;

(2) Exemptions in subsection 3 of this section;

(3) Waiver provisions in subsection 4 of this section; and

(4) Approved alternative methods of instruction provisions in subsection 5 of this section.

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

(1) "Academic skill intake assessment", a criterion-referenced assessment of numeracy and literacy skills with high reliability and validity as determined by third-party research;

(2) "Accredited", holding an active accreditation from one of the seven United States regional accreditors including, but not limited to, the Middle States Commission on Higher Education, the New England Association of Schools and Colleges, the Higher Learning Commission, the Northwest Commission on Colleges and Universities, the Southern
Association of Colleges and Schools, the Western Association of Schools and Colleges, and the Accrediting Commission for Community and Junior Colleges, as well as any successor entities or consolidations of the above including, but not limited to, AdvancEd or Cognia;

(3) "Adult dropout recovery services", includes, but is not limited to, sourcing, recruitment, and engagement of eligible students, learning plan development, active teaching, and proactive coaching and mentoring, resulting in an accredited high school diploma;

(4) "Approved program provider", a public, not-for-profit, or other entity that meets the requirements of subdivision (2) of subsection 3 of this section or any consortium of such entities;

(5) "Average cost per graduate", the amount of the total program funding reimbursed to an approved program provider for each cohort during the period of time from the beginning of the same cohort through the subsequent twelve months after the close of the same cohort, divided by the total number of students who graduated from the same cohort within twelve months after the close of the same cohort;

(6) "Career pathways coursework", one or more courses that align with the skill needs of industries in the economy of the state or region that help an individual enter or advance within a specific occupation or occupational cluster;

(7) "Career placement services", services designed to assist students in obtaining employment, such as career interest self-assessments and job search skills such as resume development and mock interviews;

(8) "Coaching", proactive communication between the approved program provider and the student related to the
student's pace and progress through the student's learning plan;

(9) "Cohort", students who enter the program between July first and June thirtieth of each program year;

(10) "Department", the department of elementary and secondary education;

(11) "Employability skills certification", a certificate earned by demonstrating professional nontechnical skills through assessment, portfolio, or observation;

(12) "Graduate", a student who has successfully completed all of the state and approved program provider requirements in order to obtain a high school diploma;

(13) "Graduation rate", the total number of graduates from a cohort who graduated within twelve months after the close of the cohort divided by the total number of students included in the same cohort;

(14) "Graduation requirements", course and credit requirements for the approved program provider's accredited high school diploma;

(15) "High school diploma", a diploma issued by an accredited institution;

(16) "Industry-recognized credential", an education-related credential or work-related credential that verifies an individual's qualification or competence issued by a third party with the relevant authority to issue such credential;

(17) "Learning plan", a documented plan for courses or credits needed for each individual in order to complete program and approved program provider graduation requirements;
(18) "Mentoring", a direct relationship between a coach and a student to facilitate the completion of the student's learning plan designed to prepare the student to succeed in the program and the student's future endeavors;

(19) "Milestones", objective measures of progress for which payment is made to an approved program provider under this section such as earned units of high school credit, attainment of an employability skills certificate, attainment of an industry-recognized credential, attainment of a technical skills assessment, and attainment of an accredited high school diploma;

(20) "Program", the workforce diploma program established in this section;

(21) "Request for qualifications", a request for interested potential program providers to submit evidence that they meet the qualifications established in subsection 3 of this section;

(22) "Stackable credential", a third party credential that is part of a sequence of credentials that can be accumulated over time to build up an individual's qualifications to advance along a career pathway;

(23) "Student", a participant in the program established in this section who is twenty-one years of age or older, who is a resident of Missouri, and who has not yet earned a high school diploma;

(24) "Technical skills assessment", a criterion-referenced assessment of an individual's skills required for an entry-level career or additional training in a technical field;

(25) "Transcript evaluation", a documented summary of credits earned in previous public or private accredited high
schools compared with the program and approved program provider graduation requirements;

(26) "Unit of high school credit", credit awarded based on a student's demonstration that the student has successfully met the content expectations for the credit area as defined by subject area standards, expectations, or guidelines.

2. There is hereby established the "Workforce Diploma Program" within the department of elementary and secondary education to assist students with obtaining a high school diploma and developing employability and career technical skills. The program may be delivered in campus-based, blended, or online modalities.

3. (1) Before September 1, 2022, and annually thereafter, the department shall issue a request for qualifications for interested program providers to become approved program providers and participate in the program.

(2) Each approved program provider shall meet all of the following qualifications:

(a) Be an accredited high school diploma-granting entity;

(b) Have a minimum of two years of experience providing adult dropout recovery services;

(c) Provide academic skill intake assessments and transcript evaluations to each student. Such academic skill intake assessments may be administered in person or online;

(d) Develop a learning plan for each student that integrates graduation requirements and career goals;

(e) Provide a course catalog that includes all courses necessary to meet graduation requirements;

(f) Offer remediation opportunities in literacy and numeracy, as applicable;
Offer employability skills certification, as applicable;

Offer career pathways coursework, as applicable;

Ability to provide preparation for industry-recognized credentials or stackable credentials, a technical skills assessment, or a combination thereof; and

Offer career placement services, as applicable.

Upon confirmation by the department that an interested program provider meets all of the qualifications listed in subdivision (2) of this subsection, an interested program provider shall become an approved program provider.

The department shall announce the approved program providers before October sixteenth annually, with authorization for the approved program providers to begin enrolling students before November fifteenth annually.

Approved program providers shall maintain approval without reapplying annually if the approved program provider has not been removed from the approved program provider list under this section.

All approved program providers shall comply with requirements as provided by the department to ensure:

An accurate accounting of credits toward a high school diploma;

An accurate accounting of credits necessary to complete a high school diploma; and

The provision of coursework aligned to the academic performance standards of the state.

Except as provided in subdivision (2) of this subsection, the department shall pay an amount as set by the department to approved program providers for the following milestones provided by the approved program provider:

Completion of each half unit of high school credit;
(b) Attainment of an employability skills certification;

(c) Attainment of an industry-recognized credential, technical skills assessment, or stackable credential requiring no more than fifty hours of training;

(d) Attainment of an industry-recognized credential or stackable credential requiring at least fifty-one but no more than one hundred hours of training;

(e) Attainment of an industry-recognized credential or stackable credential requiring more than one hundred hours of training; and

(f) Attainment of an accredited high school diploma.

(2) No approved program provider shall receive funding for a student under this section if the approved program provider receives federal or state funding or private tuition for that student. No approved program provider shall charge student fees of any kind including, but not limited to, textbook fees, tuition fees, lab fees, or participation fees unless the student chooses to obtain additional education offered by the approved program provider that is not included in the state-funded program.

(3) Payments made under this subsection shall be subject to an appropriation made to the department for such purposes.

7. (1) Approved program providers shall submit monthly invoices to the department before the eleventh calendar day of each month for milestones met in the previous calendar month.

(2) The department shall pay approved program providers in the order in which invoices are submitted until all available funds are exhausted.
The department shall provide a written update to approved program providers by the last calendar day of each month. The update shall include the aggregate total dollars that have been paid to approved program providers to date and the estimated number of enrollments still available for the program year.

8. Before July sixteenth of each year, each provider shall report the following metrics to the department for each individual cohort, on a cohort-by-cohort basis:

   (1) The total number of students who have been funded through the program;

   (2) The total number of credits earned;

   (3) The total number of employability skills certifications issued;

   (4) The total number of industry-recognized credentials, stackable credentials, and technical skills assessments earned for each tier of funding;

   (5) The total number of graduates;

   (6) The average cost per graduate once the stipulated time to make such a calculation has passed; and

   (7) The graduation rate once the stipulated time to make such a calculation has passed.

9. (1) Before September sixteenth of each year, each approved program provider shall conduct and submit to the department the aggregate results of a survey of each individual cohort, on a cohort-by-cohort basis, who graduated from the program of the approved program provider under this section. The survey shall be conducted in the year after the year in which the individuals graduate and the next four consecutive years.
(2) The survey shall include at least the following data collection elements for each year the survey is conducted:
(a) The individual's employment status, including whether the individual is employed full time or part time; (b) The individual's hourly wages; (c) The individual's access to employer-sponsored health care; and (d) The individual's postsecondary enrollment status, including whether the individual has completed a postsecondary certificate or degree program.

10. (1) Beginning at the end of the second fiscal year of the program, the department shall review data from each approved program provider to ensure that each is achieving minimum program performance standards including, but not limited to: (a) A minimum fifty percent average graduation rate per cohort; and (b) An average cost per graduate per cohort of seven thousand dollars or less.
(2) Any approved program provider that fails to meet the minimum program performance standards described in subdivision (1) of this subsection shall be placed on probationary status for the remainder of the fiscal year by the department.
(3) Any approved program provider that fails to meet the minimum program performance standards described in subdivision (1) of this subsection for two consecutive years shall be removed from the approved program provider list by the department.

11. (1) No approved program provider shall discriminate against a student on the basis of race, color,
religion, national origin, ancestry, sex, sexuality, gender, or age.

(2) If an approved program provider determines that a student would be better served by participating in a different program, the approved program provider may refer the student to the state's adult basic education services.

12. (1) There is hereby created in the state treasury the "Workforce Diploma Program Fund", which shall consist of any grants, gifts, donations, bequests, or moneys appropriated under this section. The state treasurer shall be custodian of the fund. In accordance with sections 30.170 and 30.180, the state treasurer may approve disbursements. The fund shall be a dedicated fund and, upon appropriation, moneys in the fund shall be used solely as provided in this section.

(2) Notwithstanding the provisions of section 33.080 to the contrary, any moneys remaining in the fund at the end of the biennium shall not revert to the credit of the general revenue fund.

(3) The state treasurer shall invest moneys in the fund in the same manner as other funds are invested. Any interest and moneys earned on such investments shall be credited to the fund.

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

14. Under section 23.253 of the Missouri sunset act:
   (1) The provisions of the new program authorized under
this section shall automatically sunset six years after the
effective date of this section unless reauthorized by an act
of the general assembly; and
   (2) If such program is reauthorized, the program
authorized under this section shall automatically sunset
twelve years after the effective date of the reauthorization
of this section; and
   (3) This section shall terminate on September first of
the calendar year immediately following the calendar year in
which the program authorized under this section is sunset.

173.1352. 1. As used in this section, the following
terms mean:
   (1) "Advanced placement examination", any examination
administered through the College Board's Advanced Placement
Program (AP);
   (2) "Institution", any in-state public community
college, college, or university that offers postsecondary
freshman-level courses.

2. (1) Each institution shall adopt and implement a
policy to grant undergraduate course credit to entering
freshman students for each advanced placement examination
upon which such student achieves a score of three or higher
for any similarly correlated course offered by the
institution at the time of such student's acceptance into
the institution.
In the policy, the institution shall:

(a) Establish the institution's conditions for granting course credit; and

(b) Identify the specific course credit or other academic requirements of the institution, including the number of semester credit hours or other course credit, that the institution will grant to a student who achieves required scores on advanced placement examinations.

3. On request of an applicant for admission as an entering freshman, and based on information provided by the applicant, an institution shall determine and notify the applicant regarding:

(1) The amount and type of any course credit that would be granted to the applicant under the policy; and

(2) Any other academic requirement that the applicant would satisfy under the policy.

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

(1) "Affiliate", the Dolly Parton's imagination library affiliate created under this section;

(2) "Department", the department of elementary and secondary education;

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

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

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

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

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

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

5. The department shall promulgate rules to:
(1) Manage the daily operations of the program;
(2) Coordinate with organizations and public schools
of this state to advance and strengthen the program and
promote enrollment growth;
(3) Develop, promote, and coordinate a public
awareness program to make donors aware of the opportunity to
donate to the imagination library of Missouri fund;
(4) Develop, promote, and coordinate a public
awareness program to make the public aware of the
opportunity to register children to receive age-appropriate
books on a monthly basis; and

(5) Allow the department to implement and administer
the provisions of this section.

6. (1) There is hereby created in the state treasury
the "Imagination Library of Missouri Program Fund", which
shall consist of any gifts, bequests, grants, public or
private donations, transfers, or moneys appropriated under
this section. The state treasurer shall be custodian of the
fund. In accordance with sections 30.170 and 30.180, the
state treasurer may approve disbursements. The fund shall
be a dedicated fund and, upon appropriation, moneys in this
fund shall be used solely as provided in this section.

(2) Notwithstanding the provisions of section 33.080
to the contrary, any moneys remaining in the fund at the end
of the biennium shall not revert to the credit of the
general revenue fund.

(3) The state treasurer shall invest moneys in the
fund in the same manner as other funds are invested. Any
interest and moneys earned on such investments shall be
credited to the fund.

7. The general assembly shall appropriate at least two
and a half million dollars annually to the imagination
library of Missouri program fund. In the department's
budget requests for school year 2023-24 and all subsequent
school years, the department shall include a plan to
distribute sufficient moneys to school districts to allow
each school district to give reading selections to all
eligible children within the school district under this
section.

8. To comply with this section, a school district may,
in coordination with the department's office of childhood,
enter into an agreement, partnership, or similar arrangement with an adjacent school district. If the school district finds that no adjacent school district gives reading selections to eligible children as provided in this section, the school district may request the department's office of childhood and the affiliate to assist the school district in complying with this section.

9. Under section 23.253 of the Missouri sunset act:
   (1) The provisions of the new program authorized under this section shall automatically sunset on December thirty-first four years after the effective date of this section unless reauthorized by an act of the general assembly; and
   (2) If such program is reauthorized, the program authorized under this section shall automatically sunset on December thirty-first eight years after the effective date of the reauthorization of this section; and
   (3) This section shall terminate on September first of the calendar year immediately following the calendar year in which the program authorized under this section is sunset.

186.080. 1. The commissioner of education shall establish a literacy advisory council. The council shall consist of no more than twenty members, appointed by the commissioner, and shall include members representing the following stakeholder groups:
   (1) School boards;
   (2) Charter schools;
   (3) School superintendents;
   (4) Elementary and secondary building principals;
   (5) At least three teachers, including at least two teachers with expertise in reading instruction;
   (6) At least two special education educators;
(7) At least two parents of elementary and secondary school-age pupils who have struggled with literacy proficiency;

(8) At least two community members who have struggled with literacy proficiency or supported others who have struggled with literacy proficiency, at least one of whom shall be a high school student;

(9) One member from dyslexia advocacy group;

(10) Faculty members of institutions of higher education with approved teacher preparation programs;

(11) Professionals with expertise in reading instruction, reading interventions, and how students learn to read including one certified academic language therapist; and

(12) Professionals with expertise in educational assessment data analysis.

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

3. The council shall periodically provide recommendations to the commissioner and the state board of education regarding any identified improvements to literacy instruction and policy for students. The recommendations may include recommendations for changes to state law, and the commissioner shall furnish any such recommendations to the joint committee on education.

4. The council recommendations shall:

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

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

(3) Provide advice regarding the statewide plan for collecting literacy-related data that informs:
   (a) Literacy instructional practices;
   (b) Teacher professional development in the field of literacy;
   (c) What proficiencies and skills should be measured through literacy assessments and how those assessments are incorporated into local assessment plans; and
   (d) How to identify school progress in achieving literacy outcomes, including closing literacy gaps for students from historically underserved populations;

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

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

(6) Provide a means for members of the public to provide input and ask questions concerning literacy issues.

302.010. Except where otherwise provided, when used in this chapter, the following words and phrases mean:

(1) "Circuit court", each circuit court in the state;

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

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

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

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

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

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

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

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

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

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

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

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

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

(16) "Operator", every person who is in actual
physical control of a motor vehicle upon a highway;
(17) "Owner", a person who holds the legal title of a vehicle or in the event a vehicle is the subject of an agreement for the conditional sale or lease thereof with the right of purchase upon performance of the conditions stated in the agreement and with an immediate right of possession vested in the conditional vendee or lessee, or in the event a mortgagor of a vehicle is entitled to possession, then such conditional vendee or lessee or mortgagor shall be deemed the owner for the purpose of sections 302.010 to 302.540;

(18) "Record" includes, but is not limited to, papers, documents, facsimile information, microphotographic process, electronically generated or electronically recorded information, digitized images, deposited or filed with the department of revenue;

(19) "Residence address", "residence", or "resident address" shall be the location at which a person has been physically present, and that the person regards as home. A residence address is a person's true, fixed, principal, and permanent home, to which a person intends to return and remain, even though currently residing elsewhere;

(20) "Restricted driving privilege", a sixty-day driving privilege issued by the director of revenue following a suspension of driving privileges for the limited purpose of driving in connection with the driver's business, occupation, employment, formal program of secondary, postsecondary or higher education, or for an alcohol education or treatment program or certified ignition interlock provider, or a ninety-day interlock restricted privilege issued by the director of revenue for the limited purpose of driving in connection with the driver's business, occupation, employment, seeking medical treatment for such
driver or a dependent family member, attending school or other institution of higher education, attending alcohol- or drug-treatment programs, seeking the required services of a certified ignition interlock provider, fulfilling court obligations, including required appearances and probation and parole obligations, religious services, the care of a child or children, including scheduled visitation or custodial obligations pursuant to a court order, fueling requirements for any vehicle utilized, and seeking basic nutritional requirements;

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

(a) On a regularly scheduled route for the transportation of fare-paying passengers; or
(b) Furnishing charter service for the transportation of persons enrolled as students on field trips or other special trips or in connection with other special events;

(22) "School bus operator", an operator who operates a school bus as defined in subdivision (21) of this section in the transportation of any schoolchildren and who receives compensation for such service. The term "school bus operator" shall not include any person who transports schoolchildren as an incident to employment with a school or
school district, such as a teacher, coach, administrator, secretary, school nurse, or janitor unless such person is under contract with or employed by a school or school district as a school bus operator;

(23) "Signature", any method determined by the director of revenue for the signing, subscribing or verifying of a record, report, application, driver's license, or other related document that shall have the same validity and consequences as the actual signing by the person providing the record, report, application, driver's license or related document;

(24) "Substance abuse traffic offender program", a program certified by the division of alcohol and drug abuse of the department of mental health to provide education or rehabilitation services pursuant to a professional assessment screening to identify the individual needs of the person who has been referred to the program as the result of an alcohol- or drug-related traffic offense. Successful completion of such a program includes participation in any education or rehabilitation program required to meet the needs identified in the assessment screening. The assignment recommendations based upon such assessment shall be subject to judicial review as provided in subsection 14 of section 302.304 and subsections 1 and 5 of section 302.540;

(25) "Vehicle", any mechanical device on wheels, designed primarily for use, or used on highways, except motorized bicycles, electric bicycles, vehicles propelled or drawn by horses or human power, or vehicles used exclusively on fixed rails or tracks, or cotton trailers or motorized wheelchairs operated by handicapped persons.
304.060. 1. The state board of education shall adopt and enforce regulations not inconsistent with law to cover the design and operation of all school buses used for the transportation of school children when owned and operated by any school district or privately owned and operated under contract with any school district in this state, and such regulations shall by reference be made a part of any such contract with a school district. **School districts shall have the authority to use motor vehicles other than school buses for the purpose of transporting school children.** The state board of education may adopt rules and regulations governing the use of other vehicles owned by a district or operated under contract with any school district in this state and used for the purpose of transporting school children. The operator of such vehicle shall be licensed in accordance with section 302.272, and such vehicle, excluding motor vehicles operating under the authority of the department of revenue under sections 387.400 to 387.440. Notwithstanding any other provisions of law, the state board of education shall not require an individual who uses a motor vehicle with a gross vehicle weight that is less than or equal to twelve thousand pounds for the purpose of providing student transportation services in a vehicle other than a school bus to obtain any license other than a class F license, as described in 12 CSR 10-24.200(6). Motor vehicles other than school buses used shall transport no more children than the manufacturer suggests as appropriate for such vehicle and meet any additional requirements of the school district. The state board of education may also adopt rules and regulations governing the use of authorized common carriers for the transportation of students on field trips or other special trips for educational purposes.
Every school district, its officers and employees, and every person employed under contract by a school district shall be subject to such regulations. The state board of education shall cooperate with the state transportation department and the state highway patrol in placing suitable warning signs at intervals on the highways of the state.

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

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

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

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

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