

## **MISSOURI ALLIANCE FOR ARTS EDUCATION**

### **2022 END OF SESSION REPORT**

In addition to the End of Session Summary I forwarded last week, here is a deeper dive into the bills directly relating to issues of arts education....

#### **CCS #2 HCS SS SCS SBs 681 & 662 -- ELEMENTARY AND SECONDARY EDUCATION** [view \(7\).pdf](#)

This bill contains sections relating to elementary and secondary education.

#### **DRINKING WATER IN SCHOOLS (Section 160.077 RSMo)**

This bill establishes the "Get the Lead Out of School Drinking Water Act". Beginning in the 2023-2024 school year and for each subsequent school year, each school shall provide drinking water with a lead concentration below five parts per billion (5 ppb).

On or before January 1, 2024, each school shall complete requirements outlined in the bill including: conducting an inventory of all drinking water outlets and outlets used for dispensing water for cooking or cleaning utensils in each school building, develop a plan for testing each outlet and make such plan available to the public and providing general information on the health effects of lead contamination to employees and parents of children at each school.

Schools shall prioritize early childhood, kindergarten, and elementary school buildings in updating and filtering drinking water outlets for lead as stated in the bill.

Before August 1, 2024, or the first day on which students will be present in the building, whichever is later, schools shall conduct testing for lead as stated in the bill. Within two weeks after receiving test results, schools shall make all testing results and any remediation plans available on the school's website.

The bill outlines procedures to be undertaken if a sample draw shows a lead concentration of 5 ppb or greater. Affected schools with test results greater than 5 ppb shall contact parents and staff within seven business days of receiving such result.

If, in the 10 years prior to the 2023-24 school year, a fixture tested above 5 ppb for lead, such fixture does not need repeat testing but instead shall be remediated.

Subject to appropriation, the Department of Natural Resources, with support from the Department of Elementary and Secondary Education (DESE) and the Department of Health and Senior Services (DHSS), is authorized to give schools additional funding for filtration, testing, and other remediation of drinking water systems.

A school district may seek reimbursement from several federal sources for costs associated with expenses districts may incur for compliance with the bill.

In conjunction, DHSS with DESE, shall publish a report biennially based on the findings of the water testing conducted under the bill.

No school building constructed after January 4, 2014, shall be required to install, maintain, or replace filters.

Finally, any school that tests and does not find a drinking water source with a lead concentration above 5 ppb shall be required to test such sources only every 5 years.

#### CORPORAL PUNISHMENT (Section 160.261)

The bill requires school districts to notify parents and receive written permission before using corporal punishment. The bill repeals language related to the jurisdiction of the Children's Division within the Department of Social Services (DSS) and its ability to investigate reports of alleged child abuse by personnel of a school district, a teacher, or other school employee. It also repeals language related to how a school and school district are to handle reports of alleged child abuse.

#### SHOW ME SUCCESS DIPLOMA PROGRAM (Section 160.560)

The bill establishes the "Show Me Success Diploma Program" as an alternative pathway to graduation for high school students. A student may earn the Show Me Success Diploma beginning at the end of the 10th grade. By July 1, 2023, DESE shall develop detailed requirements for students to become eligible for the Show Me Success Diploma.

Students who earn a Show Me Success Diploma may elect to remain in high school. Alternatively, a student having earned the diploma may instead enroll in a qualifying postsecondary educational institution. For each student enrolled in such an institution, an amount equal to 90% of the pupil's proportionate share of the state, local, and federal aid that the district or charter school receives for such student shall be deposited into a Higher Education Savings Account that lists the student as the beneficiary.

#### ADULT HIGH SCHOOLS (Sections 160.2700 & 160.2705).

This bill repeals the on-site requirement for childcare at adult high schools and allows adult high schools to provide synchronous instruction connecting students to a live class at a Missouri adult high school to be treated as in-person instruction. The bill provides that adult high schools shall be deemed a "secondary school system" for purposes of offering childcare services without a license

#### MISSOURI ADVISORY BOARD FOR EDUCATOR PREPARATION (Section 161.097)

The bill changes the composition of the Missouri Advisory Board for Educator Preparation (MABEP) to include at least three active elementary or secondary classroom teachers and at least three faculty members within approved educator preparation programs. The MABEP shall hold regular meetings that allow members to share needs and concerns and plan strategies to enhance teacher preparation.

The State Board of Education (SBE) shall, in consultation with MABEP, align literacy and reading instruction coursework for teacher education programs. All reading and special education certificates shall include training as outlined in the bill.

## SCHOOL INNOVATION WAIVERS (Section 161.214)

This bill defines school intervention teams, which shall mean a group of persons representing certain schools as set forth in the bill, to submit a state innovation waiver plan to the SBE for certain purposes, including improving student readiness for employment, higher education, vocational training, technical training, or any other form of career and job training; increasing the compensation of teachers; or improving the recruitment, retention, training, preparation, or professional development of teachers.

The State Board may grant school innovation waivers to exempt schools from requirements imposed by current law, or from any regulations promulgated by the State Board or DESE. If a school innovation waiver is granted to a school district or group of school districts, the waiver shall be applicable to every elementary and secondary school within the school district or group of school districts unless the plan specifically provides otherwise.

Any plan for a school innovation waiver shall contain certain information as described in the bill, including the specific provision of law for which a waiver is being requested and an explanation for why such provision of law inhibits the goal stated in the plan. The plan shall also demonstrate that the intent of the law can be addressed in a more effective, efficient, or economical manner and that the waiver or modification is necessary to implement the plan.

In evaluating a plan submitted by a school innovation team, the State Board shall consider whether the plan meets certain criteria set forth in the bill. The State Board may propose modifications to the plan in cooperation with the school innovation team.

Any waiver granted under this bill shall be effective for no longer than three school years, but school innovation waivers 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.

The State Board shall not authorize the waiver of any statutory requirements relating to teacher certification, teacher tenure, or any requirement imposed by federal law.

## READING INTERVENTION (Section 161.241)

The SBE, in collaboration with the Coordinating Board for Higher Education and the Commissioner's Literacy Advisory Council established by the bill, shall develop a plan to establish a comprehensive system of services for reading instruction. The SBE shall also create an Office of Literacy and shall take other actions relating to improving literacy set forth in the bill. The bill also creates the Evidence-based Reading Instruction Program Fund, to be used for purposes set forth in the bill.

## COMPETENCY-BASED EDUCATION GRANT PROGRAM (Section 161.380)

The bill establishes the "Competency-Based Education Grant Program" and the "Competency-Based Education Grant Fund". By application, DESE shall award grants from the Fund to eligible school districts for the purpose of providing competency-based education programs. The Department 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.

#### COMPETENCY-BASED EDUCATION TASK FORCE (Section 161.385)

The bill establishes the "Competency-Based Education Task Force" to study and develop competency-based education programs in public schools. The membership of the Task Force shall include but not be limited to: two members of the House of Representatives appointed by the Speaker, two members of the Senate appointed by the President Pro Tem and four members appointed by the Governor. The Task Force shall conduct interviews and at least three public hearings to identify promising competency-based education programs and obstacles to implementing such programs. By December 1st of each year, the Task Force shall present its findings and recommendations to the Speaker of the House of Representatives, the President Pro Tem of the Senate, the Joint Committee on Education, and the SBE.

#### HOLOCAUST EDUCATION (Section 161.700)

This bill designates the second week in April as "Holocaust Education Week".

Holocaust education shall include age-appropriate instruction to elementary school students in 6th grade and higher. A curriculum framework of instruction shall be developed by DESE for studying the Holocaust. Such curriculum framework shall be made available to up to 25 school districts or schools within a district as a pilot program in consultation with the Holocaust Education and Awareness Commission beginning in the 2023-2024 school year.

Each participating school district shall provide a plan of professional development for teachers.

The pilot program shall start in participating school districts in the 2023-2024 school year and shall be expanded to include all school districts by the 2025-2026 school year.

The Department shall provide for an 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.

#### SCHOOL BOARD COMMUNITY ENGAGEMENT POLICY (Section 162.058)

Before July 1, 2023, school districts and charter schools shall adopt a community engagement policy based on community input that provides residents a method of communicating with the governing board of the school district or charter school. The policy creates a process for items related to educational matters to be added to the board agenda. The policy components are set forth in the bill.

#### PUBLIC SCHOOLS AND SCHOOL DISTRICTS (Section 162.084)

The bill requires that any individual public elementary school, secondary school, charter school, or school district that is in the bottom 5% of scores on the annual performance report shall mail a letter to the parents and guardians of each student in such school or district informing the parents and guardians of the score and any options available to such students as a result of the school's or

district's current status. Special school districts and any state operated schools in which all of the students enrolled are students with disabilities are exempted from this provision.

#### SCHOOL BOARD DISTRICTS (Sections 162.261-162.563)

The bill allows for any seven-director school district or an urban district to be divided into subdistricts, or a combination of subdistricts and at-large districts, and provides for the process for the election of subdistrict board members.

The bill allows for the division process to be submitted to a vote of the district either by a majority vote of the school board or by an initiative petition signed by 10% of the number of votes cast in the most recent school board election. If the ballot measure to divide the district is passed, the bill provides direction on conducting public hearings and the final development of plans to carryout the division of the district. The required details of the plan proposal are outlined in the bill. Subdistricts shall be of contiguous and compact territory and as nearly equal in population as practicable.

The bill contains appeals language for any resident of the district that objects to the division of the district by the election authority, and prevents any district that votes to divide from making changes for five years after the division. The bill also prohibits school districts from requiring signatures on a petition as a method of filing for a school board candidate.

#### GIFTED CHILDREN (Section 162.720)

This bill requires that if 3% or more of students enrolled in a school district are identified as gifted, the district is required to establish a state-approved gifted program for gifted children. If a school district has an average daily attendance of 350 students or fewer, the district's gifted program shall not be required to provide services by a teacher certified to teach gifted education. Any teacher who provides gifted services through the program, and is not certified, shall annually participate in at least six hours of professional development focused on gifted development. These provisions shall apply starting in the 2024- 2025 school year.

#### SPECIAL EDUCATION REIMBURSEMENT (Section 162.974)

This bill states that any money reimbursed to a school district with 500 or fewer students for high-needs children that exceeds three times the current expenditure per average daily attendance is excluded from such calculation when reported to DESE.

#### COMPETENCY-BASED HIGH SCHOOL CREDITS (Section 162.1255)

The bill allows school districts and charter schools to receive state school funding under the foundation formula for high school students who are taking competency-based courses offered by their school district or charter school. Attendance of a student enrolled in a competency-based course shall equal the product of the district or charter school's prior year average attendance percentage multiplied by the total number of attendance hours normally allocable to a non-competency-based course of equal credit value.

#### DOLLAR VALUE MODIFIER (Section 163.016)

This bill provides that the Gasconade County R-II, Maries County RII, and the West St. Francis County R-IV school districts which all cross county lines shall each use the dollar value modifier of the county with the highest dollar value modifier.

#### SCHOOL DISTRICT RESIDENCY TUITION WAIVER (Section 167.151)

For all school years beginning on or after July 1, 2023, this bill allows any person or a beneficiary of a trust that owns residential or agricultural real property in any school district, and pays a school tax of at least \$2,000 in that district and owned property Page 44 of 87 for at least four years, may send up to four of such owner's or beneficiary's children to a school within that district, excluding a charter school, without a tuition payment, upon notification to the district at least 30 days prior to enrollment, and the district shall count that child for the district's average daily attendance.

#### BRAILLE INSTRUCTION (Section 167.225)

This bill establishes the "Blind Students' Rights to Independence, Training, and Education Act" or the "BRITE Act". The bill provides definitions for "accessible assistive technology device", "adequate instruction", and "nonvisual access and skills" among other definitions.

The Act requires blind and visually impaired students to have an Individualized Education Plan or Individualized Family Support Plan that shall specify results obtained from evaluations on reading and writing skills, and should include the need for instruction in Braille or the use of Braille. All instruction in Braille reading and writing shall be sufficient to allow a student to effectively and efficiently communicate at an appropriate age level.

The Act includes additional guidance for the instruction of Braille and the use of nonvisual accessible assistive technology and provides direction to school districts regarding accessible assistive technology requiring a school district to provide duplicative accessible assistive technology to be used in a blind student's home without requiring payment or family assumption of liability for loss or damage.

The Act requires districts to perform an orientation and mobility evaluation to be conducted by certified individuals and provides guidance on the instruction for orientation and mobility, and districts may not limit a student's instruction in the home, school, and community and provide transportation in the preferred mode of the instructor.

The Act requires educators hired to teach Braille, accessible assistive technology, and orientation and mobility, to hold a valid certificate as outlined in the Act.

The Act requires school districts to comply with the Individuals with Disabilities Education Act even during declared emergencies, to bear the cost of any required eye report, and to develop nonvisual accessibility policies to reduce or eliminate common barriers for blind individuals.

#### READING INTERVENTION (Sections 167.268, 167.640, 167.645, & 170.014)

The bill changes the term "reading intervention plans" to "reading Page 45 of 87 success plans" throughout the bill and applies provisions regarding such plans to charter schools. The

development of guidelines for formulating policies for such plans is changed from the State Board of Education to DESE.

Each school district and charter school shall have on file a policy for reading success plans. The reading success plans shall provide all parents and guardians of students with a plan that includes suggestions for regular parent-guided home reading.

Each school district and charter school shall provide intensive reading instruction to students as set forth in the bill.

The bill repeals provisions relating to reading assessments and now states that school districts and charter schools shall assess all students enrolled in kindergarten through 3rd grade at the beginning and end of each school year for their level of reading or reading readiness.

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.

At the beginning of the school year, each school district and charter school shall provide a reading success plan to any student who exhibits a substantial deficiency in reading or has been identified as being at risk of dyslexia.

Each school district or charter school shall ensure the parent or guardian of any student in kindergarten through 3rd grade who exhibits a substantial deficiency in reading and shall provide them information listed in the bill.

If a student has a substantial reading deficiency at the end of 3rd grade, promotion or retention of the student shall be discussed by the student's parent or guardian and appropriate school staff. School districts and charter schools shall provide students identified as having a substantial reading deficiency with certain services as set forth in the bill.

Each school district and charter school shall ensure that intensive reading instruction is provided through a reading development initiative to each kindergarten through 5th grade student who is assessed as exhibiting a substantial reading deficiency. Such instruction shall comply with criteria listed in the bill.

The provisions relating to reading assessments have an effective date of January 1, 2023.

Additionally, each school district and charter school shall provide professional development services to enhance the skills of Page 46 of 87 elementary teachers in responding to children's unique reading issues and needs to increase the use of evidence-based strategies.

#### INDIVIDUALIZED HEALTH CARE PLANS AT SCHOOLS (Section 167.625)

This bill establishes "Will's Law", requiring individualized health care plans to be developed by school nurses in public schools and charter schools. Such plans shall be developed in consultation with a student's parent or guardian and appropriate medical professionals that address procedural guidelines and specific directions for particular emergency situations relating to the student's epilepsy or seizure disorder. Plans are to be updated at the beginning of each school year and as necessary. Notice must be given to any school employee that may interact

with the student, including symptoms of the epilepsy or seizure disorder and any medical and treatment issues that may affect the educational process.

All school employees shall be trained every two years in the care of students with epilepsy and seizure disorders. Training shall include an online or in-person course of instruction approved by the Department of Health and Senior Services. School personnel shall obtain a release from a student's parent to authorize the sharing of medical information with other school employees as necessary.

The bill also protects school employees from being held liable for any good faith act or omission while performing their duties.

This provision contains an emergency clause.

#### RECOVERY PROGRAMS FOR HIGH SCHOOL STUDENTS (Section 167.850)

This bill allows the Commissioner of the Department of Education to approve and authorize up to four pilot recovery high schools to be established and operated by individual public school districts or groups of such districts. Recovery high schools shall serve as an alternative public high school setting and recovery program for students in recovery from substance use disorder or substance dependency, or such a condition along with co-occurring disorders as described in the bill, who would academically and clinically benefit from placement in the recovery high school and who are committed to working on their recovery.

Districts seeking to operate a recovery high school shall submit proposals as specified by December 1st in the year prior to the first school year in which the school would begin operation. The proposal must include a financial plan. The district or districts may partner with one or more local nonprofit organizations or other local educational agencies regarding the establishment and operation of a recovery high school. The proposal may contain requests for waivers of existing regulations, which shall be deemed granted if the proposal is approved by the SBE with the recommendation of the Commissioner.

The Commissioner of the Department of Education may specify an authorization period for the recovery high school which shall be no less than four years. The recovery high school, shall submit to the Commissioner an analysis of school outcomes, as described in the bill annually.

Pupil attendance, dropout rate, student performance or statewide assessments, or other data considered in the Missouri School Improvement Program and school accreditation shall not be attributed to general accreditation of either a sending district or the district or districts operating the recovery high school and may only be used by the Commissioner in the renewal process for the recovery high school.

School districts may enroll their students in a recovery high school by entering into an agreement with the district or districts operating the school.

Recovery high schools shall adopt a policy establishing a tuition rate by February 1st of the preceding school year; that the sending district shall pay the tuition rate or an amount of per-student state and local funding as described in the bill, whichever is lower; and that the



sending district will remain responsible for special education and disability expenses in excess of the tuition paid.

The Commissioner may enter into an agreement with the appropriate official or agency of another state to develop a reciprocity agreement for otherwise eligible, non-resident students seeking to attend a recovery high school. 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 105% of the recovery high school's tuition rate. No student enrolled pursuant to a reciprocity agreement shall be considered a resident pupil for purposes of calculating state aid.

#### TEACHING CERTIFICATES (Section 168.021)

The bill expands on the current licensing process for the visiting scholars teacher certification by allowing individuals to obtain a certification to teach if they are employed by a district as part of an initiative designed to fill vacant positions in hard-to-staff schools or subject areas.

The bill also allows provisionally certified teachers an alternative route to achieve their full professional certification beyond the qualifying score on a designated exam, the details of the alternative route are included in the bill.

#### SUBSTITUTE TEACHING (Sections 168.036 & 168.037)

This bill creates a four-year certificate for individuals that want to substitute teach. Applicants for certification must complete a background check and also have at least 36 college hours or have completed a 20-hour online training. Individuals must also have a high school diploma or equivalent. An alternative route to certification is provided for qualified individuals with technical or business expertise or Armed Forces experience and a superintendent sponsorship.

Until June 30, 2025, this bill allows retired teachers that have a substitute certification to substitute teach part-time or as a temporary substitute and not have those hours and salary affect their retirement allowance.

Substitute certificates will expire if the individual fails to substitute teach for at least five days or 40 hours in a calendar year. No individual under 20 years old may substitute in 9th through 12th grade.

The bill also requires DESE to develop and maintain an online substitute training program with 20 hours of training related to subjects appropriate for substitute teaching. The bill authorizes school districts to develop district specific orientations lasting two hours.

Beginning January 1, 2023, the bill authorizes substitute teachers that apply for a fingerprint background check the opportunity to submit the results to up to five different school districts for a specified fee.

The bill adds a web-based survey to be developed and maintained by DESE that will collect information from substitute teachers at the end of each day of teaching. Districts will provide links to substitute teachers to access the survey, which will contain questions regarding the

support and interaction with school staff, student health and safety issues, among other relevant questions.

The bill requires school districts and charter schools to annually provide DESE with information relating to substitute teaching as outlined in the bill and contains an emergency clause for one section.

#### SCHOOL DISTRICT SUPERINTENDENT SHARING (Section 168.205)

Beginning July 1, 2023, this bill allows a school district that enters into an agreement with another district to share a superintendent to receive an additional \$30,000 per year in state aid for up to five years. The bill directs districts to spend the additional compensation and half of the savings from sharing a superintendent on teacher salaries or counseling services.

#### TEACHER CAREER PLANS (Sections 168.500 & 168.515)

This bill modifies provisions regarding career ladder admission and stage achievement for teachers. Additional responsibilities and volunteer efforts outside of compensated hours may include uncompensated coaching, supervising, and organizing extracurricular activities, serving as a mentor or tutor to students, additional teacher training or certification, or assisting students with college or career preparation. The bill increases the state percentage of funding for salary supplements for career ladder from 40% to 60% and lowers the number of years before a teacher is eligible from five to two years.

#### COMPUTER SCIENCE COURSES (Section 170.018)

This bill modifies the definition of "computer science course" by including any elementary, middle, or high school course that embeds computer science content within other subjects.

The bill requires, for all school years on or after July 1, 2023, certain coursework and instruction in computer science and computational thinking in public and charter high schools, middle schools, and elementary schools. Courses and instruction offered under this bill must meet certain standards established by the State Board of Education and DESE.

This bill requires school districts to submit to DESE certain information related to their computer science courses and demographic enrollment information for such courses. Such information shall be posted on DESE's website by September 30th of each school year.

On or before June 30th annually, DESE shall publish a list of computer science course codes and names with a course description and shall indicate which courses meet or exceed DESE's computer science performance standards.

A computer science advisor shall be appointed by DESE to implement these provisions of the bill.

Beginning July 1, 2023, computer science courses successfully completed and counted toward state graduation requirements shall be equivalent to one science or practical arts credit for the purpose of satisfying admission requirements at any public institution of higher education in the state (Section 170.018).

#### COMPUTER SCIENCE EDUCATION TASK FORCE (Section 170.036)

The bill establishes the "Computer Science Education Task Force" comprised of 18 members, including but not limited to: two members of the House of Representatives with one member to be appointed by the Speaker and one member to be appointed by the Minority Leader, two members of the Senate with one member being appointed by the President Pro Tem and one appointed by the Minority Leader, and the Governor or his or her designee. The Task Force shall develop a strategic plan for expanding a statewide computer science education program, as described in the bill.

The Task Force shall hold its first meeting within three months of the effective date of the bill and shall present a summary of its activities and recommendations for legislation to the General Assembly before June 30, 2023.

The Task Force shall dissolve on June 30, 2024.

#### SUICIDE AWARENESS & PREVENTION (Sections 170.047 & 170.048)

Beginning July 1, 2023, this bill requires a public school or charter school with pupils in grades seven to 12 that issues pupil or student identification cards to print the 3-digit dialing code that directs calls and routes text messages to the Suicide and Crisis Lifeline, 988.

#### MENTAL HEALTH AWARENESS TRAINING (Section 170.307)

This bill establishes a mental health awareness training requirement for pupils in public schools and charter schools that shall be given any time during a pupil's four years of high school. Instruction shall be included in the district's existing health or physical education curriculum. Instruction shall be based on a program established by DESE.

#### HALF-DAY EDUCATIONAL PROGRAMS (Section 171.033)

This bill modifies the number of hours or days required for half day educational programs, the minimum hours of actual pupil attendance and minimum scheduled make-up hours shall be reduced by one-half.

#### WORKFORCE DIPLOMA PROGRAM (Section 173.831)

This bill establishes the "Workforce Diploma Program" within DESE to assist students in obtaining a high school diploma and in developing employability and career and technical skills through campus-based, blended, or online modalities.

Before September 1, 2022, and annually each year after, DESE shall issue a request for qualifications for interested Program providers to become approved providers to participate in the Program. Each approved program provider shall meet qualifications set forth in the bill, including having at least two years of experience in providing adult dropout recovery services.

DESE shall announce approved program providers prior to October 16th each year, and approved program providers shall begin enrolling students before November 15th each year.

Approved program providers shall maintain approval without reapplying annually unless the provider has been removed pursuant to this bill.

All approved program providers shall comply with requirements set by DESE to ensure an accurate accounting of a student's accumulated credits, an accurate accounting of credits necessary to complete a high school diploma, and any coursework to be aligned with the academic performance standards of this state.

Subject to appropriations, DESE shall set and pay approved program providers for meeting certain milestones. However, no approved program provider shall receive funding for a student if such provider already receives federal or state funding or private tuition for such student. Additionally, no approved program provider shall charge student fees of any kind, including textbook fees, tuition fees, lab fees, or participation fees, unless the student chooses to obtain additional education offered by the provider that is not included in the program.

In order to receive payments, approved program providers shall be required to submit monthly invoices to DESE before the 11th calendar day of each month for the milestones met by students in the previous month. DESE shall pay approved program providers in the order in which invoices are submitted until all available funds are exhausted.

The Department of Education shall also provide a written update to approved program providers by the last day of each month, which shall include the aggregate total dollars that have been paid to the providers, and the estimated number of enrollments still available for the program year.

Prior to July 16th of each year, each approved program provider shall report certain information set forth in the bill to DESE for each individual participating student, on a student-by-student basis, including the total number of students who have been funded through the Program, the total number of credits earned, the total number of employability skills certifications issued, the total number of industry-recognized credentials earned, stackable credentials, and technical skill assessments, the total number of graduates, the average costs per graduate, and the graduation rate.

Additionally, prior to September 16th of each year, each approved program provider shall conduct and submit to DESE the aggregate results of a survey of each individual participating student, on a student-by-student basis, who graduated from the program of the provider. This bill provides that the survey shall be conducted in the year after the student's graduation year and the following four consecutive years. The survey shall include certain data collection elements as provided in the bill, including employment status, wage, access to employer-sponsored health care, and postsecondary enrollment status.

Data from each approved program provider shall be reviewed by DESE at the end of the second fiscal year of the program to ensure that each provider is achieving minimum program performance standards. Any provider failing to meet such standards shall be placed on probationary status for the remainder of the fiscal year. If a provider fails to meet the standards for two consecutive years, such provider shall be removed from the approved program provider list.

Additionally, this bill provides that no approved program provider shall discriminate against a student on the basis of race, color, religion, national origin, ancestry, sex, sexuality, gender, or age.

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

Further, the bill creates the "Workforce Diploma Program Fund" in the State Treasury. The Fund shall consist of grants, gifts, donations, bequests, and moneys appropriated for purposes of the Program.

Finally, the Program shall sunset on August 28, 2028.

#### ADVANCED PLACEMENT EXAMS (Section 173.1352)

The bill creates provisions relating to advanced placement examinations that requires each institution, which includes instate public community college, college, or university that offer postsecondary freshman-level courses to adopt and implement a policy to grant undergraduate course credit to entering freshman students for each advanced placement examination where a student achieves a score of three or higher for any similarly correlated course offered by the institution.

#### IMAGINATION LIBRARY OF MISSOURI (Section 178.694)

This bill provides definitions for "affiliate", "eligible child", and "reading selection" and creates within DESE's Office of Childhood, the "Imagination Library of Missouri Program".

The bill requires the Office of Childhood to establish a nonprofit entity that will be known as the "Dolly Parton's Imagination Library Affiliate" and beginning in the 2023-24 school year to coordinate with school districts to provide a reading selection to all eligible children ages zero to five years old on a monthly basis.

The bill also creates the "Imagination Library of Missouri Program Fund" and directs the General Assembly to appropriate at least \$5 million annually to the Fund and for DESE to develop rules for the distribution of the funds to school districts.

The Program will sunset four years from the effective date.

#### LITERACY ADVISORY COUNCIL (Section 186.080)

The Commissioner of Education shall establish the "Literacy Advisory Council". The Council shall include members representing stakeholder groups listed in the bill. The Council shall provide recommendations to the Commissioner and the SBE regarding any identified improvements to literacy instruction and policy for students as set forth in the bill.

#### VEHICLES USED TO TRANSPORT SCHOOL CHILDREN (Sections 302.010 & 304.060)

This bill modifies a definition of "school bus" to include only vehicles designed for carrying more than 10 passengers.

The bill also provides that school districts shall have the authority to use vehicles other than school buses to transport school children, specifies that the SBE shall not adopt rules or regulations governing the use of transportation network companies for the transportation of school children, repeals the requirement that drivers of non-school-bus vehicles transporting school children have a school bus driver's license endorsement, and provides that the vehicles other than school buses shall meet any additional requirements of the school district.

The SBE shall not require an individual using a motor vehicle with a gross vehicle weight of 12,000 pounds or less 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.

**CCS HCS SS SCS SBs 775, 751 & 640 -- JUDICIAL PROCEEDINGS [view \(8\).pdf](#)**

This bill modifies provisions relating to judicial proceedings. The main provisions of the bill deal with child sex trafficking and orders of protection. Chapter 573 changes several provisions relating to child sex crimes and sexual exploitation of a minor. One section that I want to bring to your attention is Section 573.550....

**OFFENSE OF PROVIDING EXPLICIT SEXUAL MATERIAL TO A STUDENT** (Section 573.550)

This bill provides that a person commits the offense of providing explicit sexual material to a student if such person is affiliated with a public or private elementary or secondary school in an official capacity and, knowing of its content and character, such person provides, assigns, supplies, distributes, loans, or coerces acceptance of or the approval of the providing of explicit sexual material to a student or possesses with the purpose of providing, assigning, supplying, distributing, loaning, or coercing acceptance of or the approval of the providing of explicit sexual material to a student.

This offense is a class A misdemeanor.

As used in this section, the following terms shall mean:

(1) "Explicit sexual material", any pictorial, three dimensional, or visual depiction, including any photography, film, video, picture, or computer-generated image, showing human masturbation, deviate sexual intercourse as defined in section 566.010, sexual intercourse, direct physical stimulation of genitals, sadomasochistic abuse, or emphasizing the depiction of postpubertal human genitals; provided, however, that works of art, when taken as a whole, that have serious artistic significance, or works of anthropological significance, or materials used in science courses, including but not limited to materials used in biology, anatomy, physiology, and sexual education classes shall not be deemed to be within the foregoing definition;

(2) "Person affiliated with a public or private elementary or secondary school in an official capacity", an administrator, teacher, librarian, media center personnel, substitute teacher, teacher's assistant, student teacher, law enforcement officer, school board member, school bus driver, guidance counselor, coach, guest lecturer, guest speaker, or other nonschool employee

who is invited to present information to students by a teacher, administrator, or other school employee. Such term shall not include a student enrolled in the elementary or secondary school.

**SS SCS HCS HB 1552 -- ALTERNATIVE EDUCATION PROGRAMS** [3565S.11T.pdf \(mo.gov\)](#)

This bill modifies provisions relating to alternative education programs.

**FUNDING FOR CHARTER SCHOOLS (Section 160.415, RSMo)**

The bill changes the state aid remitted to charter schools and creates a "Charter Public School Commission Revolving Fund" in the State Treasury.

This bill modifies provisions relating to the Virtual School Program and specifies that the Missouri Course Access and Virtual School Program shall offer nonclassroom-based instruction in a virtual setting.

**BILLS THAT DID NOT PASS:**

**HOUSE BILL 2369 AND SENATE BILL 835 – HOME SCHOOL STUDENT ACTIVITIES** [4834H.02C.pdf \(mo.gov\)](#)

This bill specifies that a school district shall not be a member of, or remit any funds to, any statewide activities association that prohibits a home school student from have the ability to try out or audition for team or club membership in any event or activity offered by the school district, and a school district shall not prohibit a student from trying out or auditioning for team or club membership in any event or activity. A home school student may be required to participate in one class per day for sixth through eighth-grade and one-half unit of credit for ninth through twelfth grade per semester.

MAAE worked with the sponsor last year to amend language to the bill to allow co-curricular classes to allow seat time. However, MAAE still opposes this legislation and it did not make final passage.

**OTHER:** MAAE tracked over 62 pieces of legislation throughout the legislative session. See list here: [Report - 2022-05-23T123738.973.html](#)

Many challenging issues such as open enrollment, critical race theory and curricula review, immunization requirements, Parents' Bill of Rights, transgender athletes in school activities, etc., demanded a lot of debate time; however, did not make final passage.

Once again, thank you for the opportunity to represent MAAE at the State Capitol. If you have questions, please contact me at [kynaiman@earthlink.net](mailto:kynaiman@earthlink.net)

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