

CCS HCS SCS SBs 493, 485, 495, 516, 534, 545, 595, 616 & 624 --
ELEMENTARY AND SECONDARY EDUCATION

(Vetoed by the Governor)

This bill changes the laws regarding elementary and secondary education.

DEFINITIONS (Sections 160.011 and 167.848, RSMo)

The definition of "graduation rate" is revised to the graduation rate determined by the annual performance report required by the Missouri School Improvement Program. The bill adds definitions relating to the accreditation and transfers programs.

SCHOOL SCHEDULES AND CALENDARS (Sections 160.041, 163.021, 163.073, and 171.029 - 171.033)

Currently, public schools are required to be in session for a minimum of 174 days and 1,044 hours. The bill removes the requirement for days beginning with school year 2015-2016 and only requires 1,044 hours of attendance. Beginning with the 2015-2016 school year, in any regular or summer school term, the school days must be scheduled so that no school day is rescheduled during the week of July 4th if the holiday falls on a business day or to have at least four days off if the holiday falls on a weekend. Beginning in the 2015-2016 school year, the required number of hours of attendance for kindergarten pupils must be 522. The provisions allowing a school board to adopt a four-day school week will terminate on July 1, 2015. School calendars must specify the days of planned attendance as of school year 2015-2016. Beginning in the 2015-2016 school year, the school calendar must include 36 make-up hours for possible loss of attendance due to inclement weather. School districts that prefer to start before the statutory start date must hold a hearing on the matter on a separate date from a regularly scheduled board meeting.

The school board of any provisionally accredited or unaccredited district or district for which the three-year average annual performance report is consistent with those classifications may increase the length of the school day or year above the statutory minimum. The Extended Learning Time Fund is created to be used for schools that extend their school day or hours of instruction. The requirements for make-up days are also changed from days to hours, beginning with 2015-2016 school year.

CHARTER SCHOOLS (Sections 160.400 - 160.417 and 163.036)

The school board of a district that is accredited without

provisions or a combination of the school boards of districts that are accredited without provisions may sponsor charter schools in unaccredited districts. When a sponsor notifies a charter school of closure, the Department of Elementary and Secondary Education must withhold funds from the school to assure all obligations of the school will be met, and if funds are not sufficient, a court may determine the prioritization of the distribution of assets.

Currently, a charter must be a legally binding performance contract. The bill revises this requirement so that a charter must include a legally binding performance contract. Currently, the State Board of Education must approve a charter by December 1 of the year prior to the proposed opening date of the charter school. The bill changes the date to by January 31 before the school year of the proposed opening date. Currently, when a charter application to the state board is submitted, it must include a statement of finding that the application meets statutory requirements; this provision is changed to specify that the statement is to be made by the sponsor.

The state board must approve or disapprove a charter application within 60 days of its receipt. Any charter application received on or before November 15 of the year prior to the proposed opening of the charter school must be considered by the state board within 60 days. At the end of 60 days, the charter application will be deemed approved unless the state board disapproves it on the grounds that it fails to meet statutory requirements or that the sponsor has previously failed to meet the statutory responsibilities of a sponsor. Any disapproval must be in writing and identify the specific failures of the application to meet the statutory requirements. The written disapproval must be provided to the sponsor within 10 business days. The department must calculate and publish an annual performance report for each charter school.

The bill establishes the requirements for being classified as a high-quality charter school and requires expedited opportunities to replicate or expand into unaccredited districts and the city school districts of St. Louis and Kansas City subject to conditions and time lines specified in the bill.

Currently, a charter school may not charge tuition. The bill revises this provision to specify that a charter school may not charge tuition or impose a fee that a school district is prohibited from charging or imposing.

The bill exempts a charter school in its first three years of operation from the provisions regarding being classified as experiencing financial stress, but the exemption is not applicable

to funds received from the United States Department of Education.

When a local school board sponsors a charter school, it may only submit an estimate of the district's weighted average daily attendance for the current year. The school board is prohibited from using a weighted average daily attendance count from any preceding year for the purposes of determining the amount of state aid to which it is entitled.

SCHOOL DISTRICT ACCREDITATION (Sections 161.084 and 161.086)

The State Board of Education cannot classify a school district as unaccredited or reclassify an accredited district as provisionally accredited when there is no state board member who is a resident of the Congressional district in which the school district is located until the Governor has received notice from the state board of its intent to change the classification, after which the Governor must make the appointment within 30 days of the notification.

When the state board assigns classification designations to school districts, it must use one of the following designations: unaccredited, provisionally accredited, accredited, or accredited with distinction.

ASSISTANCE TEAMS (Section 161.086)

The State Board of Education must develop and implement a process to provide assistance teams to borderline and underperforming districts. The bill specifies the membership and a time line for the teams for 2014-2015 school year, requiring that districts with the lowest annual performance scores be given priority. The team's suggestions are mandatory for underperforming districts, but not for borderline districts.

ATTENDANCE CENTER ACCREDITATION (Section 161.238)

The State Board of Education must adopt a system of classification that accredits attendance centers (individual schools) within a district separately from the district as a whole. The state board may consider certain types of attendance centers as exempt from classification. Separate special education schools and juvenile detention centers within a special school district are not subject to this provision, although the annual performance scores of all of the schools in a special school district must continue to be reported. Classification by attendance center will not be subject to the two-year delay on accreditation rule changes required for district accreditation.

STATE BOARD OF EDUCATION INTERVENTION POWERS (Section 162.081)

The State Board of Education may lapse all or a part of an unaccredited school district. If it appoints a special administrative board (SAB) for the operation of a part of the district, the state board must determine an equitable apportionment of state and federal aid, and the district must provide local revenue in proportion to the weighted average attendance of the part governed by the SAB. The SAB must not have more than 49% of its membership comprised of the elected school board members of the district. Neither the state board nor the SAB may raise the tax levy of the district without a public vote, except as provided by law. When the state board determines an alternative governing structure for an unaccredited district, the alternative form of governance will retain the authority granted to the board; will expire at the end of the third year of its appointment unless reauthorized; will not be deemed to be the state or a state agency; and will not be considered a successor entity for purposes of employment contracts, unemployment compensation, or any other purpose.

If the state board reasonably believes that a school district is unlikely to provide for the minimum school hours required by Section 163.021 because of financial difficulty, the state board may, prior to the start of the school term, allow continued governance by the existing district school board under terms and conditions established by the state board. As an alternative, the state board may lapse the corporate organization of the district and implement one of the options available to the state board to intervene in an unaccredited district. These provisions must not apply to a district solely on the basis of financial difficulty resulting from tuition and transportation expenses under a student transfer program.

LOCAL EFFORT CALCULATION AND BOUNDARY LINE CHANGES (Section 162.432)

Currently, the calculation of local effort uses a school district's assessed valuation figure from 2004. When a change in school district boundary lines occurs, the Department of Elementary and Secondary Education must adjust each affected district's local effort calculation based on the land area adjustments from the boundary line change using 2004 assessed valuation data.

VIRTUAL COURSES (Section 162.1250)

Currently, when a resident student completes a virtual course offered by his or her school district, the student's attendance is calculated as 94% of the hours of attendance for the class in a non-virtual program. The bill specifies that when a student is a

candidate for A+ Schools Program tuition reimbursement, the school must attribute at least 95% attendance to any student who has completed the virtual course.

TRANSIENT STUDENTS (Sections 162.1303 and 162.1305)

The Department of Elementary and Secondary Education must annually calculate a transient student ratio for each public school building and each school district. The transient student ratio must be published on the department's website and in the school accountability report card for each district and public school building. The department must also publish on its website the state's aggregate transient student ratio. The transient student ratio must be calculated using specified data, including the number of students enrolled in the district or school, the number of students who withdraw from the district or school, and the number of students who are enrolled, withdrew, and later reentered the district or school. Each school district must report annually to the department any information and data necessary for the department to calculate transient student ratios. The scores of transient students on a statewide assessment must not be included when calculating the status or progress scores on the district's annual performance report in the student's first year and must be phased in over a three-year period as specified in the bill.

PARENT NOTIFICATION OF UNACCREDITED STATUS AND HOME VISITS (Section 162.1310)

When a district or attendance center is classified as unaccredited, the district must notify the parents or guardians of the enrolled students of the loss of accreditation within seven business days. The notice must also include an explanation of what attendance options are and any services for which the student may be eligible. This notice must be posted in district school buildings and must be sent to district taxpayers and each political subdivision located in the boundaries of the school district.

The school board of any district with an underperforming school must adopt a policy regarding the availability of home visits by school personnel. The school board's policy may provide that the parent or guardian of a student enrolled in any school may be offered the opportunity to have at least one annual home visit and must offer an opportunity for a meeting at the school or other mutually agreeable site.

PROFESSIONAL DEVELOPMENT SPENDING AND FUND PLACEMENT REQUIREMENTS (Section 163.410)

The bill specifies that school districts' compliance with the

professional development funds spending requirement and the fund placement and expenditure requirements must be excused in fiscal years 2015 and 2016 if the funding formula is not fully funded or the appropriation for the transportation categorical is funded at a level less than 75% of the allowable costs and in the following fiscal year if the Governor withholds funds from the school foundation formula in fiscal years 2015 or 2016.

HARDSHIP TRANSPORTATION ASSIGNMENTS (Section 167.121)

The tuition amount that the sending district must pay to the receiving district when the Commissioner of Education reassigns a student because of a transportation hardship must be the lesser of the student's district of residence's current expenditure per average daily attendance for the previous school year and the receiving district's current expenditure per average daily attendance for the previous school year.

For any student residing in St. Louis City, Jackson County, St. Louis County, and any county adjoining to St. Louis County, it must be a rebuttable presumption that the student's residence is so located that attendance in the district of residence constitutes an unusual or unreasonable transportation hardship because of natural barriers, travel time, or distance if the actual driving distance from the pupil's residence to the attendance center in his or her district of residence is at least 17 miles by the shortest route, the attendance center to which the pupil would be assigned is at least seven miles closer in actual driving distance than the attendance center in the district of residence, and the pupil's attendance will not cause the classroom in the receiving district to exceed the maximum number of students per class as determined by the receiving district.

STUDENT TRANSFERS IN K-8 DISTRICTS (Section 167.131)

Currently, the school board of a school district that does not maintain an accredited school is required to pay the tuition and provide transportation of resident pupils who attend an accredited school in another district of the same or an adjoining county. This provision currently applies to both unaccredited school districts and K-8 school districts that do not offer high school grades. The provision is revised so that it only applies to K-8 school districts.

STUDENT RETENTION AND PROMOTION, READING INSTRUCTION, AND PERSONALIZED LEARNING PLANS (Sections 167.642 and 167.730)

Underperforming districts in St. Louis County, as described in the bill, are prohibited from promoting any student from the fifth

grade to the sixth grade or from the eighth grade to the ninth grade who has not scored at the proficient level or above on the statewide assessments in the areas of English language arts and mathematics. However, this provision must not apply to any student with an individualized education program (IEP) or any student with a plan prepared under Section 504 of the Rehabilitation Act of 1973.

Beginning July 1, 2015, every public school in the St. Louis City School District and the Kansas City School District, including charter schools, must incorporate a response-to-intervention tiered approach to reading instruction for students determined by their school to need additional or changed instruction to make progress as readers. At a minimum, the reading levels of students in kindergarten through tenth grade must be assessed at the beginning and middle of the school year. Students who score below district benchmarks must be provided with intensive, systematic reading instruction.

Beginning January 1, 2015, and each January 1 thereafter, each public school in the St. Louis City School District and the Kansas City School District, including charter schools, must prepare a personalized learning plan for any kindergarten or first grade student whose most recent school-wide reading assessment result shows the student is working below grade level, with certain exceptions. For any student with a personalized learning plan, the student's main teacher must consult with the student's parent or guardian about the plan and must have the written consent of the parent or guardian to implement it. If a student is still performing below grade level through the end of the first grade year, the school must refer him or her for assessment to determine if an IEP is necessary. If an IEP is not necessary, the personalized learning plan must remain in place until the student is reading at grade level.

Any student who is not reading at the second grade level in the St. Louis City School District and the Kansas City School District by the end of second grade can be promoted to third grade only if the school provides additional reading instruction during the summer and demonstrates the student is ready for third grade at the end of summer school; the school provides a "looping" classroom in which the student continues with the same teacher for multiple years but if the student is not reading at the third grade level by the end of third grade, the student must be retained; or the student's parents or guardians sign a notice that they prefer to have the student promoted. The school must have final determination on the issue of retention.

The St. Louis City School District, the Kansas City School

District, and each charter school located in them must provide in its annual school accountability report card the numbers and percentages by grade from first grade to tenth grade of any students at any grade level who have been promoted but who have been determined as reading below grade level.

A school district or charter school may provide for an equivalent student promotion and retention program or a reading instruction program with the oversight and approval of the department.

SCHOOL DISTRICT IMPROVEMENT MEASURES (Sections 167.685 and 167.687)

Any unaccredited district must offer free tutoring and supplemental education services to underperforming and struggling students using moneys from the newly created School District Improvement Fund to the extent that the funds are available. A district may implement these services by contract with a public library for online tutoring services. An underperforming district may perform any or all of the following: implement a new curriculum, retain an outside expert to advise on regaining accreditation, enter into a contract with an education management organization with a demonstrated record of effectiveness, enter into a collaborative relationship and agreement with an accredited district in which teachers from both districts may exchange positions for two school weeks, or any other change allowed by law that the school board reasonably believes will result in improved performance for accreditation purposes.

STUDENT TRANSFERS FROM UNACCREDITED DISTRICTS (Sections 167.825 - 167.827)

For school year 2014-2015, students who participated in the transfer program that existed on July 1, 2013, must be allowed to participate under the same terms that governed the transfers in school year 2013-2014, except for the tuition amount. If an unaccredited district becomes provisionally accredited or accredited, any resident student who transferred must be permitted to continue his or her educational program through the completion of middle school, junior high school, or high school, whichever occurs first. However, the student must have previously attended a school in the unaccredited district for at least one semester before initially transferring, unless the student was entering kindergarten or was a first grade student, and must continue to reside within the unaccredited district. A student who returns to his or her district of residence must be ineligible to transfer again. Any student who transferred from an unaccredited district to an accredited district in the same or an adjoining county in school year 2013-2014 but did not attend a public school for at least one semester in the unaccredited district prior to the

transfer is no longer eligible to transfer in school year 2014-2015.

Any student who is enrolled in and has attended an unaccredited school in an unaccredited district for at least one semester may transfer to another accredited school in his or her district of residence that offers the student's grade level of enrollment. However, a transfer cannot result in a class size and assigned enrollment in the receiving school that exceeds the standards for class size and assigned enrollment under the Missouri School Improvement Program's resource standards. The school board of each unaccredited district must determine the capacity at each of the district's accredited schools. The district's school board is responsible for coordinating transfers from unaccredited schools to accredited schools within the district. The school board must annually report to the appropriate local education authority the number of available slots in accredited schools, the number of students who request to transfer within the district, and the number of transfer requests that are granted.

A student who is enrolled in and has attended an unaccredited school in an unaccredited district for at least one semester who is unable to transfer to another accredited school in his or her district of residence may apply to the appropriate education authority by March 1 to transfer to an accredited school in an accredited district in the same or an adjoining county or a nonsectarian private school in the district of residence. A student who is eligible to begin kindergarten or first grade at an unaccredited school in an unaccredited district may apply to the appropriate education authority for a transfer if he or she resides in the attendance area of an accredited school in an unaccredited district on March 1 preceding the school year of first attendance. A student who does not apply by March 1 is required to enroll and attend for one semester to become eligible. Any transfer student who does not maintain residence in the attendance zone of his or her unaccredited school in the unaccredited district will lose transfer eligibility. A student who withdraws from the transfer will also lose transfer eligibility.

An unaccredited or provisionally accredited district or school is not eligible to receive transfer students. However, a student who chooses to attend a provisionally accredited school in the unaccredited district must be allowed to do so if there is an available slot. A district or school with a three-year average score of 75% or lower on its annual performance report is not eligible to receive transfer students except for any student who was granted a transfer prior to the effective date of the bill.

A district that receives student transfers cannot be required to

exceed the class size and assignment enrollment standards of its district-approved policy on class size; hire additional classroom teachers; or construct additional classrooms unless its board has approved the actions.

Each receiving district has the right to establish a policy for desirable class size and student-teacher ratios based on objective means and will not be required to accept any transfer students that would violate its policy. A policy may allow for estimated growth in the resident student population. A district that adopts a policy must do so annually by January 1. If a transfer student is denied admission based on a lack of space under the district's policy, the student or his or her parent or guardian may appeal the ruling to the state board. The state board may limit the district's policy if it finds the district's policy is unduly restrictive to student transfers. The state board's decision will be final.

Each receiving district must annually adopt a policy establishing a tuition rate by February 1. The rate of tuition to be paid by the sending district is the per-pupil cost of maintaining the receiving district's grade level grouping. However, a receiving district is prohibited from receiving tuition from a sending district that exceeds the receiving district's per pupil expenditure for its resident students. If any receiving district chooses to charge a rate of tuition that is 70% or less of the per-pupil cost of maintaining the sending district's grade level grouping, the statewide assessment scores and all other performance data for those students whom the district received must not be used for five school years when calculating the performance of the receiving district for purposes of the Missouri School Improvement Program.

The school board of a receiving district may choose to charge a rate of tuition less than the amount that would otherwise be calculated under the statutory calculation. If the receiving district chooses to charge a rate of tuition that is less than 90% of the rate that would otherwise be charged, 10% of the receiving district's tuition rate must be paid from the newly created Supplemental Tuition Fund.

Any district that received transfer students in the 2013-2014 school year may adjust the tuition paid by the sending district to 70% of the per-pupil cost of maintaining the sending district's grade level grouping. If a district adjusts its tuition rate, the statewide assessment scores and performance data for the transfer students must not be used for five school years when calculating the receiving district's performance for purposes of the Missouri School Improvement Program.

If an unaccredited district becomes provisionally accredited or accredited, any resident student who transferred to an accredited district or to a nonsectarian private school must be permitted to continue his or her educational program through the completion of middle school, junior high school, or high school, whichever occurs first.

A student's district of residence may provide transportation for the student to attend another accredited district but must not be required to do so.

When the costs associated with the provision of special education and related services to a student with a disability exceed the established tuition amount, the unaccredited district must remain responsible for paying the excess costs to the receiving district. When the receiving district is a component district of a special school district, the unaccredited district must contract with the special school district for the entirety of the costs to provide special education and related services, excluding transportation. The special school district may contract with an unaccredited district for the provision of transportation. A special school district must continue to provide special education and related services, with the exception of transportation, to a student with a disability transferring from an unaccredited district within the same or a different component district. When the St. Louis City School District is declared unaccredited, it must remain responsible for the provision of special education and related services, including transportation, to students with disabilities. A special school district may contract with the St. Louis City School District. Regardless of whether transportation is identified as a related service within a student's IEP, a receiving district that is not part of a special school district must not be responsible for providing transportation. An unaccredited district may contract with a receiving district that is not part of a special school district for transportation. When a district other than St. Louis City is declared unaccredited, it may contract with a receiving district that is not part of a special school district for the reimbursement of special education and related services.

By August 1, 2014, and by January 1 annually, each accredited district in the same or an adjoining county to an unaccredited district must report to the education authority for the county in which the unaccredited district is located the number of its available enrollment slots by grade level. Each unaccredited district must report the number of available enrollment slots in the district's accredited schools. Each nonsectarian private school in an unaccredited district that wishes to participate in the transfer program must provide the required information by the same date. Each education authority with an unaccredited district

in its geographic area must make information and assistance available to parents who intend to transfer their child to an accredited district or to a nonsectarian private school. A parent or guardian who intends to transfer his or her child must send initial notification to the appropriate education authority by March 1 for enrollment in the subsequent school year. The education authority must assign the transfer student to an accredited district in the same or an adjoining county or a nonsectarian private school. The education authority must give first priority to a student who lives in the same household with any family member within the first or second degree of consanguinity or affinity who already attends an accredited school and who applies to attend the same accredited school. If insufficient enrollment slots are available for a student to transfer, that student must receive first priority the following school year. The authority must only disrupt student and parent choice for transfer if a receiving district's available slots are requested by more students than there are slots available. The authority must consider the following factors in assigning schools: the student's or parent's choice of the receiving school, the best interests of the student, and distance and travel time. The authority must not consider student academic performance, student free and reduced lunch status, or athletics. An education authority may deny a transfer to a student who in the most recent school year has been suspended from school two or more times or has been suspended for an act of school violence.

STUDENT TRANSFERS TO NONSECTARIAN PRIVATE SCHOOLS (Section 167.828)

In St. Louis City, St. Louis County, and Jackson County, the school board of an unaccredited district that operates an unaccredited school must pay tuition for any student who has enrolled in and attended an unaccredited school in the district for one semester to attend a nonsectarian private school located in the district using funds from the district's operating levy for school purposes. The tuition amount cannot exceed the lesser of the nonsectarian private school's tuition or 70% of the unaccredited district's cost of maintaining a grade level grouping.

A nonsectarian private school will only qualify to receive tuition payments under these provisions if it is accredited by the North Central Association Commission On Accreditation and School Improvement or demonstrates similar academic quality credentials to the Department of Elementary and Secondary Education, administers or allows for the administration of the statewide assessments in English language arts and mathematics for transfer students, complies with all health and safety laws or codes that apply to nonpublic schools, holds a valid occupancy permit if required by its municipality, certifies that it will not discriminate in

admissions as specified in the bill, and files a statement of intent to accept transfer students with the department. Private nonsectarian schools that choose to receive transfer students must adhere to specified provisions of Missouri state school law. Any participating nonsectarian private school must provide data to the department for the production of an annual performance report. When the total enrollment of a nonsectarian private school consists of 25% transfer students, the school must conform to the performance standards of the Missouri School Improvement Program to continue its eligibility for the program. The district of residence may provide transportation but is not required to do so. An unaccredited district must use funds from the operating levy for school purposes to pay the tuition for students who attend a nonsectarian private school.

The option for a student to enroll in and attend a nonsectarian private school must be authorized by the school district's voters at a general election as described in the bill. A majority vote is required for authorization. Regardless of whether the voters authorize the private school option, students may transfer to a private school if a district remains classified as unaccredited for three consecutive years of the district being unaccredited. Where costs associated with the provision of special education and related services to a student with a disability exceed the established tuition amount, the unaccredited district must remain responsible to pay the excess cost to the nonsectarian private school.

REGIONAL EDUCATION AUTHORITIES (Sections 167.830 - 167.845)

Three separate regional education authorities are created to coordinate student transfers from unaccredited districts to accredited districts, one for St. Louis City, St. Louis County, and adjoining counties; a second authority for the Kansas City area, consisting of Jackson County and adjoining counties; and a third authority for the rest of the state. Each authority will consist of five members, as specified in the bill, appointed by the Governor with the advice and consent of the Senate, who will serve for a term of six years. The authority must coordinate and collaborate with local districts and local governments for the student transfers. Parents who want to transfer their child to another district must notify the appropriate regional education authority by March 1. The education authority will assign students to districts using the admissions process specified in the bill.

SHARING OF SUPERINTENDENTS (Section 168.205)

Two or more school districts may share a superintendent who possesses a valid Missouri superintendent's license without seeking

approval from the Department of Elementary and Secondary Education.

ON-LINE TUTORING SERVICES THROUGH A PUBLIC LIBRARY (Section 170.215)

A school district may enter into a contract with a public library to provide on-line tutoring services through a third-party vendor or a nonprofit organization for the district's students. Tutoring services must be conducted through any compatible computer to participating students who have a library card, both within and without the library facility. Tutoring services may include assistance with homework, collaboration and study tools in various school subjects, access to writing assistance productivity software, and test preparation tools. A contract may allow dedicated access to assistance during specified hours of the day and specified days of the week. A contract may allow students to submit questions to tutors or join on-line study groups. On-line tutoring services must be designed and implemented to protect student privacy, prohibit voice communication between the parties, and prohibit face-to-face visual communication. An employee of any third-party vendor or nonprofit organization with which a public library has contracted for the tutoring services must not solicit personally identifiable information from any participating student. Each school district offering tutoring services must maintain an archive of all communications between students and tutors for two years that must be accessible to district officials and tutoring supervisors.

PARENT PORTAL FUND (Section 170.320)

The Parent Portal Fund is created to assist districts in establishing and maintaining a parent portal so parents may have access to educational information and student data by mobile technology.

SCHOOL PROPERTY AGREEMENTS (Sections 177.011 and 177.088)

Currently, a school board cannot lease or rent a building to be used for school purposes while the district school is unoccupied. The bill allows an exception for lease agreements entered into under the provisions of Section 177.088, regarding agreements with not-for-profit corporations.

Currently, a school district board, community college board, or college or university board for an institution organized under Chapter 174 may enter into an agreement with a not-for-profit corporation to acquire, construct, improve, extend, repair, remodel, or finance sites, buildings, facilities, furnishings, and equipment for the use of the institution for educational purposes.

The bill repeals the requirement that it be a not-for-profit corporation and repeals the provision allowing the governing board of an educational institution to refinance any lease purchase agreement if it satisfies at least one of the specified conditions for the purpose of payment on any lease with a corporation for sites, buildings, facilities, furnishings, or equipment which the corporation has acquired or constructed.

CHILDREN'S SERVICES FUND (Section 210.861)

In fiscal years 2015 and 2016, in St. Louis County, up to 5% of the fiscal year's revenues in the Children's Services Fund must be devoted to a grant program to deliver services directly to schools in unaccredited or provisionally accredited districts. The board of directors of the fund must undertake a needs assessment for any of these school districts within 90 days after receiving notification. The needs assessment must be used as a basis for the contracting of mental health wraparound services. The board must appoint one of its members to a direct school service coordinating committee. Additional members of the direct service coordinating committee must include a social worker appointed by the board, two parents of students as specified in the bill appointed by the school board of each affected district, the superintendent of each affected district, and a school service staff member appointed by the school board of each affected district. The committee must provide recommendations and oversight to the program of contracted services. Any moneys distributed from the fund is subject to an annual audit. These provisions will terminate on June 30, 2016.

SCHOOL TRANSFER AND IMPROVEMENT TASK FORCE (Section 1)

The School Transfer and Improvement Task Force is established within the Department of Elementary and Secondary Education to study the means to address failing schools, including the creation of a school improvement district; developing options for school transfer finance formulas; best practices for how to design and finance public virtual and blended schools; and best practices and possible pilot projects to assist transient students. The task force will consist of the following members:

- (1) Three members of the Senate, appointed by the President Pro Tem, of whom not more than two can be of the same party;
- (2) One member from an education policy research organization in Missouri, appointed by the President Pro Tem of the Senate;
- (3) Three members of the House of Representatives, appointed by the Speaker, of whom not more than two can be of the same party;

(4) One member from a statewide business association, appointed by the Speaker of the House of Representatives;

(5) The Commissioner of Education, or his or her designee;

(6) One member from an education organization consisting exclusively of elected officials, appointed by the Commissioner of Education; and

(7) The Lieutenant Governor, or his or her designee.

The task force must make recommendations by February 1, 2015, to the General Assembly. These provisions will expire on April 31, 2015.

The bill contains an emergency clause.