

HCS SS SCS SB 152 -- EDUCATION

SPONSOR: Hoskins (Christofanelli)

COMMITTEE ACTION: Voted "Do Pass with HCS" by the Standing Committee on Elementary and Secondary Education by a vote of 17 to 0. Voted "Do Pass" by the Standing Committee on Rules- Legislative Oversight by a vote of 11 to 0.

The following is a summary of the House Committee Substitute for SB 152.

This bill modifies provisions related to education.

SECLUSION AND RESTRAINT POLICIES (Section 160.263, RSMo.)

This bill defines "restraint" and "seclusion" and requires school districts, charter schools, or publicly contracted private providers to include in policy a prohibition on the use of restraint and seclusion, including "prone restraint" as defined by the bill, for any purpose other than situations or conditions in which there is imminent danger of physical harm to self or others. Any incident requiring restraint or seclusion shall be monitored by school personnel with written observation. The bill requires that before July 1, 2022 each school district, and charter school, or publicly contracted private providers policy shall include:

- (1) When to remove a child from restraint, seclusion, or isolation;
- (2) Requirement for annual mandatory training;
- (3) Reporting requirements for any occurrence of restraint, seclusion or isolation as outlined in the bill, including the reporting requirements for parental notification and providing a copy of each report to the Department of Elementary and Secondary Education (DESE);
- (4) Notification requirement for each occurrence of a restraint, seclusion, or isolation incident to parents or guardians within one hour after the end of school on the day the incident occurs; and
- (5) Protections for individuals that report or provide information about violations of policy under this section.

These provisions are the same as HB 387 (2021)

SHOW ME SUCCESS DIPLOMA PROGRAM (Section 160.560)

This bill establishes the "Show Me Success Diploma Program" as an alternative pathway to graduation for high school students. Students may earn the Show Me Success Diploma beginning at the end of a student's 10th grade year. By July 1, 2022, the Department of Elementary and Secondary Education 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 pupil, shall be deposited into an account that lists the pupil as the beneficiary.

Currently, an adult high school includes on-site child care for the children of students, this bill removes the on-site requirement and specifies that an adult high school is considered a "secondary school system" in regards to providing child care. The bill also adds that a student connected online to a live class is considered in-person instruction for an adult high school student.

This bill establishes the "Competency-Based Education Task Force" to study and develop competency-based education programs in public schools. The Task Force members will be appointed before October 31, 2021: two members of the House of Representatives appointed by the Speaker, two members of the Senate appointed by the President Pro Tem, four members appointed by the Governor. The Commissioner or his or her designee shall also serve on the Task Force. The members of the Task Force will represent the geographic diversity of the state.

The requirements, duties and obligations of the Task Force are outlined in the bill. A report shall be presented to the Speaker of the House of Representatives, the President Pro Tem of the Senate, the Joint Committee on Education, and the State Board of Education by the first of December annually.

This bill changes the Missouri Education Savings Program to the "Missouri Education Program" and changes the definition of an "eligible education institution" to an eligible education institution as defined in Section 529 of the Internal Revenue Code.

These provisions shall expire August 28, 2028.

These provisions are the same as HB 624 (2021)

#### EXTENDED LEARNING OPPORTUNITY (Section 160.565)

Beginning in the 2022-23 school year the State Board of Education (SBE) and each local school board shall routinely inform students and their parents of the ability to earn credit for participating in extended learning opportunities, as defined in the bill to include out-of-classroom learning experiences that provide enrichment opportunities or career readiness as outlined in the bill. These extended learning opportunities shall count as a credit toward graduation requirements upon submission of a written request for credit and proof of successful completion. The State Board shall develop policies relating to extended learning opportunities which shall include an application process, list of entities, among other specified criteria.

#### NURSING ACCOMMODATIONS IN PUBLIC SCHOOLS (Section 160.3005)

This bill requires the DESE to develop a model policy, by January 1, 2022 relating to accommodations for breastfeeding. Public school districts must adopt a written policy by July 1, 2022.

The policy must include provisions to provide accommodations to lactating employees, teachers, and students to express, or breast-feed for each public school building within the district for at least a year after the birth of a child. Accommodations must meet requirements as specified in bill and districts must provide a minimum of three opportunities during a school day to express or breast-feed.

These Provisions are the same as HB 254 (2021)

#### SCHOOL INNOVATION WAIVER (Section 161.214 and 162.1250).

This bill provides a definition for a "school innovation team" and for a "school innovation waiver" and allows school innovation teams to submit a plan to the State Board of Education (SBE) for a state innovation waiver for a variety of purposes as outlined in the bill.

Plans submitted to the SBE must include the provision of law for which the waiver is being requested, as well as demonstrate the necessity of the waiver, provide measurable performance targets and goals, and demonstrate support for the plan, along with additional requirements as provided in the bill.

The bill provides the SBE specific criteria for the evaluation of submitted plans and permits the SBE to make modifications to the plan with the cooperation of the school innovation team.

School innovation waivers are only effective for three years beginning the school year following the approval and may be renewed. Only one waiver may be in effect per school at a time, and specific restrictions to statutory requirements relating to school start date, teacher certification, teacher tenure, or any requirement imposed by federal law, are applicable

The bill increases the state school funding for attendance of a student enrolled in a virtual class from 94% to 95%.

These provisions are similar to HB 101 (2021)

#### EARLY LEARNING QUALITY ASSURANCE (Section 161.217)

This bill changes the Early Learning Quality Assurance Program from a pilot program to an established program, and adds four years to the sunset language set to expire in 2022 so the program will sunset August 28, 2025 unless reauthorized.

These provisions are similar to HB 1071 (2021)

#### INFORMATION TO BE PUBLISHED ON DEPARTMENT WEBSITE (Section 161.229)

Within thirty days of receipt or publication, the Department of Elementary and Secondary Education shall maintain and publish on its website any data or report sent to the Department from any federal agency and the full text of all state administrative rules and regulations related to elementary and secondary education. Such information shall be accessible and searchable from various electronic communication devices as described in the bill. By December 31st in every even-numbered year, the State Auditor shall review the Department's website for compliance with this section.

These provisions are similar to SB 55 (2021)

#### COMPETENCY BASED EDUCATION(Sections 161.380 and 161.385 and 162.1255)

This bill establishes the Competency-Based Education Grant Program. By application, the Department of Elementary and Secondary Education 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.

This bill establishes the Competency-Based Education Task Force to study and develop competency-based education programs in public schools. 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. Before December 1 of each year, 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.

Under this bill, school districts and charter schools shall 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.

These provisions shall expire on August 28, 2028.

These provisions are similar to HB 520; HB 624; and HB 625 (2021) and SB 33; SB 34; and SB 35 (2021)

#### INFORMATION PROVIDED TO STUDENTS (Sections 161.625 and 173.035)

This bill creates the "Students' Right to Know Act", which, beginning January 1, 2022, requires the Department of Higher Education and Workforce Development to annually collect and compile specified information to help high school students make more informed decisions about their futures and ensure they are adequately aware of the costs of four-year college and alternative career paths. The document must be available to the Department of Elementary and Secondary Education for distribution to public school guidance counselors by October 15th each year.

The information provided by the public institutions is also required to be available on the website of the Department of Higher Education and Workforce Development.

These provisions are the same as HB 355 (2021)

#### SCHOOL ACCOUNTABILITY BOARD (Section 161.890)

School Accountability Board established with members listed with the purpose shall advise the SBE and DESE on matters pertaining to the development and implementation of the state's school

improvement program. Presentation of results quarterly.

This provision is similar to a provision in SB 400 (2021).

#### TRAUMA INFORMED SCHOOLS RECORDS (Section 161.1050)

This bill modifies the Trauma Informed School Initiative to require participating schools to keep a record of specific incidents and to inform parents within 48 hours of a child's removal from a classroom due to an outburst.

This provision is the same as HB 743 (2021).

#### ANNEXATION OF SCHOOL DISTRICTS (Section 162.441)

Under current law, a school district may be attached to a community college district or to one or more adjacent seven-director school districts by a majority vote in the school district.

This bill repeals a provision in current law specifying the format in which the question for such annexation shall be submitted to the voters. This bill requires that the question be approved by the county commission in which the school district is located and requires the ballot language to include the tax rate and assessed valuation of the school district prior to and after approval.

#### SCHOOL DISTRICT MEETINGS (Section 162.686)

This bill prevents any public school districts and charter schools from prohibiting a parent or guardian from audio recording any meeting held under the Federal Individuals with Disabilities Education Act (IDEA) or a Section 504 plan meeting (Federal Rehabilitation Act of 1973).

Districts or charter schools may not require parents to provide more than 24 hours notice in order to record said meeting, and no school district employee who reports a violation under this section shall be subject to discharge, retaliation, or any other adverse employment action for reporting.

This bill includes this section in an emergency clause.

This provision is the same as HB 228 (2021).

#### GIFTED EDUCATION (Section 162.720)

Under this bill, if 3% or more of students enrolled in a school district or charter school are determined to be gifted, the district or charter school is required to establish a state-

approved gifted program for gifted children. If a school district or charter school has an average daily attendance of 350 students or fewer, the 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 6 hours of professional development focused on gifted development to be paid for by the district.

These provisions shall apply to school years beginning on or after July 1, 2023.

Approval of such programs shall be made by the Department based upon project applications submitted at a time and in a form determined by the Department.

This bill is similar to HB 306 (2021).

#### SPECIAL EDUCATION REIMBURSEMENT(Section 162.974)

Currently, DESE will reimburse school districts for the costs of special education for high-needs children with an Individualized Education Program (IEP) 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 the expenditures are claimed. This bill states that any money reimbursed to a school district, with 500 or less students, is excluded from such calculation.

This bill specifies that a school district shall submit the cost of serving any high-needs student with an IEP to DESE.

These provisions are the same as HB 64 (2021).

#### PRE-SCHOOL ATTENDANCE (Section 163.018)

The bill expands the definition of average daily attendance to include pupils that are between the age of three to five and meet the criteria set forth in the bill.

This provision is the same as HB 101 (2021).

#### MISSOURI EDUCATION SAVINGS PROGRAM (Sections 166.400, 166.410, 166.415, 166.420, 166.425, 166.435, 166.440, and 166.456)

Under this bill, the Missouri Education Savings Program is renamed the Missouri Education Program.

This bill modifies the definition of "eligible educational

institution" to include all eligible educational institutions, as defined in Section 529 of the Internal Revenue Code, rather than just institutions of postsecondary education.

This bill is similar to HB 475 (2021)

READING SUCCESS PLANS (Sections 161.097, 167.263, 167.268, and 167.645)

This bill will require the State Board of Education (SBE) to require literacy and reading coursework for teacher education programs aligned to certification for teachers in early childhood, elementary, language arts, English, special reading, and special education. Such coursework shall include the core components of reading, oral and written language development, identification of reading deficiencies and language difficulties, the administration of assessments, and the application of assessment data to the classroom.

This bill requires the SBE to collaborate with the coordinating board for higher education and the Literacy Advisory Council established in the bill to develop a comprehensive system for reading instruction.

This bill modifies current law regarding reading success plans, formerly known as reading intervention programs. Each local school district and charter school shall have on file a policy for reading success plans for any pupils of the district in grades kindergarten through four, rather than through grade three. Each policy shall be aligned with the guidelines developed by (DESE) for reading success plans.

Authority to develop guidelines to assist school districts and charter schools in formulating policies for reading intervention plans is transferred from the SBE to DESE. Any guidelines for instruction must meet the needs of the student by ensuring that instruction is explicit, systematic, diagnostic, and is based on phonological awareness, phonics, fluency, vocabulary, comprehension, morphology, syntax, and semantics. Frequent assessments are necessary to measure student progress.

Each local school district and charter school is required to include in an individual pupil's reading success plan, individual and small group reading development activities and to provide professional development and training on reading instruction and interventions to teachers.

As specified in this bill, each school district and charter school shall administer a reading assessment or set of assessments to each



student within the first 30 days of school for grades one through four, and by January 31 for kindergarten, unless a student has been determined in the previous school year to be reading at grade level or above. School districts and charter schools shall provide reading success plans to students with an individualized education plan (IEP) who have a reading deficiency, and for students receiving services under the Rehabilitation Act of 1973 whose service plan includes an element addressing reading.

This bill removes the requirement that school districts and charter schools design a reading success plan for the student's fourth-grade year if the student's third grade reading assessment determines the student is reading below second-grade level. The provision is replaced with a requirement that school districts and charter schools offer a reading success plan to each kindergarten through fourth grade student who exhibits a reading deficiency, has been identified as being at risk for dyslexia in the statewide dyslexia screening requirement, or has a formal diagnosis of dyslexia. The reading success plan shall be provided in addition to the core reading instruction provided to all students, and shall meet criteria specified in the bill.

Any kindergarten through fourth grade student who exhibits a deficiency in reading at any time, based upon local or statewide screening assessments, shall receive an individual reading success plan no later than 45 days after the identification of the deficiency. Such plan shall be created by the teacher and other pertinent school personnel, along with the parent or legal guardian, and shall describe the evidence-based reading improvement services the student shall receive. The reading success plan shall specify if a student was found to be at risk for dyslexia in the statewide dyslexia screening requirement or if the student has a formal diagnosis of dyslexia.

This bill specifies that, students who are not reading at grade level by the end of the second grade shall receive appropriate reading intervention to remedy the student's specific reading deficiency. Each school district and charter school shall conduct a review of student reading success plans for all students who are not reading at grade level by the end of the second grade, and shall address additional support services needed to remedy the areas of deficiency. School districts and charter schools shall provide improvement and support services set forth in the bill.

School districts and charter schools are required, as specified in the bill, to provide an appropriate acceleration for any student not reading proficient or above on a local or statewide third-grade reading assessment and has a reading success plan, and shall meet certain criteria listed in the bill. Currently, each student for

whom a reading success plan has been designed shall be given another reading assessment to be administered within 45 days of the end of the student's fourth-grade year. If such student is determined to be reading below third-grade level, the student shall be referred for an evaluation for an IEP and the district shall provide appropriate intensive structured literacy instruction on a one-to-one individualized basis. If the student does not qualify for an IEP under the state guidelines for qualification, the student shall continue to receive appropriate intensive structured literacy instruction on a one-to-one individualized basis until the student is reading at grade level.

If the student is still not reading at grade level upon completion of the sixth grade, the school district and charter school shall continue to provide a reading success plan to be implemented during the regular school day until such time as the student is reading at grade level, or upon graduation from high school.

Each school district and charter school is required to offer summer school reading instruction to any student with a reading success plan. Districts may fulfill the requirement through cooperative arrangements with neighboring districts or virtual schools.

The parent or legal guardian of any student who exhibits a deficiency in reading or has screened positive for the characteristics of dyslexia shall be notified in writing no later than 30 calendar days. This section has a delayed effective date of July 1, 2022.

This provision is the same as the HCS for HB 368 (2021).

#### STUDENTS WITH EPILEPSY AND SEIZURE DISORDERS (Section 167.625)

This bill establishes "Will's Law," requiring individualized health care plans to be developed by school district nurses 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 must 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 authorizing the sharing of medical information with other school employees as necessary.

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

This bill contains an emergency clause applying to these provisions.

These provisions are the same as SB 187 (2021).

#### STUDENT REQUIREMENTS (Section 167.903, 167.907, and 167.908)

Currently, Individual Career and Academic Plans (ICAP) are optional. This bill requires students to develop an ICAP which must be reviewed annually, by school personnel and the student's parent or guardian. The ICAP must now include a declaration of a student's postsecondary plan .

This bill requires students in public and charter schools to complete the Free Application for Federal Student Aid (FAFSA) before being eligible for a certificate of graduation. Exemptions to this requirement include enlistment in the Armed Forces, or parental consent.

The bill requires the Department of Higher Education and Workforce Development (DHEWD) to establish a procedure for high school students enrolled in career and technical education programs to complete an application for aid through the Employment and Training Administration of the United States Department of Labor under the federal Workforce Innovation and Opportunity Act.

The bill requires that DESE ensure that by the 2021-22 school year 50% of DESE area career centers have the means and capability to allow students to complete the application for aid. The percentage increases to 70% for the 22-23 school year, 90% for the 2023-24 school year, and by the 2024-25 school year and thereafter DESE will ensure that 100% of the area career centers will have the means and capability to allow students to complete the application.

This provision is the same as HB 101 (2021).

#### SUBSTITUTE TEACHER QUALIFICATIONS (Section 168.036)

This bill provides a new four year certification method for individuals that want to substitute teach. The State Board of Education will issue certificates with a background check and a sponsorship by a public school district. Applicants for

certification must also have at least 36 college hours or have completed a 20 hour online training and have a high school diploma or equivalence. Individuals must also complete a two hour orientation containing instruction on classroom management and developed by the district that sponsors them. Certificates will expire if the individual fails to substitute teach for at least five days or 40 hours in a calendar year.

The bill also requires the Department of Elementary and Secondary Education to develop an online substitute training program with 20 hours of training related to subjects appropriate for substitute teaching.

These provisions are the same as provisions in HB 608 (2021).

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

This bill expands on the criteria for career ladder admission and stage achievement. 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.

These provisions are the same as HB 1133 (2021).

#### TEACHER RETIREMENT MODIFICATIONS (Section 169.141)

Currently, a retired certificated or uncertified teacher receiving a retirement benefit may be employed full time for two years without losing their benefit. This bill would extend the time period to four years if the school district demonstrates a shortage.

The bill allows a retired teacher to be employed as a superintendent if they meet qualifications set forth in the bill.

The total number of retired members working for a school district shall not exceed, at any one time, the lesser of 10% of the total number of employees for that district or 10 employees.

These provisions are the same as HB 101 (2021).

#### CURSIVE INSTRUCTION (Section 170.025)

This bill requires school districts to provide instruction in cursive writing by the end of the fifth grade, including a proficiency test of competency in reading and writing cursive.

This provision is the same as the provision in HB 108 (2021).

#### CAREER AND TECHNICAL EDUCATION (Section 170.029)

This bill requires the State Board of Education, in consultation with the Career and Technical Advisory Council, to develop a statewide plan establishing the minimum requirements for a Career and Technical Education (CTE) Certificate. The statewide plan will match workforce needs with appropriate educational resources. Each local school district shall determine the curriculum, programs of study, and course offerings based on the requirements of the statewide plan. The Department of Elementary and Secondary Education is required to convene work groups on an as needed basis from each CTE program area to develop written model curriculum frameworks that may be used by districts.

These provisions are the same as HB 896 (2021).

#### STRESS MANAGEMENT STRATEGIES (Section 170.047)

This bill requires that beginning in the 2021-22 school year the optional, professional development training in youth suicide awareness and prevention, contain at least one unit relating to stress management strategies for students and faculty.

This provision is the same as HB 465 (2021).

#### SCHOOL INCLEMENT WEATHER POLICY (Section 171.033)

Beginning with the 2021-22 school term a school district's 1/2 day education program will only make up days or hours of school that are required of the district due inclement weather on a proportional basis.

This provision is the same as the provision in HB 872 (2021).

#### TUITION CAP SUSPENSION (Section 173.1003)

This bill will allow community colleges and public universities to exceed the percentage change limitations for tuition currently established in Section 173.1003, RSMo., beginning July 1, 2022. The bill requires public institutions that utilize differentiated tuition to notify the Department of Higher Education and Workforce Development and to no longer utilize required course fees.

This provisions is the same as the provision in HB 856 (2021).

#### MISSOURI WESTERN STATE UNIVERSITY(Section 174.453)

This bill repeals provisions of current law setting forth the requirement that two of the eight voting members of the Board of Governors for Missouri Western State University be selected from any of the counties in the state outside of the counties set forth under current law. This bill also removes the cap on the number of members that may be appointed from any one county.

These provisions are the same as SB 219 (2021).

#### COMMUNITY COLLEGE ANNEXATION (Section 178.890)

This bill changes the community college annexation for school districts lying in whole or in part in Buchanan County which shall be part of the community college district of which the majority of school districts in Grundy County are part, which is currently the district of North Central Missouri College.

This provisions is the same are the provision in HB 390 (2021).

#### LITERACY ADVISORY COUNCIL (Section 186.080)

This bill establishes the Literacy Advisory Council within the DESE. The council shall include 15-20 members appointed by the Commissioner of Education. Members shall include stakeholders and specialists specified in the bill. The advisory council shall meet biannually to review best practices in literacy instruction and related policies, and shall make recommendations to the Commissioner and the State Board of Education.

The Department, in conjunction with the Advisory Council, shall identify and create a list of approved materials, resources, and curriculum programs for public school districts and charter schools. A school district or charter school may use materials, resources, or curriculum programs from such list or similar materials that comply with sections 167.268 and 167.645.

These provisions are the same as the provisions in HB 368 (2021).

#### MONTESSORI SCHOOLS (Section 210.201)

Under current law, Montessori schools are not required to have a child care facility license to operate in the state. This bill modifies the definition of a Montessori school to include programs that are either accredited by, actively seeking accreditation by, or maintain an active school membership with the American

Montessori Society, Association Montessori Internationale, the International Montessori Counsel, or the Montessori Educational Programs International.

These provisions are the same as SB 457 (2021).

#### EDUCATION SAVINGS EXEMPTION (Section 513.430)

This bill provides bankruptcy protection for the Missouri Education Savings Program and the Missouri Higher Education Deposit Program also known commonly as 529 education savings accounts and the MO ABLE savings accounts. The bill limits the protection to proceedings filed or on appeal after January 1, 2021 and only for designated beneficiaries that are lineal descendants of the account owner. Contributions within a 1 year period before a judgment will not qualify for the exemption.

These provisions are the same as HB 454 (2021).

The following is a summary of the public testimony from the committee hearing. The testimony was based on SS SCS SB 152.

**PROPONENTS:** Supporters say that this bill helps bring 529 plans into line with the federal definitions and that gifted education is important for Missouri students and would bring us to the similar level as 41 other states. The competency based task force and incentives to graduating early are important components of the bill and will help the future work force by providing trained workers that have the skills need for the job market they enter.

Testifying for the bill were Senator Hoskins; Abby Petzoldt; Alexander Pagnani; Alexander Wiley; Amanda Sauerwein; Heather Van Otterloo; Jeffrey Gremmels; Jennifer Blank; Jennifer Hawkins; Julie Lamb; Kurt Austin; Lauren M Schroer; Lori Herring; Megan Finlay; Megan Mann; Meredith Wisniewski, Gifted Association of Missouri; Michael Vordtriede; Michelle Bobo; Associated Industries of Missouri; Rosella S Rayner; Sara Elizabeth Young; Shelby Franklin; Sue M Peters; Wesley S Anderson; Aligned; Hannah Zimmerman; Crystal Koenig; Ashley Jevorutsky; Missouri NEA; Missouri Chamber of Commerce and Industry; Matt Choinka, Missouri State Treasurers Office; Yes. Every Kid; Dr. Beth Winton, Advisory Council on the Education of Gifted and Talented Students; Karl Mckimmey; and Keely L. Elfrink.

Written testimony has been submitted for this bill. The full written testimony can be found under Testimony on the bill page on the House website.