

COMMITTEE ON LEGISLATIVE RESEARCH  
OVERSIGHT DIVISION

**FISCAL NOTE**

L.R. No.: 0999S.14T  
 Bill No.: Truly Agreed to and Finally Passed CCS for HCS for SS for SCS for SB 68  
 Subject: Administrative Rules; Appropriations; Athletics; Buses; Children and Minors; Children's Division; Construction and Building Codes; County Officials; Juvenile Courts; Crimes and Punishment; Elementary and Secondary Education; Higher Education; Department of Elementary and Secondary Education; Emergencies; Firearms; General Assembly; Health Care; Health Care Professionals; Health, Public; Homeland Security; Interstate Cooperation; Law Enforcement Officers And Agencies; Liability; Mental Health; Department of Natural Resources; Political Subdivisions; Public Records, Public Meetings; Department of Public Safety; Retirement - Schools; Salaries; Science and Technology; Department of Social Services; Teachers; Telecommunications; Terrorism; Transportation

Type: Original  
 Date: June 20, 2025

Bill Summary: This proposal creates, repeals, and modifies provisions relating to elementary and secondary education.

**FISCAL SUMMARY**

<b>ESTIMATED NET EFFECT ON GENERAL REVENUE FUND</b>				
FUND AFFECTED	FY 2026	FY 2027	FY 2028	Fully Implemented (FY 2029)
General Revenue*	More or Less than (\$35,183,035)	More or Less than (\$32,512,386)	More or Less than (\$32,664,933)	More or Less than (\$32,817,924)
<b>Total Estimated Net Effect on General Revenue</b>	<b>More or Less than (\$35,183,035)</b>	<b>More or Less than (\$32,512,386)</b>	<b>More or Less than (\$32,664,933)</b>	<b>More or Less than (\$32,817,924)</b>

\*Subject to an appropriation by the General Assembly (§160.485 & §160.663), in order to implement provisions of this proposal Department of Elementary and Secondary Education (DESE) would be required to provide bleeding control kits and anti-intruder window and door locks to school districts that will exceed the \$250,000 threshold.

\*Oversight notes in order for the DESE to meet the requirements of this proposal they will need to develop and revise performance level descriptors, related assessments, notifications, and meetings for §160.522. In addition, DESE estimates a cost for childcare for Adult High schools.

\*§163.045 allows for the potential that some schools will become eligible for additional (1% up to 2%) state aid payments that otherwise would not have been eligible. Oversight assumes this cost would not exceed \$250,000.

\*Oversight notes that §161.670 of the proposal states that any virtual school or program **may** administer any statewide assessment required pursuant to the provisions of §60.518 in a virtual setting that aligns with the student's regular academic instruction.

\*§167.151, the amount of fiscal impact to the state depends upon the number of students that attend a different school district based on children whose parent is regular employee or contractor of a nonresident district. Oversight notes a difference in state aid paid to separate school districts (ranges from under \$1,000 per student to over \$8,000 per student). Therefore, Oversight assumes the net impact to General Revenue would be an unknown cost to an unknown savings for General Revenue. Oversight assumes this would result in a minimal number of transfers and therefore, would not exceed the \$250,000 threshold.

\*Oversight notes §167.151 also states that resident school districts may still be allowed to count students that transferred out in their weighted average daily attendance (ADA) count used in the foundation formula calculation. Section 163.036 states school districts **may** use an estimate of the weighted ADA for the current year, or the weighted ADA for the immediately preceding year, or the weighted ADA attendance for the second preceding year, whichever is greater. This could result in the state paying the resident district **and** the transfer district in the same year for a student. However, since Oversight is unable to determine which year each school district will use in future years to determine the amount of state aid each school district is entitled to (weighted ADA), Oversight will, for purposes of this fiscal note, assume the savings/losses will occur immediately.

<b>ESTIMATED NET EFFECT ON OTHER STATE FUNDS</b>				
<b>FUND AFFECTED</b>	<b>FY 2026</b>	<b>FY 2027</b>	<b>FY 2028</b>	<b>Fully Implemented (FY 2029)</b>
STEM Career Awareness Activity Fund*	\$0	\$0	\$0	\$0
State Facility Maintenance and Operations Fund (0501)*	(\$357,421)	(\$436,851)	(\$444,956)	(\$453,853)
<b>Total Estimated Net Effect on Other State Funds</b>	<b>(\$357,421)</b>	<b>(\$436,851)</b>	<b>(\$444,956)</b>	<b>(\$453,853)</b>

\*Distributions and transfers net to zero.

\*\*Oversight notes cost for additional 2 FTE required by OA-FMDC to implement §160.077.

Numbers within parentheses: () indicate costs or losses.

<b>ESTIMATED NET EFFECT ON FEDERAL FUNDS</b>				
<b>FUND AFFECTED</b>	<b>FY 2026</b>	<b>FY 2027</b>	<b>FY 2028</b>	<b>Fully Implemented (FY 2029)</b>
Federal Funds*	\$0	\$0	\$0	\$0
<b>Total Estimated Net Effect on All Federal Funds</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

\*Income and distributions net to zero.

<b>ESTIMATED NET EFFECT ON FULL TIME EQUIVALENT (FTE)</b>				
<b>FUND AFFECTED</b>	<b>FY 2026</b>	<b>FY 2027</b>	<b>FY 2028</b>	<b>Fully Implemented (FY 2029)</b>
General Revenue	2 FTE	2 FTE	2 FTE	2 FTE
State Facility Maintenance and Operations Fund (0501)	2 FTE	2 FTE	2 FTE	2 FTE
<b>Total Estimated Net Effect on FTE</b>	<b>4 FTE</b>	<b>4 FTE</b>	<b>4 FTE</b>	<b>4 FTE</b>

Estimated Net Effect (expenditures or reduced revenues) expected to exceed \$250,000 in any of the three fiscal years after implementation of the act or at full implementation of the act.

Estimated Net Effect (savings or increased revenues) expected to exceed \$250,000 in any of the three fiscal years after implementation of the act or at full implementation of the act.

<b>ESTIMATED NET EFFECT ON LOCAL FUNDS</b>				
<b>FUND AFFECTED</b>	<b>FY 2026</b>	<b>FY 2027</b>	<b>FY 2028</b>	<b>Fully Implemented (FY 2029)</b>
<b>Local Government*</b>	<b>Unknown or (Unknown)</b>	<b>Unknown or (Unknown)</b>	<b>Unknown or (Unknown)</b>	<b>Unknown or (Unknown)</b>

\*§ 160.077 reflects the transfer in from federal funds and costs to school districts for lead remediation net to zero.

\*§160.482 would have cost to school districts for the establishment of cardiac emergency response teams and the placement of automated external defibrillators (AEDs) throughout the school campuses.

\*§160.045 includes the potential that some schools will become eligible for additional (1% up to 2%) state aid payments that otherwise would not have been eligible.

\*§170.014 includes a potential cost to public schools and charter schools that currently use a three-cueing system model of reading instruction to implement and purchase materials for a new literacy system.

\*§167.151 has potential fiscal impact to the school districts depending upon the number of students that attend a different school district based on children whose parent is regular employee or contractors of a non-resident district. The net impact would be unknown cost to unknown savings. The fiscal impact to the school districts depends upon the number of students that attend a different school district based on children whose parents are regular employees or contractors of a nonresident district.

\*§168.025 includes potential costs for salary adjustments from credit earned on externships.

\*Fiscal impact includes the costs for potential administrative, training, and various other costs to local education agencies to implement the provisions of this proposal. Oversight assumes the fiscal impact could be significant.

**FISCAL ANALYSIS**

**ASSUMPTION**

**§160.077 - Get the Lead Out of School Drinking Water Act**

**Oversight** notes that DHSS provided that the testing program outlined in 701.200 was voluntary and has been superseded by the GLOS program/statutes.

DHSS provided the information on the table below that shows the expenditures of the GLOS program since implementation.

	<b>SFY22</b>	<b>SFY23</b>	<b>SFY24</b>	<b>YTD SFY25</b>	<b>Total</b>
<b>PS</b>	0	33,351.06	237,951.26	175,676.97	446,979.29
<b>EE</b>	0	-	8,302.57	17,100.73	25,403.30
<b>Total PS &amp; EE</b>		<b>33,351.06</b>	<b>246,253.83</b>	<b>192,777.70</b>	<b>472,382.59</b>
<b>GLOS School Invoices</b>	0		173,589.00	4,182,102.11	4,355,691.11
<b>TOTALS for All</b>	0	<b>33,351.06</b>	<b>419,842.83</b>	<b>4,374,879.81</b>	<b>4,828,073.70</b>

Upon further inquiry with DHSS, **Oversight** notes that the GLOS school invoices are reimbursed with federal monies.

**Oversight** notes, TAFP HB 3020 (2023) appropriated \$27 million for grants to schools for lead remediation from the Coronavirus State Fiscal Recovery – Health and Economic Impacts Fund (2463) which accounts for America Rescue Plan moneys.

Officials from the **Office of Administration (OA)** assume section 160.077 requires schools that receive state funding to provide drinking water with a lead concentration level below five parts per billion. The Department of Elementary and Secondary Education (DESE) operates state schools that would need to meet this requirement. In order to be in compliance, the Office of Administration's Division of Facilities Maintenance, Design and Construction (OA-FMDC) would schedule lead testing at each DESE school to determine the lead concentration level. OA-FMDC would need additional staff and time to schedule the testing and track the results. If the test results at a location are above the standard, testing is required every five years. Those schools with water sources that test below the standard will require remediation which could consist of adding filters or replacing fixtures. Once this work is completed, the source would need to be tested again to see if the standard has been met. OA-FMDC will need to track every water source at every school to determine which sources have been tested and met the standard or if a source requires remediation and track all testing for each source. Based on reports from each DESE school, OA-FMDC has determined there are 1,048 sources that must be tested. OA-FMDC anticipates the cost per hour for testing, reporting and remediation to be \$24.81/hour and

would take 2.00 Specialized Trades Workers to complete the test scheduling of 20% of all sources annually and providing maintenance so that each source tests above the standard. The tracking of each test and its pass/fail, additional testing required, maintenance work performed at each source and when other testing would be required would be completed by 0.50 Administrative Support Professional.

**Oversight** assumes the OA is provided with core funding to handle a certain amount of activity each year. Oversight assumes OA could absorb the costs for a partial FTE in the role of Admin Support Professional. If multiple bills pass which require additional staffing and duties at substantial costs, OA could request funding through the appropriations process. Therefore, Oversight will reflect the cost as estimated by OA for the two specialized trades workers in the fiscal note.

Officials from the **Department of Elementary and Secondary Education** assume this provision will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for this organization.

In response to similar legislation, HB 995 (2025), officials from **Washington School District** assumed with 11 different school buildings from an Early Learning Center, 7 Elementary Schools, Middle School, High School, and Career center, they initially tested 467 water outlets with 335 meeting the statutory level of 5 ppb or less. That testing cost and remediation cost the district over \$50,000 to exceed statutory levels that are higher than restaurant facilities are expected to be tested at. With this new bill, they are looking at the potential of an additional \$10,000-\$15,000.

**Oversight** notes the proposal requires that lead filters meet the standards set by the Department of Natural Resources (DNR). Oversight has no way to determine how many filters would need to be replaced or installed with each school district. Oversight assumes that there will be an unknown cost to school districts if their test proves the water source is contaminated. Oversight will reflect a zero or unknown cost to schools to install new filters in the fiscal note.

**Oversight** assumes there will be a cost for school buildings constructed after January 4, 2014, which were not required to install, maintain, and replace filters but would now have to conduct maintenance and replace filters to be in compliance. Oversight was unable to determine how many schools this would affect. Therefore, Oversight will reflect a zero or unknown cost to school districts in the fiscal note.

**Oversight** notes this proposal allows school districts to seek federal funds for reimbursement for compliance incurred under this proposal. Oversight will show a range of impact to Federal Funds of \$0 (no federal funds) to an unknown transfer from Federal Funds to school districts. The fiscal impact to school districts will net to zero if federal funds are available for reimbursement.

§160.265 – Funding for absent students

Officials from the **Department of Elementary and Secondary Education** assume this section requires that students subject to suspension or expulsion will be counted as in attendance for the sake of calculating schools' attendance rate under the Missouri school improvement plan and the local education agency's weighted average daily attendance. DESE assumes this section will have a fiscal impact of \$23,040,000. DESE calculates this number based on the fact that there were 720,000 days of suspension last school year and that each day of attendance claimed by schools for students is \$32. Thus, 720,000 x \$32 equals \$23,040,000.

**Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero to (\$23,040,000) estimated impact by DESE as it is unclear how many students would not be in attendance but would still receive funding. Oversight will also reflect the corresponding revenue to school districts and charter schools.

Officials from the **Office of Administration – Budget & Planning** assume section 160.265 would allow districts to count suspended/expelled students in weighted average daily attendance calculations. The General Revenue fund may be impacted to the extent that this would increase the WADA calculation for schools.

§160.480 – Emergency Operations Plan

Officials from **Department of Elementary and Secondary Education (DESE)** assume this section would require significant development of resources/protocols as well as administration of multiple grant opportunities described in Sections 160.485 and 160.663 that exceed the current capacity of Department of Elementary and Secondary Education (DESE) staff to implement. Duties that could have been absorbed in prior years can no longer be absorbed at current staff levels. In addition, current DESE staff does not have the experience or expertise in this area to meet the guidelines as outlined and provide technical assistance to districts and charter schools on an ongoing basis. The 2025 review of this language and current resources determined the fiscal impact would include the addition of an FTE Director with associated salary (\$74,808) and expenses.

The development of these standards would require a workgroup to consist of individuals familiar with school safety and emergency planning. Workgroup expenses would include a 13-member group to meet for 12 days to develop the standards at a total cost of \$79,833. DESE has identified potential resources through the Missouri School Boards Association that could take the place of these workgroups and so will show a potential cost of \$0-\$79,833.

**Oversight** does not have any information to the contrary. Therefore, Oversight will reflect the estimated impact by DESE in the fiscal note.

In response to similar legislation, HCS for HB 1946 (2024), officials from the **Eureka Fire Protection District** assumed the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note.

#### §160.482 - Cardiac Emergency Response Plans

Officials from the **Department of Elementary and Secondary Education** assume the provision will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for this agency.

Officials from the **Office of Administration – Budget & Planning** assume this section places new requirements on schools/districts that may require new equipment. The General Revenue fund may be impacted to the extent that the General Assembly appropriates monies for these programs.

**Oversight** notes the proposal specifies certain guidelines that a cardiac emergency response plan shall integrate, including the establishment of a cardiac emergency response team and the placement of automated external defibrillators (AEDs) throughout the school campus. Based on a brief review, AEDs range in cost from \$1,000 to \$3,000. Oversight assumes if 50% of the 2,408 public school buildings installed AEDS, the cost is estimated at \$1,204,000 using the lower end of the price range (\$1,000 \* 1,204). **Oversight** will show a cost that could exceed \$1,204,000 to install AEDs in FY 2027. This amount does not include costs for maintenance, accessories, or staff training.

Regular maintenance costs, including those for replacing batteries, pads, and other supplies as required are difficult to determine and will vary by device and manufacturer specifications. Therefore, Oversight will reflect an unknown cost in FY 28 to replace, maintain or repair AEDs to the school districts on the fiscal note.

This proposal also requires the appropriate school personnel shall be certified in first aid, CPR, and AED use that follow evidence-based guidelines set forth by the American Heart Association or nationally recognized guidelines focused on emergency cardiovascular care. AED training is often provided simultaneously with cardiopulmonary resuscitation (CPR) training. Their costs vary depending on the provider and method of delivery. However, public school employee training costs will vary depending on the implementation decisions and training arrangements school districts make and the number of additional staff that need the training. Therefore, Oversight will show an unknown cost for staff training beginning in FY 2026.

#### §160.485 - Bleeding Control Kits

Officials from **Department of Elementary and Secondary Education** state, subject to appropriation, the minimum total cost to provide the bleeding control kits would be \$1,759,700 with ongoing costs to replenish/replace used or expired items.

The cost per bleeding control kit is estimated at \$100 each (kits from different sources cost between \$40 and \$160+). The number of buildings in Missouri that would require kits is 2,406. The Department estimates a minimum of six kits per building (main hall, auditorium, library, gymnasiums, science classrooms, and cafeterias) with the number of kits estimated to be around 14,436. Additional kits to be required at the career-technical centers (57) at a minimum of three per center is estimated to be approximately 171.

The Department assumes that the general assembly will appropriate funds to award grants/reimbursement to local education agencies for the cost of “Stop the Bleed” kits.  $14,607 \text{ kits} \times \$100 \text{ per kit} = \$1,460,700$  plus an additional five kits for approximately 25% of schools (598) who have an additional need for high traffic areas or multiple required locations = \$299,000 for a total of \$1,759,700.

Once the program has been implemented throughout Missouri materials will need replaced/restocked as they are used or expire. The Department estimates a minimum cost of \$100,000 with additional potential costs due to inflation.

DESE estimates current staff will develop guidelines as required and administer the grants/reimbursement, however it will increase the workload on current staff and require administrative support. If multiple items of legislation are passed that require additional duties, DESE will seek additional FTE through the appropriation process.

Officials from the **Office of Administration – Budget & Planning** assume this section places new requirements on schools/districts that may require new equipment. The General Revenue fund may be impacted to the extent that the General Assembly appropriates monies for these programs.

In response to a similar proposal, HB 1487 (2024), officials from the **Henry County R-1 School District** assumed the proposal will have a fiscal impact due to monies spent to provide kits.

In response to a similar proposal, HCS for HB 1991 (2020), officials from the **Maries County R-1 School District** assumed the cost would be approximately \$69.99 per classroom: \$68.99 for the Curaplex Stop the Bleed Kit and \$1.00 for the Emergency Thermal Blanket (10 for \$9.95). Fifty five spaces would need one in their school, it would cost them \$3,850 to put them in. They would have to replace the kits when they expire.

In response to a similar proposal, HCS for HB 1722 (2022), **DESE** used an estimated cost per kit of \$35. However, based on their research this past year, DESE estimated the cost to be closer to \$100 per kit based on the average cost of bleeding control kits. For example, the American Red Cross offers a [Professional Bleeding Control Kit](#) for \$122.95. In addition, they indicated some of the cost increase may be related to inflation and supply chain issues.

Ultimately, **Oversight** is uncertain what cost would be realized but notes prices ranged from \$50 to over \$200 per kit based on a brief review. Oversight will show the costs to provide bleeding control kits at \$1,759,700 as estimated by DESE.

**Oversight** assumes the requirements in this proposal are subject to appropriation by the General Assembly that would cover all costs. Oversight assumes kits will not be used frequently, so restocking and annual training costs will be shown as ‘could exceed (\$100,000)’ in future years.

#### §§160.518 & 160.522 – Student Grade-Level Equivalence Data

Officials from the **Department of Elementary and Secondary Education** assume to revise performance-level descriptors and define grade-level equivalence therein, the department would need to conduct on-site review/revise meetings with panelists – meeting costs and stipends for six meeting days with 160 panelists [Four grade-span groups (primary, elementary, middle school, high school) of 10 participants in each of four subjects (mathematics, English language arts, science, social studies).] representing various regions of the state. \$587,040 for all review/revise meetings.

Contractor facilitation of review/revise meetings and generation of new performance level descriptors (PLDs) that define range, threshold and are suitable for reporting. \$65,500 for two years in order to follow up on all requirements.

Psychometric and measurement work to incorporate five new PLDs into the prior four PLD structure. \$175,000

Revise building, district and statewide assessment reporting; revise individual student reports (ISRs) and related material. \$100,000

Costs associated with statute-required notifications and public meetings upon revision of the MSIP 6 Comprehensive Guide. \$5,000

DESE's **Office of Data System Management (ODSM)** will be involved with the collection of data and reporting including the searchable engine. DESE estimates 20 hours total for time to test and deploy report card changes post ITSD services. The position responsible for the work is a Research Analyst position. At this time DESE can absorb these duties, however, if multiple pieces of legislation are passed that require additional duties that lead to additional FTE needed DESE will seek approval for the needed FTE through the appropriations process.

**Oversight** notes DESE shall establish panels to review and revise the performance-level descriptors for each academic subject and grade level. The proposal states for the 2026-27 (FY27) school year and all subsequent school years, the school accountability report card shall include information about each student's grade-level equivalence as outlined in the proposal. For simplicity, Oversight will show the total costs as estimated by DESE (\$932,540) in FY26.

Officials from the **Office of Administration – Information Technology (OA-ITSD)** state it is assumed that every new IT project/system will be bid out because all ITSD resources are at full capacity. This project would have to be prioritized by DESE to be worked among DESE's other projects. ITSD assumes the Report Card is a set of data processes (ETLs) that gather data that DESE has collected from districts using the MOSIS application/system. These ETL's will need modified to handle the changes required in this legislation. ITSD estimates the project would take 1,004.40 hours at a contract rate of \$105 for a total cost of \$105,462 in FY26 with on-going support costs of \$21,620 in FY27 and \$22,161 in FY28.

**Oversight** will show the costs as estimated by OA-ITSD.

In response to similar legislation, HB 371 (2025), officials from the **Washington School District** assumed the financial impact would be for additional training for staff on the new classifications, \$5000 for the first year.

In response to similar legislation, HB 371 (2025), officials from the **Osage County R-I School District** assumed the proposal will have no fiscal impact on their organization.

**Oversight** does not anticipate a measurable fiscal impact to school districts; therefore, Oversight will reflect a zero impact in the fiscal note.

#### §160.663 – Anti-intruder Door Locks and Windows

In response to a previous version, officials from the **DESE** assume they would require anti-intruder door locks on all interior doors and bullet-resistant window film on all exterior doors or entryways. DESE is unable to estimate the number of each that would be required to make all schools compliant as the number of doors, buildings, etc. varies greatly district to district and some districts have instituted these measures. DESE would assume each district would need a minimum of one door lock and roll of bullet-resistant film for each building at a minimum cost of \$125. The number of buildings is 2,406 plus the 57 career-technical centers multiplied by \$125 for a minimum cost of \$307,875. This cost would be up to an unknown amount depending on the total buildings and doors. DESE assumes this would be a one-time grant.

Anti-intruder door locks: \$50 - \$200

Bullet-resistant window film: \$75 - \$250 per roll

In response to a similar proposal, HS for HCS for HB Nos 1108 & 1181 (2023), officials from **DESE** stated Section 160.660.1(3) requires that the state board of education shall add to the school facilities and safety criteria provisions the requirement that each school district building have bullet-resistant doors and windows on all first-floor entryways and bullet resistant glass for each exterior window large enough for an intruder to enter through. Section 160.660.2 makes this requirement subject to a specific appropriation to address school safety.

The Bipartisan Safer Communities Act funding of \$15 million could be used for the replacement

of doors and windows made with bullet-resistant materials. However, DESE cannot require that schools use the BSCA funding on only doors and windows. There are approximately 2,200 public school buildings in Missouri. It is unknown how many currently have bullet-resistant doors and windows. It is also unknown how many doors and windows would need to be replaced. A search on bullet-resistant products showed widely different costs depending on the material and size selected. DESE is unable to estimate an exact cost. The cost is unknown but DESE estimates that it could exceed \$1 million.

Officials from the **Office of Administration – Budget & Planning** assume this section places new requirements on schools/districts that may require new equipment. The General Revenue fund may be impacted to the extent that the General Assembly appropriates monies for these programs.

**Oversight** notes Section 160.663.4 (2) states each existing exterior door or entryway, and interior door shall be equipped with the required anti-intruder door lock and bullet-resistant window film before July 1, 2029.

**Oversight** notes a bullet-resistant door can range in cost from \$2,500 to more than \$4,000 based on a CNN [article](#) from 2019. Oversight notes the number of buildings is 2,406 plus the 57 career-technical centers in Missouri according to DESE. Oversight is uncertain how many school buildings currently have bullet-resistant doors. However, if this proposal requires installing two doors per building in half of the buildings (2,463 doors), the cost is estimated to be \$ 6,157,500 (assuming a cost of \$2,500 per door). Therefore, Oversight assumes the cost for this provision could substantially exceed \$6,157,500.

**Oversight** notes Section 160.663.3 states a school district or charter school shall not be required to equip an interior door with an anti-intruder door lock or to equip the glass of an exterior door or entryway with bullet-resistant window film under this section unless the general assembly specifically appropriates moneys to cover all costs related to equipping such door or entryway with such lock or window film. Therefore, Oversight will reflect a \$0 (no appropriation) to unknown that could exceed the cost of \$6,157,500.

**Oversight** notes Section 160.663.6 (2) states a school district or charter school shall develop and implement school building access policies and practices that require classroom doors with windows and adjoining sidelights be equipped with material that provides concealment of students and staff in lockdown while maintaining some limited visibility into the room for first responders. Oversight is unable to determine how many doors with windows and adjoining sidelights would need to be equipped with concealment material to meet the requirement of this provision. Therefore, Oversight will reflect a \$0 (no appropriation) to an unknown cost in the fiscal note.

§160.664 – School Safety Incidents

Officials from the **Department of Elementary and Secondary Education** state section 160.664 will require changes/additions to the current data collection system. DESE Office of Data System Management (ODSM) assumes these duties can be absorbed. However, if multiple pieces of legislation are passed which require additional duties in this area DESE may need to seek additional FTE through the appropriations process.

**Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for this agency.

Officials from **Office of Administration – Information Technology (OA-ITSD)** state DESE is a consolidated agency under OA-ITSD. It is assumed that all new IT project/systems will be bid out because all ITSD resources are at full capacity.

Section 160.664 will require changes/additions to the data collection system. DESE Office of Data System Management (ODSM) and DESE Data Governance will define all data elements needed to be captured and provide those to ITSD. These will be used to establish the database table(s) and fields. DESE ODSM will also collect any historical information in a standard data layout, that aligns with the database/fields they define, compile all data from all districts and charters.

OA-ITSD state the project would take 928.80 hours at a contract rate of \$105 for a total cost of **\$97,524** in FY 2026 with on-going support costs of **\$19,992** in FY 2027, and **\$20,492** in FY 2028.

**Oversight** does not have any information to the contrary. Therefore, Oversight will reflect the estimated impact by OA-ITSD in the fiscal note.

Officials from the **Office of Administration – Budget & Planning** assume section 160.664 requires the department to maintain a database of all school safety incidents or credible school safety threats. The General Revenue fund may be impacted to the extent that the General Assembly appropriates monies for this provision.

§160.701 – Provisions for activities associations

**Oversight** notes based on conversations with the deputy director of the Missouri National Guard there are approximately 400 split training students. This legislation is directed at creating exemptions for the student in regards to school activity association. Therefore, Oversight assumes this amendment will have no fiscal impact on the underlying bill.

§§160.2700, 160.2705, & 160.2710 – Adult High Schools

Officials from **DESE** assume they currently provide childcare services to participants in Adult High Schools. Assuming the average participation in Adult High School is 191 students/month, the average cost per child is \$639.05/month. DESE assumed a 10% increase for year one (\$146,470), 20% year two (\$292,940) and 30% increase year three (\$439,410).

Current Contract Amount: \$1,464,700.00

**Oversight** is uncertain if the costs estimated by DESE would be realized. Therefore, Oversight will assume a range of impact of \$0 up to the costs estimated by DESE.

**Oversight** notes that in response to similar legislation, SB 426 (2025), officials from the DSS stated the Children’s Division (CD) would not see an increased cost and the Family Support Division (FSD) believes the costs would be negligible. Therefore, DSS assumes the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for DSS.

**Oversight** notes DSS presented the following information in the [FY26 DSS Programs Book](#):

*The Department of Social Services (DSS) administers funding for the Adult High School (Excel Centers), which were bid through the Department of Education and Secondary Education (DESE) and awarded to MERS Goodwill. The Excel Centers offer public high school for adults 21 and over through flexible class schedules, supportive relationships with staff, and a life coach who works with students to find solutions for life’s challenges that could hinder progress. While earning their diploma, students earn college credits and a variety of industry-recognized certifications in order to increase their earning potential. Excel Centers provide a free drop-in center for child care, transportation assistance, extended hours and year-round operations to support students as they work toward the goal of earning a diploma.*

Excel Center Enrollments:

FY 2022	1,206
FY 2023	1,310
FY 2024	1,547

#### §161.026 – Teacher Representative

In response to similar legislation, HCS for HB 1413 (2025), officials from the **Missouri Senate** and the **Office of the Governor** each assumed the proposal will have no fiscal impact on their respective organizations.

**Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for these agencies.

#### §161.264 - Stem Career Awareness

Officials from the **Department of Elementary and Secondary Education** assume this would require DESE to solicit proposals to provide STEM Career Awareness activities and programs for students in grades nine through twelve. Based on a current program and contract for students in grades six through eight that began in FY 2021 the contract cost could be between \$150,000 and \$370,000 (Year one expenditures up to current appropriation level), dependent upon appropriation. DESE assumes a transfer would be made for this contract into the STEM Career Awareness Fund.

**Oversight** assumes the cost for a vender would be similar to the cost for the existing STEM Career Awareness Program (grades 6-8, created in HB 3 2018 1<sup>st</sup> Extraordinary Session). Oversight notes the following transfers and disbursements to the STEM Career Awareness Program Fund (0997) per the Office of the State Treasurer’s Fiscal Year End Funds Reports:

<b>Fiscal Year</b>	<b>Disbursements</b>	<b>Transfers In</b>
FY 2019	\$150,000	\$150,000
FY 2020	\$150,000	\$210,625
FY 2021	\$150,000	\$150,000
FY 2022	\$194,250	\$132,116
FY 2023	\$202,800	\$242,500
FY 2024	\$305,261	\$269,175
<b>Average</b>	<b>\$192,052</b>	<b>\$192,403</b>

**Oversight** will show a cost that could be more or less than average disbursement for the existing STEM Career Awareness Program beginning in the 2026-2027 school year (FY 2027).

**Oversight** assumes this proposal creates the STEM Career Awareness Activity Fund. For simplicity, Oversight assumes all funds will be utilized in the year in each they were received.

Officials from the **Office of Administration – Budget & Planning** state this provision establishes the STEM Career Awareness Activity Program. Though this does not have a direct impact on TSR or Section 18(e), it may impact GR in the future subject to appropriations.

#### §161.670 – Standards for Virtual Schools

Officials from **Department of Elementary and Secondary Education** state Section 161.670, RSMo., 12. – This legislation would allow the virtual administration of the statewide assessment of students enrolled in virtual school.

The Missouri Technical Advisory Committee for Assessment recommends that the Department of Elementary and Secondary Education (DESE) create a separate test form to meet the requirements as outlined and to limit the exposure of the item bank used for all assessments.

Data Recognition Corporation (DRC) currently is contracted to do similar work and DESE

assumes would be responsible for the development of forms (tests), scoring, and reporting either through a contract amendment or a new contract. Based on the current contract costs, fourteen forms will need to be developed for grade levels: 3-8 English Language Arts, 3-8 Mathematics, 5 & 8 Science (\$73,941 year one) and ten forms will need to be developed for end-of-course English 1 & 2, Algebra 1 & 2, Geometry, Government, Biology, Physical Science, American History, and Personal Finance (\$69,978 year one).

This development includes the creation of forms dedicated to virtual administration, online administration, reporting, dedicated IT services, psychometric services, validity study of virtual administration, program coordination and manual production for virtual administration. Annual costs for this would be:

1. \$443,822, plus;
2. \$200,000 annually for data forensics and test security.

In addition, DESE estimates \$186,000 for camera and communication devices necessary for remote test administration. DESE assumes the state would be responsible for providing these to vendors with an estimated cost per camera = \$30 per x 6,200 unduplicated count of students enrolled in MoCAP 203-24 academic year = \$186,000. This equipment would be returned to vendors with an estimated annual need to replace a minimum number. Annual replacement cost is estimated at \$15,000.

Officials from **DESE** also note that they did not include costs for college readiness or workforce readiness assessments in the original estimate.

**Oversight** notes that the proposal states that any virtual school or program may administer any statewide assessment required pursuant to the provisions of section 160.518 except for college readiness or workforce readiness assessments provided by a national college and career readiness assessment provider in a virtual setting that aligns with the student's regular academic instruction. Oversight is unable to determine how many virtual schools or programs will decide to administer virtual assessments.

In addition, the cost of camera and communication devices necessary for remote test administration could potentially vary depending on compatibility with specific devices as well as the required wide degree angle of view in order to meet the requirements of the proposal. Therefore, Oversight will reflect a \$0 (no participation in virtual assessment) to a fiscal impact that could exceed the estimate provided by DESE in the fiscal note.

In response to similar legislation, HB 220 (2025), officials from **Hume R-VIII School District** assumed MOCAAP already cost their district a lot of money.

In response to similar legislation, HCS for HB 220 (2025), officials from the **Northwest Missouri State University**, and **Concordia R-II School District** each assumed the proposal will

have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note.

In response to a similar proposal, SB 1049 (2024), officials from the **Henry County R-1 School District** assumed the proposal will have a fiscal impact on their organization.

**Oversight** does not anticipate a fiscal impact to school districts. However, Oversight received limited responses from school districts related to the fiscal impact of this proposal.

#### §162.207 - Student Electronic Personal Communication Device Usage

Officials from the **Department of Elementary and Secondary Education** assume this section of the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for this section.

In response to similar legislation, HCS for HB Nos. 408, 306 & 854 (2025), officials from the **Washington School District** assumed the impact of this bill could be \$3,000 annually for administrative training, additional time for discipline, and communication costs for families. They would also caution that approval of this bill takes away local control of the district's Board of Education, parent rights, and procedures that each school should be putting in place.

**Oversight** assumes any additional costs to schools as a result of the proposal would be immaterial and will not reflect them in the fiscal note.

#### §163.045 - Additional funding to school districts with 169-day school calendar

Officials from the **Department of Elementary and Secondary Education** assume the proposal will have no fiscal impact on their organization.

In addition, DESE provided the Department does not collect final calendars till the school year is complete, so based upon the School Year (SY) 2024 actual calendar only 49 school districts had calendars for all students claimed for state aid of 169 days or more. Please note, many LEA's are reviewing their SY 2025 calendars and considering adjustments based upon their LEA's specific benefit if they ensure calendars for all students claimed for state aid equal or exceed 169 days. DESE expects these numbers to fluctuate as schools make decisions and changes to their calendars.

**Oversight** notes Section 163.045 clarifies language relating to additional funding for teacher salaries that districts receive if the district has a school calendar with 169 school days. The clarification provided allows for inclement weather or authorized reductions to the number of days the district must be in session to qualify for the funding

In response to similar legislation, HCS for HB 368 (2025), officials from **East Buchanan Co. C-I School District** assumed the school district has made every effort to meet the 169-calendar requirement. Although their calendar was already created and approved prior to this opportunity being enacted, they already had an approved 170-day calendar. They have used their full allotment (6 days) of AMI and have added as many days as possible to their calendar without interrupting their summer school and going past Memorial Day. Despite this, they are currently on track to go 168 days because of the 11 days of weather cancellations they have endured this year.

Passage of this bill would allow their district to receive approximately \$35,000 in additional funding for teachers in the upcoming school year.

**Oversight** notes Section 163.045 clarifies language relating to additional funding for teacher salaries that districts receive if the district has a school calendar with 169 school days. The clarification provided allows for exceptional or emergency circumstances or authorized reductions to the number of days the district must be in session to qualify for the funding.

**Oversight** has no way to determine how many schools will adjust their school calendar to a 169 day or more school term to obtain additional funding. There is potential that more schools will become eligible for the amount equal to one percent for fiscal years 2026 and 2027, or two percent for fiscal year 2028 and all subsequent fiscal years, of each district's preceding year's annual state aid entitlement moving forward. Therefore, Oversight will reflect a \$0 or Unknown cost to GR, as well as a \$0 to Unknown gain to school districts in the fiscal note.

#### §163.172 - Baseline Teacher Salary

In response to similar legislation, HCS for HB 607 (2025), officials from the **Department of Elementary and Secondary Education** assumed the proposal would have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note.

Officials from the **Office of Administration – Budget & Planning** assume this section expands the criteria for minimum teacher's salary for those with 10 years' experience and a master's degree. This may expand the number of eligible individuals by an unknown amount. The General Revenue fund may be impacted to the extent that the General Assembly appropriates monies to the Teacher Baseline Salary Grant Program.

#### §167.151- Admission of nonresident and other tuition pupils

Officials from the **Department of Elementary and Secondary Education** assume the proposal will have no measurable fiscal impact on their organization.

In response to similar legislation, HCS for HB 1238 (2025), officials from the **Joplin School District** reviewed HB 1238 and anticipated a need to adjust current policies and practices to

accommodate a potential increase in permit requests for student enrollment. This will necessitate a process to determine building capacity based on class sizes.

Furthermore, while an immediate, direct fiscal impact is not anticipated, Joplin Schools foresees potential additional costs associated with serving students who may enroll through the expanded permit process. The bill's provisions, along with existing legal obligations to serve all students regardless of disability, may require the district to provide additional resources and support services to meet the diverse needs of incoming students. At this time, it is challenging to accurately estimate the extent of these potential costs.

**Oversight** notes this proposal expands who can qualify for this tuition waiver and state aid qualification and allows any child whose parent is a contractor or regular employee of a nonresident school district or charter school to attend such school district or charter school without paying tuition and to count as a resident pupil for the purpose of state aid.

**Oversight** assumes the number of transfers cannot be estimated but assumes the number would be minimal. Additionally, the amount of state funding is district specific (can vary from under \$1,000 per student to over \$8,000 per student, depending upon the school district or charter school). Therefore, this note will reflect a potential Unknown cost (if students would attend a school district or charter school that receive more state aid) to an Unknown positive impact (if students would leave districts or charter schools that receive less state aid) for both general revenue and school districts and charter schools. Oversight assumes that some districts and charter schools would see a net negative direct fiscal impact, while others would see a net positive direct fiscal impact.

#### §167.167 - Prohibiting zero-tolerance policies/practices of discipline in public schools

Officials from **Department of Elementary and Secondary Education** assume the proposal will have no fiscal impact on their respective organization.

**Oversight** notes that the above mentioned agency has stated the proposal would not have a direct fiscal impact on their organization. Oversight does not have any information to the contrary. Therefore, Oversight will reflect a zero impact on the fiscal note.

**Oversight** does not anticipate a fiscal impact to schools as a result of this proposal, therefore, Oversight will reflect a zero impact in the fiscal note.

#### §167.850 - Recovery High Schools

Officials from **Department of Elementary and Secondary Education** assume the proposal will have no fiscal impact on their organization. At this time DESE does not expect to become a sponsor and will show no impact. Should DESE become a sponsor of a recovery high school, additional FTE would be needed and DESE would seek those FTE through the appropriations process.

Upon further inquiry in regard to similar legislation, HB 1386 (2025), **DESE** noted there were funds in DESE's budget for start-up costs for a Recovery High School in FY24, first time funds were budgeted. The language identified a specific high school, and no one applied. The funds were re-appropriated for FY 25 with language that opens it up state-wide but these funds are for start-up costs.

DESE has received two applications for the one-time DESE funds appropriated for Recovery High Schools. The applications for funds were received from Cape Girardeau 63 School District and Lincoln County R-III (Troy).

There are not any recovery high schools operating currently, but the deadline to submit a proposal to pilot a Recovery High School is July 1, 2025 (to begin operation in the 2026 – 2027 school year). Only once a proposal has been submitted and ultimately approved by the State Board of Education can the DMH funds be accessed.

In response to similar legislation HCS for SS for SB 63 (2025), officials from the **Department of Public Safety – Alcohol and Tobacco Control** assumed the proposal will have no fiscal impact on their respective organizations.

Upon further inquiry in regard to similar legislation, HB 1386 (2025), **DMH** stated they received the original funding for Recovery High Schools in the FY25 Budget and the same funding was recommended for the FY26 budget. DMH has been appropriated \$10,434,783 for Recovery High Schools. So far in FY25 DMH has expenditures of \$7,565 for Recovery High Schools. DMH's review of this fiscal note believes that the changes to the language would not add any additional need to the already appropriated amount received.

**Oversight** notes officials from the DMH assume they can absorb the additional costs with their current appropriation. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note.

In response to the similar proposal, SB 1393 (2024), officials from the **Concordia R-II School District** assumed the proposal would have no fiscal impact on their organization.

**Oversight** notes that the above-mentioned agencies have stated the proposal would not have a direct fiscal impact on their organization. Oversight does not have any information to the contrary. Therefore, Oversight will reflect a zero impact on the fiscal note.

#### §168.025 - Teachers Externships

Officials from the **DESE** assume the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for their agency.

**Oversight** notes, with the proposal, HCS for HB 604 (2019), the DED and DESE created rules for the program regarding requirements for teacher externships to be considered equivalent to credit hours of graduate-level courses for salary schedules.

**Oversight** notes Section 163.172 outlined the minimum starting salary for a teacher of \$25,000 and for teachers with master's degrees the minimum is \$33,000. Should DED and DESE determine that externships be allowed to be substituted for graduate-level courses, Oversight assumed it was possible that teachers may move up their district's salary schedule quicker.

**Oversight** notes that according to the [DESE Certified Externship: Information Guide](https://dese.mo.gov/media/pdf/occr-pathways-certified-educator-externship-experience) <https://dese.mo.gov/media/pdf/occr-pathways-certified-educator-externship-experience>

Requirements of the Externship Program are:

1. The externship participant is to spend a required total of 120 hours at the host industry site. This will equate to two (2) college graduate hours for possible advancement on the district's salary schedule. The site must be a prior district-approved location.
2. Complete the outlined requirements that include the following:
  - a. Making daily journal/reflections (one page per day) during the experience;
  - b. Developing a unit plan, lesson plan, presentation, or improvement plan for implementation that the educator will share with instructors, administrators, board of education, or any other group as specified by the participant's district at their direction.
  - c. Evaluating the externship experience.
  - d. Writing a thank you note to the host site.
3. Be punctual, appropriately dressed, and follow the host site instructions for working at the assigned facility.
4. Actively seek opportunities to learn about the company and to identify company resources that may be useful to students and colleagues.

**Oversight** notes according to the [DESE statistics of Missouri Public School 2023-2024](#) there were 70,858 classroom teachers (the total potential includes some double counting of dual position holders).

**Oversight** will show this proposal could have a \$0 (no change to salary schedules) to an unknown impact, on the school districts, for increased teacher salaries due to the continuation of the program, after the proposal was set to expire August 28, 2024.

In response to similar legislation, HCS for HB 267 (2025), officials from the **Hume R-VIII School District** assumed the proposal will have no fiscal impact on their organization.

In response to the similar legislation, HCS for HB 462 (2019), officials at the **Raymore-Peculiar School District** assumed they have only had teachers participate in externships using the grant and that these externships are minimal time involvement. They noted that teachers can move laterally on the salary schedule for each 8 hours of graduate credit they have. Each 8 hours is worth about \$700. If the hours lead to an advanced degree, the increase in salary is \$2,500 annually per teacher.

In response to the similar legislation, HCS for HB 462 (2019), officials at the **Columbia Public Schools** stated they have teachers that participate in externships in the local community and that those are done for 6-8 weeks in the summer months.

In response to the similar legislation, HCS for HB 462 (2019), officials at the **Bellevue R-III School District** stated they can not afford to hire substitute teachers and pay a teacher, so they do not participate in externships.

In response to a similar legislation, HCS for HB 462 (2019), officials at the **Wellsville Middletown R-1 School District** stated they do not have teachers that participate in externships.

In response to similar legislation, HCS for HB 267 (2025), officials from the **Office of Administration – Budget & Planning** assumed the provisions of this bill have no direct impact on total state revenues. The General Revenue fund may be impacted to the extent that the General Assembly appropriates monies for this program.

#### §168.036 – Granting Substitute Teacher Certificates

Officials from the **Public Education Employees’ Retirement System (PSRS/PEERS)** note:

#### PSRS analysis:

PwC, the Systems actuary, estimates the impact of extending the suspension of limitations on working after retirement for part-time or temporary substitute teaching positions through June 30, 2030 to be **an insignificant fiscal impact** if retirement behavior remains unchanged. However, there would be a fiscal cost if there is a change in active member retirement behavior to retire earlier, resulting in fewer full-time teachers participating in, and contributing to, PSRS, and they continue to caution that the fiscal impact could be significant if the suspension of the limitations continues to be extended and effectively becomes a permanent provision.

#### PEERS analysis:

PwC, the Systems actuary, estimates the impact of extending the suspension of limitations on working after retirement for part-time or temporary substitute teaching positions through June 30, 2030 to be **an insignificant fiscal impact** to PEERS. However, they continue to caution that the fiscal impact could be significant if the suspension of the limitations continues to be extended and effectively becomes a permanent provision.

Additional Information:

Officials from **Public Education Employees' Retirement System (PSRS/PEERS)** assume this bill, as currently drafted, extends the temporary provision allowing individuals who are receiving a retirement benefit from PSRS or PEERS to substitute teach on a part-time or temporary substitute basis in a covered school district without a discontinuance of the person's retirement benefit. The provisions in this bill only apply to part-time or temporary substitute teaching. As specified in this bill, if an individual chooses to work for a covered employer after retirement under this provision, they will not contribute to additional retirement benefits.

This provision was enacted in 2022 with an expiration of June 30, 2025. This bill extends the temporary provision through June 30, 2030.

The Systems have an actuary firm, PwC US (PwC), that prepares actuarial cost statements on any proposed legislation as well as the annual actuarial valuation reports for the Systems. As discussed in more detail below, the temporary suspension of the working after retirement limitations as proposed in this bill could have a fiscal impact on PSRS and PEERS.

Analysis of impact on PSRS

The 550-hour and 50% of compensation limitations applicable to retired PSRS members who return to work in substitute teaching positions is significantly less than half of the capacity worked by a fulltime teacher and therefore limits the work a rehired retiree can perform in a substitute teaching position without a suspension of their benefit. Suspending these limitations through June 30, 2030 could incentivize existing PSRS members to significantly change their retirement behavior and career planning. In addition, an extension of the working after retirement limits suspension would give employers a greater ability to replace full-time active employees with rehired retirees, allowing employers to save on the cost of contributions to PSRS (for part-time or temporary substitute teaching positions). Such behavior could have a significant impact on the cost of PSRS as earlier retirement by active members could increase the Actuarial Accrued Liability, and therefore the Unfunded Actuarial Accrued Liability, and result in a decrease in covered payroll which would increase the Actuarially Determined Contribution Rate.

However, this proposal does include some conditions that would limit the fiscal impact, including:

- The end date for suspension of the working after retirement limitations of June 30, 2030 would limit any changes in retirement behavior and any changes in employer hiring to a temporary period (absent further extensions).
- Retirees who return to work in substitute teaching positions would only be able to return on a part-time or temporary basis, not on a full-time basis.

In addition, current statistical data on retired PSRS members who have returned to work since the temporary suspension of the limits went into effect in 2022 has been reviewed. The COVID pandemic and other legislation affecting working after retirement make it difficult to conclude

from the data whether retirement patterns have been affected by the current suspension. However, to date, it does not appear to indicate a significant change in retirement behavior by members or hiring practices by employers as the number of retirees working after retirement remains below pre-pandemic levels. However, there is a recent increase in the average hours worked and average earnings by retirees who have returned to work due to some rehired retirees working in a capacity that would have exceeded the limitations of RSMo 169.560 if not for the suspension of those limits for part-time or temporary substitute teaching in RSMo 168.036.

For the reasons noted above and discussed in the actuarial cost estimate, PwC estimates the impact of extending the suspension of limitations on working after retirement for part-time or temporary substitute teaching positions through June 30, 2030 to be **an insignificant fiscal impact if retirement behavior remains unchanged**. However, there would be a fiscal cost if there is a change in active member retirement behavior to retire earlier, resulting in fewer full-time teachers participating in, and contributing to, PSRS, and they continue to caution that the fiscal impact could be significant if the suspension of the limitations continues to be extended and effectively becomes a permanent provision.

#### Analysis of impact on PEERS

The 550-hour limitation applicable to retired PEERS members who return to work in substitute teaching positions is significantly less than half of the capacity worked by a full-time employee and therefore limits the work a rehired retiree can perform without a suspension of their benefit. Suspending these limitations through June 30, 2030 for part-time or temporary substitute teaching positions could incentivize existing PEERS members to significantly change their retirement behavior and career planning. In addition, an extension of the working after retirement limits suspension would give employers a greater ability to replace full-time active employees with rehired retirees, allowing employers to save on the cost of contributions to PEERS (for part-time or temporary substitute teaching positions). Such behavior could have a significant impact on the cost of PEERS as earlier retirement by active members could increase the Actuarial Accrued Liability, and therefore the Unfunded Actuarial Accrued Liability, and result in a decrease in covered payroll which would increase the Actuarially Determined Contribution Rate.

However, this proposal does include some conditions that would limit the fiscal impact, including:

- The end date for suspension of the working after retirement limitations of June 30, 2030 would limit any changes in retirement behavior and any changes in employer hiring to a temporary period (absent further extensions).
- Retirees who return to work in substitute teaching positions would only be able to return on a part-time or temporary basis, not on a full-time basis.
- The number of PEERS retirees who are certificated and eligible to fill substitute teaching positions has historically been very few.

In addition, current statistical data on retired PEERS members who have returned to work since the temporary suspension of the limits went into effect in 2022 has been reviewed. The COVID

pandemic and other legislation affecting working after retirement make it difficult to conclude from the data whether retirement patterns have been affected. However, to date, it does not appear to indicate a significant change in retirement behavior by members or hiring practices by employers, or an increase in the number of PEERS retirees being hired to fill part-time or temporary substitute teaching positions.

For the reasons noted above and discussed in the actuarial cost estimate, PwC estimates the impact of extending the suspension of limitations on working after retirement for parttime or temporary substitute teaching positions through June 30, 2030 to be **an insignificant fiscal impact to PEERS**. However, they continue to caution that the fiscal impact could be significant if the suspension of the limitations continues to be extended and effectively becomes a permanent provision.

PSRS/PEERS provide retirement benefits to approximately 132,000 active members and over 110,000 retired Missouri public school teachers, school employees, and their families. The total invested assets of both PSRS and PEERS were \$58.7 billion as of June 30, 2024.

**Oversight** notes this provision was enacted in 2022 with an expiration of June 30, 2025. This proposal extends the temporary provision through June 30, 2030. Therefore, Oversight assumes the temporary change will result in an insignificant fiscal impact to PSRS/PEERS and therefore, no impact to member employers.

Officials from the **DESE** assume the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for their agency.

#### §168.407 - Principal-Administrator Academy

Officials from **DESE** assume this section will have a fiscal impact of \$1,761,800. This calls for the creation of a Principal-Administrator Academy to mentor and support school principals and to coach superintendents. DESE estimates that 619 principals are eligible for the academy at a cost of \$2200 per principal for a total cost of \$1,361,800. DESE also estimates the cost of superintendent coaching to be \$400,000 based on contracting work that is already being done. The additional \$400,000 for superintendent coaching brings the total cost for this program to \$1,761,800.

**Oversight** does not have any information to the contrary. Therefore, Oversight will reflect impact as estimated by DESE in the fiscal note for their agency.

#### §168.409 – Fees related to services

Upon further inquiry **DESE** provided the following information. The assessment center does not exist in its original format and has not for a couple of decades. Candidates now take a content test that is currently administered by ELT and a performance assessment that is administered by

MPEA, they do not go through this assessment center. Furthermore, they do not currently use an assessment center so they do not collect fees. Finally, DESE noted they do not collect fees from the academy established in section 168.407 for the Excellence in Education Fund (0651). Oversight has no information to the contrary. Therefore, since no fees are being collected Oversight will not show a loss in revenue to fund 0651.

In response to similar legislation, SCS for HCS for HB 607 (2025), officials from the **Department of Elementary and Secondary Education** assumed the provision will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for this agency.

Officials from the **Office of Administration – Budget & Planning** assume this section outlines which funding may be used for programming within the principal-administrators academy. Though this does not have a direct impact on TSR or Section 18(e), it may impact GR in the future subject to appropriations.

#### §170.014 – Three- Cueing System

Officials from the **Department of Elementary and Secondary Education** assume the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note.

Upon further inquiry, DESE stated it is not clear as to how many, but some schools are implementing a three-cueing system currently and there could be significant cost to LEAs to replace instructional materials where they do use them.

In response to similar legislation, SB 556 (2025), officials from the **Washington School District** assumed the proposal will have no fiscal impact on their organization.

**Oversight** notes that the proposal prohibits school districts and charter schools from using a three-cueing system to teach students to read. Oversight is unable to determine how many schools use this system. Oversight assumes there could be a potential cost to those schools to implement and purchase materials for a new literacy system. Therefore, Oversight will reflect a \$0 or unknown impact on the fiscal note.

**Oversight** notes in the summer of 2022, the Missouri legislature approved the Evidence-Based Reading Instruction Program Fund (Senate Bill 681, Section 161.241, RSMo) to be used to reimburse LEAs for efforts to improve student literacy. DESE administers this funding and provides support to LEAs as they move through the application process.

**Oversight** notes the [Missouri Read, Lead, Exceed](#) is the state's comprehensive plan to dedicate \$25 million in state funding and just over \$35 million in federal relief funding to support student literacy. DESE provides the state-approved evidence-based reading instructional materials list that serves as a resource for schools to select materials. Local Education Agencies (LEAs) are

not required to select materials from this list. However, LEAs that are eligible to request reimbursement for instructional materials must select materials from this list.

#### §170.315 – Intruder Response Training

Officials from the **Department of Public Safety - Missouri Highway Patrol (MHP)** assume with the provisions in Section 170.315.6, the Highway Patrol does anticipate an increase in the number of tips due to the required annual training of every student in the state. The training component in House Bill 416 would bring the Courage2Report information to every student and promote the use of the tip line. Courage2Report started in 2019, and since 2020 the tip line has had a steady increase in tip volume annually. From 2020 to 2021, there was an 80% increase in the number of tips, from 2021 to 2022 there was a 75% increase in the number of tips, from 2022 to 2023 there was a 48% increase in the number of tips, and from 2023 to 2024 there was a 25% increase in the number of tips. This equates to 430 received tips in 2019 to 2000+ tips received in 2024. The Patrol does foresee a need for at least one (1) additional FTE to help with the increased workload based on the projected increase in tips that go beyond what current staffing can field. Due to the nature of this job, funding for this FTE would need to be appropriated from General Revenue (0101).

**Oversight** notes this section requires that beginning in the 2026-27 school year the Active Shooter and Intruder Response Training for Schools Program be required for teachers and school employees on an annual basis. The bill requires that initial training be eight hours and continuing training be four hours in length.

**Oversight** assumes there could be costs for school districts if annual training is required. Oversight assumes new training, instruction or education required under state law or rules promulgated by DESE will be dependent on each school districts' needs. Therefore, Oversight will reflect an unknown impact on the fiscal note.

Officials from the **DESE** assume the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for their agency.

In response to similar legislation, HB 416 (2025), officials from the **Wheaton School District** assumed the estimated financial impact of facility improvements, training requirements, and other considerations of the bill \$20,000-\$30,000 initially and \$3,000 annually.

#### §173.232 – Teacher recruitment and Retention State Scholarship Program

Officials from the **DESE** assumed this section of the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note.

§173.1352 – Undergraduate course credits for students who score 4 or higher on international baccalaureate exams

Officials from the **Department of Elementary and Secondary Education** assume the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for their agency.

In response to similar legislation, SB 243 (2025), officials from the **University of Central Missouri**, and the **University of Missouri System** each assumed the proposal will have no fiscal impact on their respective organizations. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for these agencies.

In response to similar legislation, HB 2415 (2025), officials from **Northwest Missouri State University** assumed the proposal would have no fiscal impact on their respective organizations.

§§302.177, 302.272 & 302.735 – School Bus Endorsements

Officials from the **Department of Revenue (DOR)** assumed the following regarding this proposal:

§302.177.2

Modifies minimum age of that school bus endorsement holders who must begin annual skills testing and two-year license issuance to retain the school bus endorsement from 70 and over to 75 years of age and older.

§302.177.6

Modifies the minimum age of eligibility from seventy years to seventy-five years of age to allow the waiver of annual renewal fees for a license with a school bus endorsement.

§302.272.1(3)

Modified the age from seventy to seventy-five for waiver of the pre-trip portion of the driving skills test when completing mandatory retesting to retain a school bus endorsement, and changes the requirement from annually to biennially.

§302.735.4

Modifies age for issuance of annual (changed to biennial) license with school bus endorsement from 70 to 75 and older.

Administrative Impact

To implement the proposed legislation, the Department will be required to:

- Review rules and regulations and initiate changes through JCAR and SOS as applicable.
- Develop project documentation development and oversight of project.

- Work with FAST, the MVDL System vendor to develop requirements for changes to the MO driver license system (internally referred to as FUSION) and supporting changes to the integrated MSHP driver examination system.to incorporate new renewal terms for school bus endorsed license holders aged seventy to seventy-four and changing the mandatory age for an annual retest for school bus endorsement holder’s issuance to those 75 and older.
- Modify renewal notice edits and distribution for school bus endorsed.
- Update polices for DOR Third Party test sites to define changes to testing procedures.
- FAST complete changes and user testing for FUSION.
- Update procedures, forms, and the Department website.
- Update internal procedures.
- Update the Missouri Driver Guide (on-line and printed versions).
- Update the Missouri CDL Manual.
- Modify internal training programs and train staff.

FY 2025-Driver License Bureau

Research/Data Assistant 200 hrs. @ \$19.29 per hr. =\$3,858.

Research/Data Analyst 240 hrs. @ \$28.75 per hr. =\$6,900.

Administrative Manager 100 hrs. @ \$31.21 per hr. =\$3,121.

Total =\$13,879

FY 2025-Communications Office

Associate Research/Data Analyst 80 hrs. @ \$23.04 per hr. = \$1,843.

Total DLB and Communications **\$15,722.**

**Oversight** assumes DOR will use existing staff and will not hire additional FTE to conduct these activities; therefore, Oversight will not reflect these administrative costs DOR has indicated on the fiscal note.

**DOR** notes, due to the significant change in testing requirements, additional cost may be incurred by DOR and MSHP to reprint the non-commercial driver guide and commercial driver license manual and destroy any unused outdated materials. Currently MSHP incurs the cost for printing of the manuals. Potential loss is unknown and will be based on the number of printed manuals in stock at the time of distribution of the new manuals.

FUSION Impact

Vendor estimates approximately 200 hours for development, testing and implementation tasks.

**\$225 x 200 = \$45,000**

FY 26 Total Estimated Administrative Costs = \$60,722

**Oversight** does not have any information to the contrary in regards to DOR's assumptions; therefore, Oversight will reflect DOR's FUSION costs on the fiscal note.

Revenue Impact

**DOR** notes, during FY 2024, there were 855 one-year commercial licenses with school bus endorsement issued that required skills testing for persons aged 70 and over. The fees are waived for applicants of this type today.

The change to allow persons aged seventy to seventy-four to be issued a two-year renewal may result in a minimal increase in transaction fees of less than \$6,000 annually.

Potential revenue increase:

285 x \$20 per 3yr document = \$5,700

The estimated increased revenue from the change in issuance term would be distributed to State Highway, Cities and Counties as follows:

75% to Highway Fund= \$4,275

15% to Cities = \$855

10% to Counties = \$570

There may be a minimal increase in revenue from branch office processing fees collected in the Department central branch office from the proposed allowance for a three-year renewal for school bus endorsement holders aged seventy to seventy-four.

This legislation allows for a 2-year issuance for persons aged 75 and over but does not change the \$7.50 fee. This will result in a minimal decrease in issuance collections.

**Oversight** assumes the projected increase in revenue is not material; therefore, Oversight will not reflect the minimal increase to the state or to cities/counties.

**Oversight** notes this proposal also adds provisions for equipping schools with master key boxes. The proposal does not make these master key boxes mandatory. However, the school districts are allowed to accept donations of the key boxes or money for the key boxes. Therefore, Oversight will show no impact to schools as the donations and cost for the boxes will net to zero.

Responses regarding the proposed legislation as a whole

Officials from the **Department of Higher Education and Workforce Development, Department of Public Safety – Fire Safety, Missouri Department of Transportation, Kansas City Police Department, St. Louis County Police Department, Phelps County Sheriff, Office of the State Treasurer, Department of Health and Senior Services,**

**Department of Public Safety – Director’s Office, Department of Natural Resources, Department of Mental Health, Department of Corrections, University of Missouri, Department of Social Services, Missouri Office of Prosecution Services, Office of the State Courts Administrator,** and the **Oversight Division** assume the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for these agencies.

Officials from **Joint Committee on Public Employee Retirement (JCPER)** have reviewed CCS HCS SS SCS SB 68. The bill has no direct fiscal impact to the Joint Committee on Public Employee Retirement.

The JCPER’s review of CCSHCS SS SCS SB 68 indicates that its provisions may constitute a “substantial proposed change” in future plan benefits as defined in section 105.660(10). It is impossible to accurately determine the fiscal impact of this legislation without an actuarial cost statement prepared in accordance with section 105.665. Pursuant to section 105.670, an actuarial cost statement must be filed with the Chief Clerk of the House of Representatives, the Secretary of the Senate, and the Joint Committee on Public Employee Retirement as public information for at least five legislative days prior to final passage.

Officials from the **Office of Attorney General (AGO)** assumed any potential litigation costs arising from this proposal can be absorbed with existing resources. The AGO may seek additional appropriations if the proposal results in a significant increase in litigation or investigation costs.

**Oversight** does not have any information to the contrary. Therefore, Oversight assumes the AGO will be able to perform any additional duties required by this proposal with current staff and resources and will reflect no fiscal impact to the AGO for fiscal note purposes.

In response to the previous version, officials from the **Branson Police Department, Office of Administration - Administrative Hearing Commission, Department of Commerce and Insurance, Missouri Department of Agriculture, Department of Public Safety – Gaming Commission,** and **Kansas City** each assumed the proposal will have no fiscal impact on their organization. **Oversight** does not have any information to the contrary. Therefore, Oversight will reflect a zero impact in the fiscal note for these agencies.

#### Rule Promulgation

Officials from the **Joint Committee on Administrative Rules** assume this proposal is not anticipated to cause a fiscal impact beyond its current appropriation.

Officials from the **Office of the Secretary of State (SOS)** note many bills considered by the General Assembly include provisions allowing or requiring agencies to submit rules and regulations to implement the act. The SOS is provided with core funding to handle a certain amount of normal activity resulting from each year's legislative session. The fiscal impact for

this fiscal note to the SOS for Administrative Rules is less than \$5,000. The SOS recognizes that this is a small amount and does not expect that additional funding would be required to meet these costs. However, the SOS also recognizes that many such bills may be passed by the General Assembly in a given year and that collectively the costs may be in excess of what the office can sustain with its core budget. Therefore, the SOS reserves the right to request funding for the cost of supporting administrative rules requirements should the need arise based on a review of the finally approved bills signed by the governor.

<u>FISCAL IMPACT – State Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<b>GENERAL REVENUE</b>				
<u>Costs – MHP §170.315 p. 28</u>				
Personnel Service	(\$56,300)	(\$68,911)	(\$70,289)	(\$71,695)
Fringe Benefits	(\$51,188)	(\$62,654)	(\$63,907)	(\$65,185)
Expense & Equipment	(\$3,500)	(\$0)	(\$0)	(\$0)
<u>Total Costs - MHP</u>	<u>(\$110,988)</u>	<u>(\$131,565)</u>	<u>(\$134,196)</u>	<u>(\$136,880)</u>
FTE Change - MHP	1 FTE	1 FTE	1 FTE	1 FTE
<u>Costs – DESE §160.480 p.8</u>				
Personnel Service	(\$62,340)	(\$76,304)	(\$77,830)	(\$79,387)
Fringe Benefits	(\$38,146)	(\$46,375)	(\$46,986)	(\$47,926)
Expense & Equipment	(\$15,910)	(\$13,416)	(\$13,684)	(\$13,958)
<u>Total Costs – DESE</u>	<u>(\$116,396)</u>	<u>(\$136,095)</u>	<u>(\$138,500)</u>	<u>(\$141,271)</u>
FTE Change - DESE	1 FTE	1 FTE	1 FTE	1 FTE
<u>Costs – DESE – Workgroup to Develop Standards - §160.480 p.8</u>	\$0 to (\$79,833)	\$0	\$0	\$0
<u>Cost – DOR – FUSION implementation §302.177 p.30</u>	(\$45,000)	\$0	\$0	\$0
<u>Costs – DESE/ITSD – programming §160.664 p.14</u>	(\$97,524)	(\$19,992)	(\$20,492)	(\$21,004)
<u>Costs – DESE – funding for students expelled or suspended §160.265 p.8</u>	\$0 to (\$23,040,000)	\$0 to (\$23,040,000)	\$0 to (\$23,040,000)	\$0 to (\$23,040,000)

<u>FISCAL IMPACT – State Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<u>Costs – DESE – additional funding for 169-day calendar to schools §163.045 p.20</u>	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)
<u>Costs – DESE – Student technology for test administration §161.670 p.17</u>	More or less than (\$186,000)	More or less than (\$15,000)	More or less than (\$15,000)	More or less than (\$15,000)
<u>Costs – DESE – Principal-Administrator academy §168.407 p.27</u>	(\$1,761,800)	(\$1,761,800)	(\$1,761,800)	(\$1,761,800)
<u>Costs – DESE – Data Forensics/Test Security §161.670 p.17</u>	(\$200,000)	(\$200,000)	(\$200,000)	(\$200,000)
<u>Costs – DRC for development/scoring/reporting §161.670 p.17</u>	(\$443,822)	(\$443,822)	(\$443,822)	(\$443,822)
<u>Costs - DESE - to develop and revise performance level descriptors, related assessments, notifications and meetings - §§160.518 &amp; 160.522 p.12</u>	(\$932,540)	\$0	\$0	\$0
<u>Costs – DESE – Childcare for Adult High schools §160.2700 p. 15</u>	\$0 up to (\$146,470)	\$0 up to (\$292,940)	\$0 up to (\$439,410)	\$0 up to (\$585,880)
<u>Costs - DESE/OA-ITSD - changes to MOSIS application - §§160.518 &amp; 160.522 p.12</u>	(\$105,462)	(\$21,620)	(\$22,161)	(\$22,715)
<u>Costs or Cost Avoidance – Difference in state funding for eligible students attending nonresident districts §167.151.6 p.20</u>	(Unknown) or Unknown	(Unknown) or Unknown	(Unknown) or Unknown	(Unknown) or Unknown

<u>FISCAL IMPACT – State Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<u>Transfer Out</u> – DESE - for cost of anti-intruder door locks on all interior doors, bullet-resistant window film and concealment material for doors with windows and sidelights - §160.663 p.13	\$0 to (Unknown, Could exceed \$6,157,500)	\$0 to (Unknown, Could exceed \$6,157,500)	\$0 to (Unknown, Could exceed \$6,157,500)	\$0 to (Unknown, Could exceed \$6,157,500)
<u>Transfer Out</u> – to the STEM Career Awareness Activity Program Fund - §161.264 p.16	\$0	More or less than (\$192,052)	More or less than (\$192,052)	More or less than (\$192,052)
<u>Transfer Out</u> - DESE - bleeding control kits and school personnel training - §160.485 p.11	\$0 to (Could exceed \$1,759,700)	\$0 or (Could exceed \$100,000)	\$0 or (Could exceed \$100,000)	\$0 or (Could exceed \$100,000)
<b>ESTIMATED NET EFFECT ON GENERAL REVENUE</b>	<b>More or Less than (\$35,183,035)</b>	<b>More or Less than (\$32,512,386)</b>	<b>More or Less than (\$32,664,933)</b>	<b>More or Less than (\$32,817,924)</b>
Estimated Net FTE Change on General Revenue	2 FTE	2 FTE	2 FTE	2 FTE
<b>STATE FACILITY MAINTENANCE AND OPERATIONS FUND (0501)</b>				
<u>Costs</u> – OA §160.077 p.7				
Personnel Service	(\$117,005)	(\$143,214)	(\$146,078)	(\$149,000)
Fringe Benefits	(\$73,216)	(\$88,984)	(\$90,132)	(\$91,935)
Expense & Equipment	(\$167,200)	(\$204,653)	(\$208,746)	(\$212,921)
<u>Total Costs</u> – OA	(\$357,421)	(\$436,851)	(\$444,956)	(\$453,856)
FTE Change - OA	2 FTE	2 FTE	2 FTE	2 FTE

<u>FISCAL IMPACT – State Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<b>ESTIMATED NET EFFECT ON STATE FACILITY MAINTENANCE AND OPERATIONS FUND</b>	<b><u>(\$357,421)</u></b>	<b><u>(\$436,851)</u></b>	<b><u>(\$444,956)</u></b>	<b><u>(\$453,856)</u></b>
Estimated Net FTE Change on State Facility Maintenance and Operations Fund	2 FTE	2 FTE	2 FTE	2 FTE
<b>STEM CAREER AWARENESS ACTIVITY FUND</b>				
<u>Transfer In</u> – from General Revenue - §161.264 p.16	\$0	More or less than \$192,052	More or less than \$192,052	More or less than \$192,052
<u>Income</u> – gifts, bequests or donations - §161.264 p.16	\$0	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown
<u>Costs</u> - for a vendor to implement the statewide program - §161.264 p.16	\$0	More or less than <u>(\$192,052)</u>	More or less than <u>(\$192,052)</u>	More or less than <u>(\$192,052)</u>
<b>ESTIMATED NET EFFECT ON THE STEM CAREER AWARENESS ACTIVITY FUND</b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>
<b>FEDERAL FUNDS</b>				
<u>Income</u> – program reimbursements §160.077 p.7	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown

<u>FISCAL IMPACT – State Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<u>Transfer Out</u> - to school districts for funding for filtration, testing, and other remediation efforts - §160.077 p.7	\$0 or <u>(Unknown)</u>	\$0 or <u>(Unknown)</u>	\$0 or <u>(Unknown)</u>	\$0 or <u>(Unknown)</u>
<b>ESTIMATED NET EFFECT ON FEDERAL FUNDS</b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>	<b><u>\$0</u></b>

<u>FISCAL IMPACT – Local Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<b>LOCAL POLITICAL SUBDIVISIONS</b>				
<u>Revenue</u> - Additional State Aid §163.045 p.20	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown
<u>Revenue</u> – Schools and Charter schools – funding for students expelled or suspended §160.265 p.8	\$0 to \$23,040,000	\$0 to \$23,040,000	\$0 to \$23,040,000	\$0 to \$23,040,000
<u>Transfer In</u> - from state General Revenue - §160.663 p.13	\$0 to Could exceed \$6,157,500	\$0 to Could exceed \$6,157,500	\$0 to Could exceed \$6,157,500	\$0 to Could exceed \$6,157,500
<u>Transfer In</u> - from state General Revenue - §160.485 p.11	\$0 to Could exceed \$1,759,700	\$0 or Could exceed \$100,000	\$0 or Could exceed \$100,000	\$0 or Could exceed \$100,000
<u>Transfer In</u> - from Federal Funds §166.077 p.7	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown	\$0 or Unknown

<u>FISCAL IMPACT – Local Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<u>Costs</u> - to school districts for lead filtration, testing, and other remediation efforts - §160.077 p.7	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)
<u>Costs</u> – School Districts & Charter Schools – Implement new literacy system §170.014 p.28	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)
<u>Costs</u> - Potential salary adjustments from credit earned on externships – §168.025 p.23	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)	\$0 or (Unknown)
<u>Nonresident Districts</u> - additional State funding for non-resident transfers but also additional costs to educate those students §167.151.6 p. 20	Unknown or (Unknown)	Unknown or (Unknown)	Unknown or (Unknown)	Unknown or (Unknown)
<u>Resident Districts</u> – reduced state funding, but also possible reduction in costs to educate those students §167.151.6 p.20	Unknown or (Unknown)	Unknown or (Unknown)	Unknown or (Unknown)	Unknown or (Unknown)
<u>Costs</u> - to install AEDs in public schools - §160.482.4(3) p.9	\$0	(Unknown, Could exceed \$1,204,000)	\$0	\$0
<u>Costs</u> – AED maintenance and repairs - §160.482.4(3) p.9	\$0	\$0	(Unknown)	(Unknown)
<u>Costs</u> – First aid, CPR, AED training - §160.482.6 & §167.624 p.9	(Unknown)	(Unknown)	(Unknown)	(Unknown)

<u>FISCAL IMPACT – Local Government</u>	FY 2026 (10 Mo.)	FY 2027	FY 2028	Fully Implemented (FY 2029)
<u>Costs</u> - anti-intruder door locks on all interior doors, bullet-resistant window film and concealment material for doors with windows and sidelights - §160.663 p.13	\$0 to (Unknown, Could exceed \$6,157,500)	\$0 to (Unknown, Could exceed \$6,157,500)	\$0 to (Unknown, Could exceed \$6,157,500)	\$0 to (Unknown, Could exceed \$6,157,500)
<u>Costs</u> – training, instruction, and education - §170.315 p.28	(Unknown)	(Unknown)	(Unknown)	(Unknown)
<u>Costs</u> - for cost of bleeding control kits and school personnel training - §160.485 p.11	\$0 to (Could exceed \$1,759,700)	\$0 or (Could exceed \$100,000)	\$0 or (Could exceed \$100,000)	\$0 or (Could exceed \$100,000)
<u>Costs</u> – School Districts - increase in employer contributions p.27	(Unknown)	(Unknown)	(Unknown)	(Unknown)
<b>ESTIMATED NET EFFECT ON LOCAL POLITICAL SUBDIVISIONS</b>	<b>Unknown or (Unknown)</b>	<b>Unknown or (Unknown)</b>	<b>Unknown or (Unknown)</b>	<b>Unknown or (Unknown)</b>

FISCAL IMPACT – Small Business

No direct fiscal impact to small businesses would be expected as a result of this proposal.

FISCAL DESCRIPTION

GET THE LEAD OUT OF SCHOOL DRINKING WATER (Sections 160.077 and 701.200)

The act modifies provisions of the "Get the Lead Out of School Drinking Water Act".

The act provides that a school may filter water to reduce lead levels when the water supply is the source of lead contamination. The act prohibits a school from using flushing practices to reduce lead levels as part of the school's remediation plan.

The act specifies that a filter used to reduce lead levels in a school's drinking water supply shall be installed in accordance with any relevant requirements set forth by the Department of Natural Resources.

The act adds removal of a drinking water outlet from service to the list of steps a school may take if testing shows that the building's plumbing is causing lead contamination.

The act repeals a provision exempting school buildings constructed after January 4, 2014, from the requirement to install, maintain, or replace filters.

Finally, the act repeals provisions relating to testing for lead in school buildings constructed before 1996.

#### CALCULATION OF STUDENT ATTENDANCE (Section 160.265)

The act provides that a student who has been suspended or expelled from a public school shall be counted as being in attendance for purposes of calculating the school's attendance rate under the Missouri School Improvement Plan and the school's weighted average daily attendance as used in the calculation of state aid.

#### COMPREHENSIVE EMERGENCY OPERATIONS PLANS (Section 160.480)

Currently, school districts are authorized to adopt a comprehensive emergency preparedness plan addressing the use of school resources in the event of a natural disaster or other community emergency.

Under this act, school districts and charter schools shall adopt a "comprehensive emergency operations plan" that addresses school safety, crises, and emergency operations; prevention, preparation, operations, and follow-up; collaboration with local law enforcement, fire protection services, and emergency management; and consideration of supporting mental health needs of all involved in any crisis. The emergency operations plan shall be shared with local law enforcement, fire protection services, and emergency management. The governing board of each school district and charter school shall ensure the completion of a physical security site assessment at each facility annually.

The Department of Elementary and Secondary Education (DESE) shall develop standards for emergency operations plans and ensure compliance with the adoption of these plans annually. DESE shall also develop standards for the annual physical security site assessments using nationally accepted methodology and shall ensure compliance with the completion of these assessments annually.

#### CARDIAC EMERGENCY RESPONSE PLANS (Section 160.482)

For the 2026-27 school year and all subsequent school years, this act requires every public school, including charter schools, to develop and implement a cardiac emergency response plan that addresses the appropriate use of school personnel to respond to incidents involving an individual experiencing sudden cardiac arrest or a similar life-threatening emergency while on a school campus.

Members of each school's administration shall coordinate with local emergency services providers to integrate the public school's cardiac emergency response plan into the local emergency services providers' protocols. A cardiac emergency response plan shall integrate evidence-based core elements, such as those recommended by the American Heart Association guidelines, Project ADAM (Automated Defibrillators in Adam's Memory), or another set of nationally recognized, evidence-based standards or core elements.

The act outlines certain guidelines that a cardiac emergency response plan shall integrate, including the establishment of a cardiac emergency response team, the placement of automated external defibrillators (AEDs) throughout the school campus, and the registration of AEDs with the Missouri 911 Service Board. Appropriate AED placement shall be dictated by the cardiac emergency response plan and in accordance with guidelines set by the American Heart Association or nationally recognized guidelines focused on emergency cardiovascular care.

For schools with an athletic department or organized school athletic program, an AED shall be clearly marked and easily accessible in an unlocked location at each athletic venue and event. The AED shall be accessible during the school day and any school-sponsored athletic event or team practice.

Appropriate school personnel shall be certified in first

aid, CPR, and AED use, as provided in the act. The school personnel required to be trained shall be determined by the cardiac emergency response plan and shall include, but shall not be limited to, athletic coaches, school nurses, and athletic trainers.

Schools shall not be required to purchase AEDs unless the General Assembly specifically appropriates funds. Nothing in the act prohibits schools from seeking alternative funding sources.

#### STOP THE BLEED ACT (Section 160.485)

The act establishes the "Stop the Bleed Act" requiring DESE to develop a traumatic blood loss protocol for school personnel to follow in the event of a serious injury. The protocol shall be developed before January 1, 2026 for implementation in each school district and charter school before the end of the 2025-26 school year.

The act outlines the requirements of the protocol, including placing a bleeding control kit in areas where there is likely to be high traffic, such as auditoriums and cafeterias. Certain items

shall be included in the bleeding control kit, such as bandages, protective gloves, and tourniquets. A bleeding control kit shall be restocked after each use, as provided in the act.

Each school district and charter school shall designate school personnel in each school building who shall receive annual training in the use of a bleeding control kit. The act describes the topics to be covered in such training, such as the proper application of dressings or bandages.

DESE shall, in collaboration with the United States Department of Homeland Security and the Missouri Department of Public Safety, include requirements in the traumatic blood loss protocol for school personnel to receive annual training in the use of bleeding control kits. The training requirements shall be satisfied by successful completion and certification under the "STOP THE BLEED" course as promulgated by the American College of Surgeons Committee on Trauma or the American Red Cross. The training requirements may allow online instruction.

A bleeding control kit may contain any additional items that are approved by emergency medical services personnel, as provided in the act. Quantities of each item required to be in a bleeding control kit may be determined by each school district.

DESE, each school district, and each charter school shall maintain information about the Stop the Bleed Act on each entity's website. Upon request by a school district or a charter school, DESE may, in collaboration with the Department of Public Safety, direct the school district or charter school to resources that are available to provide bleeding control kits to the school district or charter school.

All costs related to the provision of bleeding control kits, kit restocking, and training of school personnel shall be subject to an appropriation by the General Assembly. A school district or charter school may receive donations of bleeding control kits or funds for the purchase of bleeding control kits that meet the requirements of the act.

This provision shall not be construed to create a cause of action against a school district, charter school, or school personnel. Any school personnel who in good faith use a bleeding control kit as provided in the act shall be immune from all civil liability for any act or omission in the use of a bleeding control kit unless the act or omission constitutes gross negligence or willful, wanton, or intentional misconduct.

#### GRADE-LEVEL EQUIVALENCE (Sections 160.518 and 160.522)

The Department of Elementary and Secondary Education (DESE) shall develop and use a grade-level equivalence metric to assess students' knowledge and performance for grades 3-8. DESE shall define and categorize performance-level descriptors for advanced, proficient, grade level, basic, and below basic achievement, as described in the act, with each level representing varying degrees of mastery over educational content and readiness for the next grade level. The grade-level equivalence for each student shall be determined at the time of the statewide assessment and provided alongside the student's assessment score to both the student and his or her parent.

DESE shall also ensure that data related to grade-level equivalence is made publicly accessible on a building, school, district, and statewide level, while ensuring that no data is disclosed in a way that allows for the personal identification of any student, except by the student and the student's parent. DESE may engage a third-party nonprofit entity to assist in developing the grade-level equivalence metric. The grade-level equivalence data shall be included in the annual performance reports DESE is required to compile under current law.

#### SCHOOL SAFETY COORDINATORS (Section 160.660)

The act requires school districts to designate a primary and secondary school safety coordinator, rather than one designated safety coordinator. Each school district shall ensure that school safety coordinators complete specific training within one year of being appointed. The training options include certain courses offered by the Federal Emergency Management Administration or the Missouri School Boards' Association's Center for Education Safety.

#### SCHOOL SAFETY MEASURES (Section 160.663)

The act requires school districts and charter schools to install anti-intruder door locks on all existing interior doors and all interior doors installed after August, 28, 2029. Notwithstanding these provisions, a school district or charter school shall not be required to equip an interior door with an anti-intruder door lock unless the General Assembly specifically appropriates funds.

Additionally, a school district or charter school may equip each school with one or more master key boxes to contain the necessary keys and access tools for fire protection and law enforcement agencies to gain access to exterior or interior doors or entryways, including those equipped with an anti-intruder door lock.

School districts and charter schools may receive donations of anti-intruder door locks and master key boxes or accept donations of funds to purchase such items.

School districts and charter schools shall develop policies to control building access prior to, or in conjunction with, installing anti-intruder door locks.

#### SCHOOL SAFETY INCIDENT REPORTS (Section 160.664)

This act requires all local educational agencies (LEAs), defined as including any school district and any charter school that has declared itself an LEA, to report to DESE all school safety incidents and credible school safety threats that occur at each attendance center of the LEA, including all actual incidents or credible threats of school shootings or other incidents or threats involving a firearm, explosive, knife, or other weapon, as provided in the act. DESE may require LEAs to report acts of school violence or violent behavior, as such terms are defined in current law, or crimes required to be reported to law enforcement under current law.

DESE shall establish procedures for LEAs to follow when reporting a school safety incident or credible threat. These procedures shall include, but shall not be limited to, criteria to assist LEAs in determining what constitutes a school safety incident or credible threat that is required to be reported; a time frame within which such incident or threat shall be reported; and any other information required by DESE.

DESE shall maintain and regularly update a database of all school safety incidents and credible school safety threats that are reported pursuant to the provisions of the act. No record in the database shall contain personally identifiable information of a student. A record in the database shall contain only aggregate data by charter school, school district, or attendance center thereof, and shall be a public record. DESE shall share data relating to school safety incidents and credible school safety threats with the Department of Public Safety.

#### ACTIVE MILITARY MEMBERS (Section 160.701)

The act provides that a statewide activities association that includes at least one public school district as a fee-paying member shall not require students who are on active duty in the United States Armed Forces, including members of the National Guard and Reserve on active duty orders, to attend a minimum number of practices as a condition of such student's membership on any group or team facilitated or overseen by such association.

#### ADULT HIGH SCHOOLS (Sections 160.2700, 160.2705, and 160.2710)

The act lowers the minimum age of a student who may enroll in an adult high school from 21 years of age to 18 years of age.

To be eligible to operate an adult high school, an organization shall demonstrate success in providing job placement services to adults 18 years of age or older, instead of 21 years of age or older, in addition to satisfying certain other conditions set forth in current law.

Additionally, a student transferring from a local education agency to an adult high school shall be considered a transfer student and not a dropout student from the local education agency.

#### TEACHER REPRESENTATIVES ON THE STATE BOARD OF EDUCATION (Section 161.026)

The act modifies the appointment of teacher representatives to the State Board of Education by providing that, for the second and succeeding appointments, the teacher representative shall not be appointed from the same congressional district as the immediately preceding teacher representative, rather than requiring all appointments to be made in rotation from each congressional district. If a vacancy occurs during an unexpired term, the act repeals a requirement that the Governor appoint a replacement from the same congressional district as the teacher representative being replaced, as well as repealing a provision requiring the Governor to

make a temporary appointment if the General Assembly is not in session. Finally, the act repeals the August 28, 2025, expiration date of these provisions.

#### STEM CAREER AWARENESS (Section 161.264)

This act creates the "STEM Career Awareness Activity Fund" for the purpose of establishing a science, technology, engineering, and mathematics (STEM) activity program for students in grades nine through twelve. Under the act, the Department of Elementary and Secondary Education (DESE) shall select a provider to deliver a teacher-led program that involves facilitating a cohort of students to conduct STEM activities at state, national, or international competitions. DESE shall select a provider that presents data demonstrating the effectiveness of the program in achieving certain goals specified in the act. DESE shall begin soliciting applications from providers by January 1, 2026, and select a provider by March 1, 2026.

#### VIRTUAL ASSESSMENTS (Section 161.670)

This act provides that any virtual school or program that is part of the Missouri Course Access and Virtual School Program may administer any statewide assessment virtually, except for college readiness or workforce readiness assessments provided by a national college and career readiness assessment provider. The act outlines requirements for such virtual assessments, including the monitoring of students via a camera and the maintaining of a student-to-proctor ratio that is targeted at 10-1 or lower.

#### ELECTRONIC PERSONAL COMMUNICATIONS DEVICES (Section 162.207)

Beginning in the 2025-26 school year, each school district and charter school shall adopt a written policy regarding students' possession or use of electronic personal communication devices. Such a policy shall be designed to promote students' educational interests and ensure a safe, effective working environment for staff and volunteers. The act defines an "electronic personal communications device" as a portable device that is used to initiate, receive, store, or view communication, information, images, or data electronically.

At a minimum, the policy shall prohibit students from using or displaying these devices from the beginning until the end of the school day, including, but not limited to, during instructional time, meal times, breaks, time between classes, and study halls. The policy shall also outline disciplinary procedures for violations and include exceptions for students who need devices due to specific educational or health needs, such as individualized education plans or 504 plans under federal law. Exceptions may allow device use in emergencies, as defined in the act, or for authorized educational purposes. The policy shall be published on the school district's or charter school's website, and school employees or volunteers shall be immune from liability if they act in good faith and follow the policy's disciplinary procedures.

This provision shall expire on August 28, 2032.

#### KINDERGARTEN ELIGIBILITY FOR CHILDREN WITH A DEVELOPMENTAL DELAY (Section 162.700)

The act provides that a child identified as having a developmental delay before attaining the age of eligibility for kindergarten may continue such eligibility as a young child with a developmental delay. The category of young child with a developmental delay shall not be used to determine continuing eligibility for special educational services for a student who is seven years of age before August first of a given school year, but eligibility for special educational services may be determined for such students through any other disability category.

#### CONTRACTS FOR SPECIAL EDUCATIONAL SERVICES (Section 162.705)

The act authorizes the State Board of Education to contract with an organization in an adjacent state to provide special educational services if a school district or special district fails or is unable to provide such services as required under current law.

#### SMALL SCHOOLS GRANT (Section 163.044)

Nonresident students who enroll in a school district through the Missouri Course Access and Virtual School Program shall not be included in such school district's total pupil count for purposes of determining the district's eligibility for the Small Schools Grant under current law.

#### STATE AID FOR SCHOOLS (Section 163.045)

A school district shall not be deemed ineligible to receive certain state aid moneys on the basis that such school district was in session for fewer than 169 days in a school term because of exceptional or emergency circumstances or a reduction of the required number of school days authorized by the Commissioner of Education under current law.

#### MINIMUM TEACHER'S SALARY (Section 163.172)

This act repeals the requirement for a teacher's master's degree to be in an academic teaching field directly related to the teacher's assignment in order for such teacher to qualify for the minimum salary for teachers with a master's degree and at least 10 years of teaching experience.

#### BEHAVIORAL THREAT ASSESSMENTS AND PERSONAL SAFETY PLANS (Sections 167.020 and 167.022)

The act adds behavioral threat assessments and personal safety plans, as defined in the act, to the records to be requested by school officials when enrolling a pupil.

#### JUVENILE COURT (Section 167.115)

Currently, a school district shall be notified if a petition is filed against a student in juvenile court with specific allegations. Under this act, a school district shall also be notified if a charge or indictment is filed against a student. The act adds the local prosecutor to the list of individuals required to notify the school district. Notice shall be given within 24 hours following the filing of the charge, indictment, or petition, and a summary of facts shall be provided to the superintendent of the school district no later than two business days, rather than five days, following the case disposition.

Additionally, the act authorizes school districts to request an injunction to exclude students from educational services if there is a substantial likelihood of danger to the safety of other students or employees in the school district. The information reported to the school district may be used to provide an alternative environment for the student's educational services.

#### AGREEMENTS WITH LAW ENFORCEMENT (Section 167.117)

The act authorizes school districts and charter schools to enter into written agreements with law enforcement on reporting procedures for certain criminal offenses specified in the act. These procedures may authorize the reporting of offenses committed by students under 11 years of age to the Children's Division within the Department of Social Services, rather than law enforcement.

#### CHILDREN OF SCHOOL CONTRACTORS (Section 167.151)

Under this act, a school district or charter school may, upon a majority vote of the school board of the school district or governing board of the charter school, adopt a policy to allow the child of a contractor or regular employee, as defined in the act, to attend school in the school district or charter school, even if the child is not a resident student. The nonresident district or charter school shall provide the child with the same access to education as other pupils entitled to free instruction and without requiring tuition fees. The child shall be considered a resident of the nonresident district for the purpose of average daily attendance. Charter schools shall receive an amount of state aid for each transferring student as described in the act. If the child wishes to attend a magnet or academically selective school within the nonresident district, the parent shall provide proof that the child meets the admission requirements. The nonresident district or charter school may require contractors or regular employees to provide documentation showing they meet the necessary qualifications and may also require a contractor or regular employee to work a minimum number of days, not exceeding 60, for the child to be eligible to attend school in the nonresident district or charter school. Neither the resident district or charter school nor the nonresident district shall be responsible for providing transportation services. If the parent ceases to be a contractor or regular employee of the school district or charter school, the child may continue attending school in the nonresident district or charter school for the remainder of the school year.

#### ZERO-TOLERANCE DISCIPLINARY POLICIES (Section 167.167)

This act requires school districts to prohibit, in name and practice, any zero-tolerance disciplinary policy that results in an automatic consequence against a pupil without the discretion to modify such disciplinary consequence on a case-by-case basis.

#### CARDIOPULMONARY RESUSCITATION (Section 167.624)

Currently, school boards are authorized to develop and implement a program to train students and employees on cardiopulmonary resuscitation and other lifesaving methods. This act requires school districts and charter schools to provide such training for all employees. The act repeals a provision authorizing school boards to make completion of the program a graduation requirement.

#### RECOVERY HIGH SCHOOLS (Section 167.850)

Currently, a recovery high school is a public high school established by one or more school districts to serve students diagnosed with substance use disorder or dependency.

Under this act, a recovery high school is a school established by a sponsoring entity, which may include the Department of Elementary and Secondary Education (DESE), a school district, a magnet school, a charter school, a private school, or any combination of such entities.

Currently, the sending district of an eligible student enrolled in a recovery high school shall pay tuition to the recovery high school in an amount equal to the lesser of (a) the tuition rate set by the recovery high school or (b) the state adequacy target, as defined in current law, plus the average sum produced per child by the local tax effort above the state adequacy target of the sending district. The sending district is responsible for paying any costs associated with the provision of special education and related disability services that exceed the tuition paid to the recovery high school.

Under this amendment, a recovery high school shall be reimbursed by the sending district in an amount equal to the lesser of (a) the tuition rate set by the recovery high school or (b) the current expenditure per average daily attendance of the sending district. Any tuition costs exceeding the actual payment to the recovery high school from the sending district shall be reimbursed by DESE. If costs associated with the provision of special education and related disability services to a student with an individualized education program exceed three times the current expenditure per average daily attendance of the sending district, the sending district shall claim such excess costs for reimbursement as provided in current law, and shall be responsible for paying such excess costs to the recovery high school, provided the sending district is reimbursed for such excess costs by DESE.

#### TEACHER CERTIFICATION (Section 168.021)

The act provides that the alternative online teacher preparation program developed and maintained by DESE under current law may, instead of "shall", be accepted by private schools and private school accrediting agencies.

Additionally, the act adds Teachers of Tomorrow to the list of certifying entities from which the State Board of Education shall accept a teacher's credentials for purposes of granting a license to teach in the public schools of this state, provided that the individual also meets certain other conditions outlined in current law. The act further adds "gifted education" to the list of subject areas for which the State Board of Education shall not issue a teaching license based on certification by such a certifying entity.

#### TEACHER EXTERNSHIPS (Section 168.025)

The act repeals the August 28, 2024, expiration of the teacher externship program.

#### SUBSTITUTE TEACHING IN RETIREMENT (Section 168.036)

Currently, the limitations for members of the Public School Retirement System and the Public Education Employee Retirement Systems (PSRS/PEERS) to work as a substitute teacher after retirement are waived until June 30, 2025. This act waives such limitations until June 30, 2030.

#### PRINCIPAL-ADMINISTRATOR ACADEMY (Sections 168.407, 168.409, and 168.500)

The act modifies provisions relating to programming for the Principal-Administrator Academy by specifying that programming shall include a review of preparation programs of school administrators, a mentoring program, and an early career coaching program.

The act repeals a provision authorizing DESE to charge a reasonable fee to cover the costs of operating the Principal- Administrator Academy. Instead, the act provides that funding

for such programming may include federal funding, money appropriated to the Excellence in Education Fund, or up to 5% of funding appropriated for Career Ladder. DESE may also require matching funds to be provided by individuals or school districts, as provided in the act.

#### MODELS OF READING INSTRUCTION (Section 170.014)

Phonics instruction for decoding and encoding words shall be the primary instructional strategy for teaching word reading in school districts and charter schools. Instruction in word reading shall not rely primarily on strategies based on the three-cueing system model of reading or visual memory. Visual information may be used in reading instruction to improve background and add context, but shall not be used to teach word reading.

#### ACTIVE SHOOTER TRAINING (Section 170.315)

The act modifies the Active Shooter and Intruder Response Training for Schools Program (ASIRT).

For the 2026-27 school year and all subsequent school years, each school district and charter school shall annually train employees on how to respond to students who provide information about a threatening situation, how to address situations involving a potentially dangerous or armed intruder or active shooter, how to identify potential threats or safety hazards, and protocols for emergencies listed in the act.

All school personnel may, rather than "shall", participate in a simulated active shooter and intruder response drill. School safety drills required under current law may be led by school safety professionals, in addition to law enforcement professionals. Each drill shall, rather than "may", include an explanation of its purpose and a safety briefing. The act repeals the requirement that each participant in a safety drill shall know and understand how to respond in the event of an actual emergency on school property or at a school event. The act further repeals a provision that drills may allow school personnel to respond to a simulated emergency based on their previous training or attempt new methods of response if previous methods were unsuccessful.

The act provides that public schools shall "actively" foster an environment in which students feel comfortable sharing information regarding potentially threatening or dangerous situations with responsible adults. As part of these efforts, each public school shall annually provide age-appropriate information and training on the Highway Patrol's Courage2ReportMO (C2R) reporting mechanism or its successor reporting mechanism.

For the 2026-27 school year and all subsequent school years, each school district and charter school shall hold an age-appropriate active shooter exercise in which students, teachers, and other school employees practice the procedures for safety and protection.

#### TEACHER RECRUITMENT AND RETENTION SCHOLARSHIPS (Section 173.232)

The act adds "educational costs" related to teacher preparation to the costs covered by the Teacher Recruitment and Retention State Scholarship Program.

If the number of scholarships or maximum amount awarded does not exceed limits established in current law, the act requires DESE to use any remaining funds to award additional scholarships to students who are in the final semester of a state-approved baccalaureate-level teacher preparation program and are student teaching. DESE shall determine the amount of each scholarship awarded under this provision based on equal distribution of remaining funds among all eligible students. No amount granted shall exceed the amount of tuition charged a Missouri resident at the University of Missouri-Columbia for attendance for one semester.

The act provides that DESE "shall", rather than "may", sell to the Missouri Higher Education Loan Authority loans of scholarship funds that were awarded to scholarship recipients who failed

to teach in a hard-to-staff school or hard-to-staff subject area as required under the Program. The act repeals a provision that a school district that hires such an individual as a teacher shall repay 25% of the 1/8 portion of such teacher's scholarship that is not subject to repayment as a loan.

#### INTERNATIONAL BACCALAUREATE EXAMINATIONS (Section 173.1352)

This act requires public institutions of higher education to adopt a policy to award undergraduate course credit to student who receives a score of four or higher on an International Baccalaureate exam.

#### SCHOOL BUS ENDORSEMENTS (Sections 302.177, 302.272, and 302.735)

Currently, driver's license applicants aged 70 or older seeking a school bus endorsement are required to renew their endorsed noncommercial driver's licenses annually rather than every 3 years, are eligible for waiver of the license renewal fee, are required to perform a school bus driver's skills test annually rather than every 3 years, and are required to renew endorsed commercial driver's licenses annually rather than every 3 years.

This act increases, from 70 to 75, the age at which these requirements begin, and changes the annual requirements to biennial requirements.

This legislation is not federally mandated, would not duplicate any other program and would not require additional capital improvements or rental space.

#### SOURCES OF INFORMATION

Department of Elementary and Secondary Education  
Office of the Secretary of State  
Joint Committee on Administrative Rules  
Oversight Division  
Department of Health and Senior Services  
Department of Natural Resources  
Washington School District  
Department of Public Safety - Office of the Director  
Department of Public Safety - Fire Safety  
Department of Public Safety - Missouri Highway Patrol  
Attorney General's Office  
Department of Mental Health  
Department of Corrections  
Department of Social Services  
Missouri Office of Prosecution Services  
Office of the State Courts Administrator  
Phelps County Sheriff's Office  
Kansas City Police Department

L.R. No. 0999S.14T

Bill No. Truly Agreed to and Finally Passed CCS for HCS for SS for SCS for SB 68

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St. Louis County Police Department  
Branson Police Department  
Eureka Fire Protection District  
Henry County R-1 School District  
Maries County R-1 School District  
Washington School District  
Crane R-III School District  
Wheaton School District  
Gasconade Co. R-1 School District  
Concordia R-II School District  
Attorney General's Office  
Missouri House of Representatives  
Missouri Senate  
Raymore-Peculiar R-II School District  
Joplin School District  
Joint Committee on Public Employee Retirement  
Public Schools and Education Employee Retirement Systems



Julie Morff  
Director  
June 20, 2025



Jessica Harris  
Assistant Director  
June 20, 2025