

# SENATE BILL NO. 694

101ST GENERAL ASSEMBLY

INTRODUCED BY SENATOR BRATTIN.

3980S.02I

ADRIANE D. CROUSE, Secretary

## AN ACT

To amend chapter 160, RSMo, by adding thereto one new section relating to public school curriculum and instruction.

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

Section A. Chapter 160, RSMo, is amended by adding thereto  
2 one new section, to be known as section 160.2550, to read as  
3 follows:

**160.2550. 1. As used in this section, the term  
2 "divisive concepts" shall mean concepts that:**

3 **(1) One race or sex is inherently superior to another  
4 race or sex;**

5 **(2) The United States is fundamentally racist or  
6 sexist;**

7 **(3) An individual, by virtue of his or her race or  
8 sex, is inherently racist, sexist, or oppressive, whether  
9 consciously or unconsciously;**

10 **(4) An individual should be discriminated against or  
11 receive adverse treatment solely or partly because of his or  
12 her race or sex;**

13 **(5) Members of one race or sex cannot avoid treating  
14 others differently with respect to race or sex;**

15 **(6) An individual's moral character is necessarily  
16 determined by his or her race or sex;**

17           (7) An individual, by virtue of his or her race or  
18 sex, bears responsibility for actions committed in the past  
19 by other members of the same race or sex;

20           (8) Any individual should feel discomfort, guilt,  
21 anguish, or any other form of psychological distress on  
22 account of his or her race or sex;

23           (9) Meritocracy or traits such as a hard work ethic  
24 are racist or sexist, or were created by a particular race  
25 to oppress another race;

26           (10) Promote any form of race or sex stereotyping,  
27 including ascribing character traits, values, moral and  
28 ethical codes, privileges, status, or beliefs to a race,  
29 sex, or an individual because of his or her race or sex; or

30           (11) Promote any form of race or sex scapegoating,  
31 including assigning fault, blame, or conscious or  
32 unconscious bias to one or more members of a race or sex and  
33 including claims that, consciously or unconsciously, any  
34 person is inherently racist, sexist, or inclined to oppress  
35 others by virtue of their race or sex.

36           2. School districts are prohibited from the following:

37           (1) Teaching about The 1619 Project or any successor  
38 theory or concept, critical race theory or any successor  
39 theory or concept, any divisive concepts, or any successor  
40 concepts or theories substantially similar to The 1619  
41 Project or critical race theory;

42           (2) Implementing training or orientation for teachers  
43 or staff that involves racial stereotyping or that seeks to  
44 assign blame to individuals based on race or sex;

45           (3) Creating projects or assignments that compel  
46 students to lobby or engage in political activism on behalf  
47 of a specific policy or social issue;

48           (4) Forcing teachers to discuss a current  
49 controversial topic of public policy or any particular  
50 social issues. If a teacher does choose to teach such  
51 topics, the teaching shall be done with an aim to teach the  
52 issue from both sides and without showing preference or  
53 deference to one perspective;

54           (5) Enforcing policies at schools that prevent  
55 students from engaging in and discussing concepts and topics  
56 of traditional American history such as founding documents  
57 and the founding fathers.

58           3. In adopting the essential knowledge and skills for  
59 the social studies curriculum for each grade level from  
60 kindergarten through grade twelve, each school district  
61 shall adopt essential knowledge and skills that develop each  
62 student's civic knowledge, including:

63           (1) An understanding of:

64           (a) The fundamental moral, political, and intellectual  
65 foundations of the American experiment in self-government;

66           (b) The history, qualities, traditions, and features  
67 of civic engagement in the United States;

68           (c) The structure, function, and processes of  
69 government institutions at the federal, state, and local  
70 levels;

71           (d) The founding documents of the United States,  
72 including:

73           a. The Declaration of Independence;

74           b. The United States Constitution;

75           c. The Federalist Papers, including Essays 10 and 51;

76           d. Excerpts from Alexis de Tocqueville's Democracy in  
77 America;

78           e. The transcript of the first Lincoln-Douglas debate;

79 and

80           f. The writings of the founding fathers of the United  
81 States; and

82           (e) The history and importance of:

83           a. The federal Civil Rights Act of 1964, as amended;  
84 and

85           b. The Thirteenth, Fourteenth, and Nineteenth  
86 Amendments to the United States Constitution;

87           (2) The ability to:

88           (a) Analyze and determine the reliability of  
89 information sources;

90           (b) Formulate and articulate reasoned positions;

91           (c) Understand the manner in which local, state, and  
92 federal government works and operates through the use of  
93 simulations and models of governmental and democratic  
94 processes;

95           (d) Actively listen and engage in civil discourse,  
96 including discourse with those with different viewpoints;

97           (e) Responsibly participate as a citizen in a  
98 constitutional democracy; and

99           (f) Effectively engage with governmental institutions  
100 at the local, state, and federal levels; and

101           (3) An appreciation of:

102           (a) The importance and responsibility of participating  
103 in civic life;

104           (b) A commitment to the United States and its form of  
105 government; and

106           (c) A commitment to free speech and civil discourse.

107           4. School districts are prohibited from accepting  
108 private funding for the purposes of teaching any curriculum  
109 substantially similar to critical race theory or The 1619  
110 Project.

111           5. The attorney general may investigate school  
112 districts to determine compliance with this section. If any  
113 school district is determined to have violated the  
114 provisions of this section, such district shall have fifty  
115 percent of its state aid under chapter 163 withheld, until  
116 the district presents evidence to the department of  
117 elementary and secondary education that the district is no  
118 longer in violation of this section.

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