



Every Student Succeeds Act

ESSA

10 BILLS

MODEL STATE LEGISLATION



Every Student Succeeds Act



MODEL STATE LEGISLATION

Introduction

The new state legislative session is nearly upon us—in many cases, the first full session since passage of the Every Student Succeeds Act, the long overdue rewrite of No Child Left Behind. At the federal level, ESSA garnered broad, bipartisan support that is all too uncommon in today’s fractious times. As implementation proceeds at the state and local level, our challenge is to ensure that ESSA fulfills its potential to be a game changer for America’s students, regardless of their zip code.

Among the biggest changes is replacing No Child Left Behind’s punitive, one-size-fits-all approach with new state-developed, student-centered accountability systems, which fully take effect in the 2017-18 school year. In preparation for the shift, each state must submit to the U.S. Department of Education a detailed plan for implementing ESSA; the plans are due as early as March 2017.

This package is a tool to support advocacy to shape those plans. It contains 10 model bills that codify key elements of ESSA: incorporating indicators of equity and opportunity in state-developed accountability systems; reducing testing; giving educators, parents, and other stakeholders a say in decision-making; creating true community schools; and holding charter schools to the same standards of transparency and accountability as traditional public schools.

The model bills are just that—models meant to be adapted to local circumstances as necessary, including how they are used. For example, in some cases, the best approach may be recasting them as state regulations or resolutions to shape policy discussions with your state department or board of education, not persuading your state legislature to pass them.

Keep the big picture in sight. Our ultimate goal is to restore the focus of the original Elementary and Secondary Education Act: equity and opportunity for all students, no matter what zip code they live in. That means standing up, speaking out, and advocating for what is right at the state and local level along with parents and other community allies. As states and school districts gain flexibility and authority, we need to work with them, prod them, and hold them accountable—in short, make sure they get it right.



CONTENTS

OPPORTUNITY FOR ALL

Equity and Student Opportunity	4 - 6
Opportunity-to-Learn Indicators	7 - 8

TESTING

SMART Act	9 - 14
Opting Out of Testing	15 - 16

PARENTS AND COMMUNITIES

Family and Community Involvement	17 - 20
Stakeholder Engagement	21 - 22

COMMUNITY SCHOOLS

Community Schools Competitive Grant Program	23 - 36
Community Schools Formula Grant Program	37 - 50

CHARTER SCHOOLS

Charter School Accountability	51 - 55
Charter School Transparency	56 - 57

MODEL STATE LEGISLATION
Equity and Student Opportunity

This Act provides for a comprehensive school improvement needs assessment and resource scan.

Section _____. Findings

The State finds that a broad range of measures of school effectiveness, resources, and supports should be used to direct needed resources to schools, allow for self-evaluation and improvement, and allow for transparency. They should not be used to place an undue emphasis on measuring over learning, or simply to label as failures schools with few resources or high percentages of students who need extra support, without recognizing the challenges these schools and students face, the efforts these schools and students make, and the supports these schools and students need.

Section _____. Statement of Purpose

The purpose of this Act is to ensure that all children in the State have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments. This purpose can be accomplished by—

- (a) Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (b) Meeting the educational needs of low-achieving children in our State’s highest-poverty schools, limited English-proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (c) Closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- (d) Holding schools, local educational agencies, and the State accountable for improving the academic achievement of all students, and identifying and improving low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

- 1 (e) Distributing and targeting resources sufficiently to make a difference to local
- 2 educational agencies and schools where needs are greatest;
- 3 (f) Improving and strengthening accountability, teaching, and learning by using State
- 4 assessment systems designed to ensure that students are meeting challenging State
- 5 academic achievement and content standards and increasing achievement overall, but
- 6 especially for the disadvantaged;
- 7 (g) Providing greater decision-making authority and flexibility to schools and teachers in
- 8 exchange for greater responsibility for student performance;
- 9 (h) Providing children an enriched and accelerated educational program, including the use
- 10 of schoolwide programs or additional services that increase the amount and quality of
- 11 instructional time;
- 12 (i) Promoting schoolwide reform and ensuring the access of children to effective,
- 13 scientifically based instructional strategies and challenging academic content;
- 14 (j) Significantly elevating the quality of instruction by providing staff in participating
- 15 schools with substantial opportunities for professional development;
- 16 (k) Coordinating services under all parts of Title I of the Elementary and Secondary
- 17 Education Act with each other, with other educational services and, to the extent
- 18 feasible, with other agencies providing services to youth, children, and families; and
- 19 (l) Affording parents substantial and meaningful opportunities to participate in the
- 20 education of their children.

21

22 **Section _____. Comprehensive Support and Improvement Plan**

- 23 (a) For each school identified for comprehensive support and improvement pursuant to
- 24 Section 1111(d) of the Elementary and Secondary Education Act, the local educational
- 25 agency shall, in partnership with stakeholders (including principals and other school
- 26 leaders, teachers, and parents), locally develop and implement a Comprehensive
- 27 Support and Improvement Plan for the school to improve student outcomes, that—
- 28 (1) Is informed by all indicators described in Section 1111(c)(4)(B) of the Elementary
- 29 and Secondary Education Act, including student performance against State-
- 30 determined long-term goals;
- 31 (2) Includes evidence-based interventions;
- 32 (3) Is based on a school-level needs assessment;
- 33 (4) Identifies resource inequities, which may include a review of local educational
- 34 agency and school level budgeting, to be addressed through implementation of
- 35 such Comprehensive Support and Improvement Plan;
- 36 (5) Is approved by the school, local educational agency, and State educational
- 37 agency; and

- 1 (6) Upon approval, is monitored and periodically reviewed by the State educational
2 agency.
- 3 (b) The plan described in subsection (a) shall be developed in accordance with Section [X]
4 of this Act.

5

6 **Section _____. Development of Plan**

- 7 (a) The plan described in [previous section] shall—
- 8 (1) Be finalized not later than one year after the date of the school’s designation
9 pursuant to Section 1111(d) of the Elementary and Secondary Education Act;
- 10 (2) Be developed by a planning team consisting of stakeholders, including principals
11 and other school leaders, teachers, and parents;
- 12 (3) Result in additional support following unsuccessful implementation of such plan
13 after a number of years determined by the local educational agency.
- 14 (b) The planning team shall agree on a needs assessment tool that permits analyses of
15 inputs, policies, practices, and outputs across multiple domains.

16

17 **Section _____. Implementation of Plan**

18 In implementing the Comprehensive Support and Improvement Plan approved under Section
19 [X], the local educational agency, in consultation with the school receiving funds pursuant to
20 Section 1111 of the Elementary and Secondary Education Act, and with the approval of the
21 [State Education Agency], shall—

- 22 (a) Use a rigorous review process to recruit, screen, select, and evaluate any external
23 partners with whom the local educational agency will partner;
- 24 (b) Align other Federal, State, and local resources to carry out the activities supported
25 with funds received under Section 1003(b)(1) of the Elementary and Secondary
26 Education Act; and
- 27 (c) As appropriate, modify practices and policies to provide operational flexibility that
28 enables full and effective implementation of the plan.

29

MODEL STATE LEGISLATION
Opportunity-to-Learn Indicators

This Act requires at least 3 indicators of school quality and limits certain ESSA academic indicators to a weight of no more than 51 percent in the State accountability system.

Section _____. Findings

The State finds—

- (1) Test scores are often an inadequate comparative measure of the quality of individual schools because they fail to take into account the opportunities to learn provided to students and other school quality measures;
- (2) The U.S. Department of Education’s Civil Rights Data Collection confirms wide variations in the opportunities to learn provided students;
- (3) An example of the variation shown by the Civil Rights Data Collection is rigorous high school course availability data from 2013-2014, whereby 33 percent of high schools with high Black and Hispanic student enrollment offer calculus compared to 56 percent of high schools with low Black and Hispanic student enrollment, and 48 percent of high schools with high Black and Hispanic student enrollment offer physics compared to 67 percent of high schools with low Black and Hispanic student enrollment;
- (4) Test scores only measure a narrow range of the educational and civic goals of public education;
- (5) Test scores often reflect out-of-school factors facing disadvantaged students, and not the varying achievement of individual schools in improving the performance of disadvantaged students;
- (6) An excessive focus on test scores under No Child Left Behind led to a new law, the Every Student Succeeds Act, allowing for the use of school quality indicators in State accountability systems in addition to test scores and other academic indicators; and
- (7) The Every Student Succeeds Act is designed to allow performance on school quality indicators, as well as test scores and other academic indicators, to be used as a focus for developing school improvement plans.

Section _____. Limitations

- (a) The statewide accountability system used to meet the requirements of Section 1111(c)(4)(B)(iv) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, must include at least 3 [or insert other number] opportunity-to-learn indicators that measure the comparative opportunities provided to students in individual schools or provide other measures of school quality, none of which can be primarily based on student testing;

1 (b) To ensure that opportunity-to-learn school quality indicators play an important role
2 through the State accountability system, test scores, graduation rates, and other
3 academic achievement measures required by Section 1111(c)(4)(B)(i), (ii),(iii) and (iv)
4 of the Elementary and Secondary Education Act, as amended by the Every Student
5 Succeeds Act, may not have (in the aggregate) more than 51 percent of the weight in
6 the State system of school differentiation required by Section 1111((c)(4)(C) of the Act.
7

1 MODEL STATE LEGISLATION
2 SMART Act
3

4 *This Act requires auditing at the state and school district level to look for and reduce duplicative*
5 *and unneeded assessments.*
6

7 **Section ____ . Findings**

8 The State finds that—

- 9 (a) One essential part of educating students successfully is assessing their progress in
10 learning to high standards. Done well and thoughtfully, assessments are tools for
11 learning and promoting equity. They provide necessary information for educators,
12 families, the public, and students themselves to measure progress and improve
13 outcomes for all learners. Done poorly, in excess, or without clear purpose, they take
14 valuable time away from teaching and learning, draining creative approaches from our
15 classrooms. In the vital effort to ensure that all students in America are achieving at
16 high levels, it is essential to ensure that tests are fair, of high quality, take the
17 minimum necessary time, and reflect the expectation that students will be well-
18 prepared for success in college and careers.
- 19 (b) Testing should be a part of good instruction, and should present useful information
20 and questions that push students’ critical thinking skills, so that students gain valuable
21 experience even while taking them. Assessments should also provide timely,
22 actionable feedback to students, parents, and educators that can be used to guide and
23 inform instruction and provide additional supports for students. Assessments should
24 aid leaders’ decisions to target resources and supports. No standardized test should
25 ever be given solely for educator evaluation.
- 26 (c) High-quality assessment systems should measure student knowledge and skills against
27 state-developed college- and career-ready standards in a way that elicits complex
28 student demonstration of knowledge, and provide an accurate measure of student
29 achievement and growth.
- 30 (d) Local school districts, in collaboration with the [name of State Education Agency],
31 should determine how to balance instructional time and the need for high-quality
32 assessments. As a matter of guidance, the U.S. Department of Education recommends
33 capping the percentage of instructional time students spend taking required statewide
34 standardized assessments—children should not spend more 2 percent of their
35 classroom time taking such tests. Parents should receive formal notification if their
36 child’s school exceeds this cap; an action plan should be publicly posted to describe
37 the steps that will be taken to review and eliminate unnecessary assessments, and
38 come into compliance. Students do best on high-quality assessments that actually

1 measure critical thinking and complex skills they are exposed to during strong
2 instruction, which should be the focus. Local school districts should take concrete
3 steps to discourage and limit the amount of test preparation activities.

- 4 (e) Assessments should be fair, including providing fair measures of student learning for
5 students with disabilities and English learners. Accessibility features and
6 accommodations must level the playing field so tests accurately reflect what students
7 really know and can do. The same assessments of subjects like reading, writing,
8 science, and math should be given consistently statewide, so that teachers and leaders
9 have a clear picture of which students are meeting expectations and which students
10 need additional supports and interventions to succeed.
- 11 (f) Local school districts should ensure that every parent receives information, in an
12 understandable format, about any tests students are required to take, including (1) the
13 purpose; (2) the source of the requirement; (3) when information about student
14 performance will be provided to parents and teachers; (4) how teachers, principals,
15 and district officials will use information about student performance; and (5) how
16 parents can use that information to help their children.
- 17 (g) Assessments provide critical information about student learning, but no single
18 assessment should ever be the sole factor in making an educational decision about a
19 student, an educator, or a school. Information from sources such as school
20 assignments, attendance, portfolios, and projects can help measure a student's
21 academic performance. In addition, factors including chronic absenteeism, student
22 surveys, and indicators of discipline and school climate can help create a
23 comprehensive understanding of students' needs and how schools are doing. For
24 educators, observations of practice, student surveys, and contributions to the school
25 community can provide valuable information to ensure a comprehensive evaluation of
26 performance, and to help educators strengthen their skills to improve student growth
27 and academic achievement.
- 28 (h) While some tests are for accountability purposes only, the vast majority of
29 assessments should be tools in a broader strategy to inform instruction and learning.
30 In a well-designed testing strategy, assessment outcomes are not only used to identify
31 what students know, but also inform and guide additional teaching, supports, or
32 interventions that help students master challenging material.

33
34 **Section _____. Implementation**

35 Not later than 6 months after the enactment of this Act, the [State Education Agency] shall—

- 36 (a) Implement systems to collect, manage, and analyze assessment data;
- 37 (b) Put in place tools which support assessment literacy;

- 1 (c) Take such steps as may be necessary to increase transparency and timeliness about
- 2 the purpose of statewide assessment to parents and make assessment results
- 3 available to parents and educators in a timely manner and understandable format; and
- 4 (d) Improve the quality of assessments by ensuring assessments remain valid, reliable, and
- 5 aligned with the State’s challenging content and achievement standards, as well as
- 6 eliminating and replacing out-of-date or unaligned assessments.

7

8 **Section _____. Audits of State Assessment Systems and Local Assessments**

- 9 (1) AUDIT REQUIREMENTS—Not later than one year after a State receives a grant under
- 10 Section 6111 of the Elementary and Secondary Education Act, the [State Education
- 11 Agency] shall—
- 12 (A) Conduct an audit of the State assessment system;
- 13 (B) Ensure that each local educational agency receiving funds under this Elementary
- 14 and Secondary Education Act—
- 15 (i) Conducts an audit of each local assessment administered by the local
- 16 educational agency; and
- 17 (ii) Submits the results of such audit to the State.
- 18 (C) Report the results of each State and local educational agency audit conducted
- 19 under subparagraphs (A) and (B)—
- 20 (i) In a publicly available format, such as a widely accessible online platform;
- 21 and
- 22 (ii) With appropriate accessibility provisions for individuals with disabilities and
- 23 individuals with limited English proficiency.
- 24 (2) RESOURCES FOR LOCAL EDUCATIONAL AGENCIES—In carrying out paragraph (1)(B),
- 25 the [State Education Agency] shall develop and provide local educational agencies with
- 26 resources, such as guidelines and protocols, to assist the agencies in conducting and
- 27 reporting the results of the audit required under paragraph (1)(B).
- 28 (3) STATE ASSESSMENT SYSTEM DESCRIPTION—An audit of a State assessment system
- 29 conducted under paragraph (1) shall include a description of each State assessment
- 30 carried out in the State, including—
- 31 (A) The grade and subject matter assessed;
- 32 (B) Whether the assessment is required under Section 1111(b)(3) of the Elementary
- 33 and Secondary Education Act;
- 34 (C) The annual cost to the State Education Agency involved in developing,
- 35 purchasing, administering, and scoring the assessment;
- 36 (D) The purpose for which the assessment was designed and the purpose for which
- 37 the assessment is used, including assessments designed to contribute to systems
- 38 of continuous improvement of teaching and learning;

- 1 (E) The time for disseminating assessment results;
- 2 (F) A description of how the assessment is aligned with the State’s academic content
- 3 standards;
- 4 (G) A description of any State law or regulation that established the requirement for
- 5 the assessment;
- 6 (H) The schedule and calendar for all State assessments given; and
- 7 (I) A description of the State’s policies for including students with limited English
- 8 proficiency and students with disabilities.
- 9 (4) LOCAL ASSESSMENT DESCRIPTION—An audit of a local assessment conducted under
- 10 paragraph (1) shall include a description of the local assessment carried out by the
- 11 local educational agency, including—
- 12 (A) The descriptions listed in subparagraphs (A), (D), and (E) of paragraph (3);
- 13 (B) The annual cost to the local educational agency of developing, purchasing,
- 14 administering, and scoring the assessment;
- 15 (C) The extent to which the assessment is aligned to the State’s academic content
- 16 standards;
- 17 (D) A description of any State or local law or regulation that establishes the
- 18 requirement for the assessment; and
- 19 (E) In the case of a summative assessment that is used for accountability purposes,
- 20 whether the assessment is valid and reliable, and consistent with nationally
- 21 recognized professional and technical standards.
- 22 (5) STAKEHOLDER FEEDBACK—Each audit of a State assessment system or local
- 23 assessment system conducted under subparagraph (A) or (B) of paragraph (1) shall
- 24 include feedback on such system from education stakeholders, which shall cover
- 25 information such as—
- 26 (A) How educators and administrators use assessment data to improve and
- 27 differentiate instruction;
- 28 (B) The timing of release of assessment data;
- 29 (C) The extent to which assessment data is presented in an accessible and
- 30 understandable format for educators, parents, students, if appropriate, and the
- 31 community;
- 32 (D) The opportunities, resources, and training educators and administrators are given
- 33 to review assessment results and make effective use of assessment data;
- 34 (E) The distribution of technological resources and personnel necessary to
- 35 administer assessments;
- 36 (F) The amount of time educators spend on test preparation;
- 37 (G) The assessments that administrators, educators, parents, and students, if
- 38 appropriate, do and do not find useful;

- 1 (H) The amount of time students spend taking the assessments; and
- 2 (I) Other information as appropriate.
- 3 (6) STATE PLAN ON AUDIT FINDINGS—
- 4 (A) PREPARING THE STATE PLAN—Not later than 6 months after a State conducts an
- 5 audit under paragraph (1) and based on the results of such audit, the State shall,
- 6 in coordination with the local educational agencies under the jurisdiction of the
- 7 State, prepare a plan to improve and streamline State assessment systems and
- 8 local assessment systems, including through activities such as—
- 9 (i) Eliminating any assessments that are not required by Section 1111(b)(3) of
- 10 the Elementary and Secondary Education Act and that—
- 11 (I) Are low quality;
- 12 (II) Not aligned to the State’s academic content standards;
- 13 (III) In the case of summative assessments used for accountability
- 14 purposes, are not valid or reliable, and are inconsistent with nationally
- 15 recognized professional and technical standards;
- 16 (IV) Do not contribute to systems of continuous improvement for teaching
- 17 and learning; or
- 18 (V) Are redundant;
- 19 (ii) Supporting the dissemination of promising practices from local educational
- 20 agencies or other States that have successfully improved assessment quality
- 21 and efficiency to improve teaching and promote student growth and
- 22 academic proficiency;
- 23 (iii) Supporting local educational agencies or consortia of local educational
- 24 agencies to carry out efforts to streamline local assessment systems and
- 25 implementing a regular process of review and evaluation of assessment use
- 26 in local educational agencies;
- 27 (iv) Supporting appropriate uses of assessment data, which may include
- 28 appropriate use of student assessment data as one of multiple measures of
- 29 student learning for teacher and school leader performance and evaluation;
- 30 and
- 31 (v) Providing professional development to teachers and school leaders on
- 32 selecting and implementing formative assessments, designing classroom-
- 33 based assessments, and assessment and data literacy.
- 34

35 **Section _____. Modifications and Improvements**

36 To the extent the State has developed the assessments and standards required by Section
37 1111(b) of the Elementary and Secondary Education Act, the [State Education Agency] shall

- 1 administer those assessments and carry out other activities making use of the results of those
2 efforts, including—
- 3 (a) Developing challenging State academic content and student academic achievement
4 standards and aligned assessments in academic subjects for which standards and
5 assessments are not required by Section 1111(b) of the Elementary and Secondary
6 Education Act;
 - 7 (b) Developing or improving assessments of English language proficiency necessary to
8 comply with Section 1111(b)(7) of the Elementary and Secondary Education Act;
 - 9 (c) Ensuring the continued validity and reliability of State assessments;
 - 10 (d) Refining State assessments to ensure their continued alignment with the State’s
11 academic content standards and to improve the alignment of curricula and
12 instructional materials;
 - 13 (e) Developing multiple measures to increase the reliability and validity of State
14 assessment systems;
 - 15 (f) Strengthening the capacity of local educational agencies and schools to provide all
16 students the opportunity to increase educational achievement, including carrying out
17 professional development activities aligned with State student academic achievement
18 standards and assessments;
 - 19 (g) Expanding the range of accommodations available to students with limited English
20 proficiency and students with disabilities to improve the rates of inclusion of such
21 students, including professional development activities aligned with State academic
22 achievement standards and assessments; and
 - 23 (h) Improving the dissemination of information on student achievement and school
24 performance in a timely manner and understandable format to parents and the
25 community, including the development of information and reporting systems designed
26 to identify best educational practices based on scientifically based research or to assist
27 in linking records of student achievement, length of enrollment, and graduation over
28 time.

1 MODEL STATE LEGISLATION
2 **Opting Out of Testing**
3

4 *This Act “holds harmless” school districts due to parents and guardians who choose to have*
5 *their children opt out of statewide assessments.*
6

7 **Section _____. Findings**

8 The State finds—

- 9 (1) Federally mandated student testing, labeling of schools, and school punishments
10 under No Child Left Behind too often had unfair and negative effects on students and
11 their schools;
- 12 (2) The Every Student Succeeds Act seeks to correct many of the problems of No Child Left
13 Behind but maintains a significant reliance on mandatory statewide assessments;
- 14 (3) The Elementary and Secondary Education Act, as amended by the Every Student
15 Succeeds Act, allows States to determine the weight of student test non-participation
16 in a State accountability system [specifically, Section 1111(c)(4)(E)(iii) and Section
17 1111(e)(1)(B)(iii)(XI)];
- 18 (4) The Elementary and Secondary Education Act, as amended by the Every Student
19 Succeeds Act, defers to State decisions on parents’ right to opt their children out of
20 mandatory testing by stating that nothing in its testing requirements “shall be
21 construed as preempting a State or local law regarding the decision of a parent to not
22 have the parent’s child participate in the academic assessments” [Section
23 1111(b)(2)(K)];
- 24 (5) Parents and legal guardians who excuse their students from testing required pursuant
25 to the Elementary and Secondary Education Act, as amended by the Every Student
26 Succeeds Act, should be able to do so without fearing harmful and unfair impacts on
27 their students and schools.
28

29 **Section _____. No Adverse Consequences to Students, Teachers, or Schools by Reason of**
30 **Parents’ Excusing Their Children from Assessments Required by Federal Law**

31 It shall be unlawful for the State Department of Education, any school district, or any officer or
32 employee of the State Department of Education or of any school district to:

- 33 (1) Impose or cause to be imposed on a public school student any adverse
34 consequences—including, but not limited to, consequences relating to course grades,
35 grade promotion, graduation, placement in advanced academic programs, or
36 participation in extracurricular activities—by reason of the public school student’s
37 having been excused by their parents or guardians from taking any assessment used to

1 meet the requirements of the Elementary and Secondary Education Act as amended
2 by the Every Student Succeeds Act;

3 (2) Impose or cause to be imposed on a public school teacher any adverse
4 consequences—including, but not limited to, consequences relating to teacher
5 evaluations or pay—by reason of one or more of the teacher’s students having been
6 excused by their parents or guardians from taking any assessment used to meet the
7 requirements of the Elementary and Secondary Education Act as amended by the
8 Every Student Succeeds Act; or

9 (3) Impose or cause to be imposed on a public school any adverse consequences—
10 including, but not limited to, consequences relating to school grades or school
11 interventions—by reason of one or more of the school’s students having been excused
12 by their parents or guardians from taking any assessment used to meet the
13 requirements of the Elementary and Secondary Education Act as amended by the
14 Every Student Succeeds Act.
15

16 **Section _____. No Adverse Consequences to Teachers for Counseling Students and/or Parents**
17 **on Parents’ Right to Excuse their Children from Assessments Required by Federal Law**

18 It shall be unlawful for any school district, or any officer or employee of any school district, to
19 discipline or discharge a teacher by reason of that teacher having counseled parents and/or
20 students regarding the exercise of any rights this State may grant parents and guardians to
21 excuse their students from taking assessments used to meet the requirements of the
22 Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act.
23

24 **Section _____. Reporting for Transparency Allowed**

25 Nothing in this Act should be construed as limiting the State Department of Education, any
26 school district, or any officer or employee of the State Department of Education or of any
27 school district from requiring transparency in school reporting about the number of students
28 who do not take assessments used to meet the requirements of the Elementary and Secondary
29 Education Act, as amended by the Every Student Succeeds Act. However, such reporting may
30 only be done in a manner that respects student and educator privacy.
31

32 **Section _____. Encouraging Test Participation Allowed**

33 Nothing in this Act should be construed as limiting the State Department of Education, any
34 school district, or any officer or employee of the State Department of Education or of any
35 school district from encouraging test participation of all students and subgroups of students at
36 a rate of 95 percent or more on federally-required tests by providing to parents and guardians
37 evidence of educational benefits from test participation.
38

1 MODEL STATE LEGISLATION
2 **Family and Community Involvement**
3

4 *This Act establishes a program to increase and enhance family and community involvement in*
5 *schools.*

6
7 **Section 1. Short Title**

8 This Act may be cited as the “Family and Community Involvement Enhancement Act.”
9

10 **Section 2. Findings**

11 The Legislature finds the following:

- 12 (1) Parents or guardians are the first and most important teachers of their children.
13 (2) Parents or guardians play a crucial role in the development of a child in their formative
14 years.
15 (3) Schools around the nation have found that parent or guardian compacts increase
16 successful parent or guardian involvement in the education of their children.
17 (4) A parent or guardian compact provides opportunities for parents or guardians and
18 their families to learn how to help their children succeed in school.
19 (5) The presence of school-community liaisons enhances outreach efforts with specific
20 knowledge of a community’s history, language, and cultural background.
21

22 **Section 3. Purpose**

23 The purpose of this Act is to encourage and expand the adoption of parent or guardian
24 compacts that further parent or guardian involvement, as well as foster community
25 engagement, and therefore learning in the public schools of the State.
26

27 **Section 4. Policy on Parent or Guardian Compacts**

28 The State Department of Education shall establish a policy which requires each school to
29 establish a process under which parents or guardians of a child enrolled in a public school in the
30 State shall be provided an opportunity to enter into a school-parent or school-guardian
31 compact. Such compact shall commit the parents or guardians to assist and cooperate with the
32 educational process of such child.
33

34 **Section 5. Contents of Parent or Guardian Compact**

35 The parent or guardian compact described in Section 4 shall describe how the school, the
36 school district, and the parent or guardian will work together in a mutually supportive and
37 respectful partnership to help the child succeed in school. Such compact shall include, at a
38 minimum—

- 1 (1) A description of the responsibility of the school and school district to provide a high-
2 quality curriculum and instructional program in a supportive and effective learning
3 environment that enables each child to meet the academic achievement standards
4 established by the State;
- 5 (2) A commitment by the school and school district to assist and encourage active
6 participation by the parent or guardian by doing all of the following:
- 7 (A) Establishing a process that promotes ongoing two-way communication between
8 home and school on a regular basis, including effective and timely
9 communication with families in multiple formats; in-language materials and those
10 accessible to the hearing or visually impaired; and, where appropriate, on-site
11 interpreters.
- 12 (B) Providing information to the parents or guardians on State academic standards
13 for each grade and subject area, including sharing individual student data with
14 parents (consistent with laws and regulations regarding privacy), as well as
15 dissemination and discussion of school data in a timely manner.
- 16 (C) Providing information to the parents or guardians about the expectations of the
17 school and school district regarding the behavior of children, ensuring materials
18 are in multiple languages and formats.
- 19 (D) Promoting the availability of school, school district, and community resources to
20 strengthen school programs and their connection to parents or guardians.
- 21 (E) Supporting professional development opportunities for teachers and other staff
22 to enhance understanding of effective parent or guardian involvement strategies,
23 including providing time for collaboration between teachers and other staff and
24 between teachers and staff and families.
- 25 (F) Encouraging, where appropriate, collaboration with institutions of higher
26 education to infuse family and community involvement in education into teacher
27 and administrator preparation programs.
- 28 (3) A commitment by the parents or guardians to share responsibility for pupil learning
29 through:
- 30 (A) Ensuring that the child arrives at school prepared to learn.
- 31 (B) Fostering learning at home; giving appropriate assistance, motivation, and
32 modeling; monitoring homework; and giving feedback to teachers.
- 33 (C) Attending school meetings.
- 34 (D) Communicating regularly with teachers and other school staff, as needed, in a
35 meaningful manner.
- 36 (E) Familiarization with State, school, and school district academic standards for
37 appropriate grade and subject areas.

- 1 (F) Participating, as appropriate, in decisions related to the child and the programs of
2 the school.
- 3 (G) Engagement in other successful parent or guardian involvement best practices
4 directly related to student achievement and school improvement goals.
5

6 **Section 6. Policy on School-Community Liaisons**

7 The State Department of Education shall establish a policy which ensures each school district
8 hires and trains school-community liaisons that enhance outreach efforts with knowledge of a
9 community’s history, language, and cultural background.
10

11 **Section 7. Parental Leave for School Activities**

- 12 (a) LEAVE POLICY. An employee employed by an employer in the State is entitled to take
13 paid leave, not to exceed 3 hours in any one-month period and not to exceed 30 hours
14 in any academic year, for the purpose of attending parent-teacher conferences, school-
15 related activities, or in the case of an emergency. Such paid leave shall be in addition to
16 any other paid leave provided by such employer.
- 17 (b) MAXIMUM TIME AND WRITTEN VERIFICATION. An employer may require that leave be
18 taken in a maximum of 2-hour segments and that the employee provide written
19 verification from the school or school district of the conference or emergency.
- 20 (c) SCHEDULING OF LEAVE TIME. An employee shall make a reasonable attempt to schedule
21 conferences for which leave may be taken under this section outside of regular work
22 hours. In scheduling conferences for which leave may be taken, the State Department of
23 Education shall require schools and school districts to exercise best efforts to
24 accommodate the schedules of parents and guardians of children.
- 25 (d) NOTICE OF LEAVE. An employee taking leave described under this section shall provide
26 the employer with notice of the leave at least one week prior to the date of the leave,
27 except in the case of an emergency, including the written verification specified in
28 subsection (b) of this section.
- 29 (e) SPECIAL RULE. Nothing in this section should be construed to prohibit an employer from
30 granting to employees leave provisions or leave benefits that are greater than the
31 requirements for leave as described in this section.
- 32 (f) COLLECTIVE BARGAINING AGREEMENTS. This section shall apply to the rights of
33 employees and the obligations of employers subject to a collective bargaining
34 agreement.
- 35 (g) OTHER POLICIES. This section shall not apply to an employer that has a written policy
36 allowing its employees parental leave to attend parent-teacher conferences or other
37 emergencies if the employer’s written parental leave policy allows parental leave that is
38 at least equal to the parental leave specified in this section.

- 1 (h) DEFINITIONS. In this section—
- 2 (1) “Academic year” means the period of time, not to exceed 12 consecutive months,
- 3 allotted by a school for the completion of one grade level of study.
- 4 (2) “Employee” means any person, employed for at least 30 hours a week, who is the
- 5 parent or guardian of a child enrolled in a public school in the State for students in
- 6 kindergarten through high school.
- 7 (3) “Employer” means a person who regularly engages the services of at least 25
- 8 employees at the same time and includes the State and all political subdivisions of
- 9 the State.
- 10 (4) The term “parent or guardian” includes a foster parent or other person standing in
- 11 loco parentis (such as a grandparent or stepparent with whom the child lives, or a
- 12 person who is legally responsible for the child’s welfare).
- 13

1 MODEL STATE LEGISLATION
2 Stakeholder Engagement
3

4 *This Act formalizes meaningful ongoing stakeholder engagement.*
5

6 **Section _____. Findings**

7 The State finds—

- 8 (1) The Elementary and Secondary Education Act, as amended by the Every Student
9 Succeeds Act, calls for State, district, and school consultation, coordination,
10 involvement, or partnership with a wide range of stakeholders in implementing the
11 provisions of the Act, including the development of State plans, local plans, and school
12 improvement plans, and the development of several grant programs;
- 13 (2) The U.S. Department of Education issued a “Dear Colleague” letter on June 23, 2016
14 emphasizing the role of stakeholder engagement in implementation of the Every
15 Student Succeeds Act;
- 16 (3) Educational programs work best when stakeholder experience and expertise inform
17 the development and implementation of the programs; and
- 18 (4) Stakeholder buy-in in the development of education programs facilitates program
19 implementation.
20

21 **Section _____. Implementation of Stakeholder Consultation**

- 22 (a) In implementing the requirements of the Elementary and Secondary Education Act, as
23 amended by the Every Student Succeeds Act, wherever a provision calls for State,
24 district, or school consultation, coordination, involvement, or partnership [hereinafter
25 “consultation”] with teachers, parents, and other stakeholders, the following
26 stakeholders shall be consulted in addition to any other governmental organizations
27 (such as school boards and Native American tribes) whose consultation is required by
28 law or regulation:
- 29 (i) Teachers;
- 30 (ii) Principals and other school leaders;
- 31 (iii) Paraprofessionals;
- 32 (iv) Specialized instructional support personnel;
- 33 (v) Librarians;
- 34 (vi) Higher education faculty and academic staff;
- 35 (vii) Parents;
- 36 (viii) Students;
- 37 (ix) Community-based organizations;
- 38 (x) Civil rights organizations; and

- 1 (xi) Additional stakeholders at the discretion of the State, district, or school.
- 2 (b) Where the individuals described in subsection (a) are represented by an organization
3 or association, such as a union, the chosen designee of the organization or association
4 shall be included in the core consultation process.
- 5 (c) The consultation required in this section shall not be necessary if stakeholders in a
6 specific category do not exist or are not willing or able to participate after good faith
7 efforts to include them.
- 8 (d) The consultation process described in this section should at a minimum—
- 9 (i) Be accessible to all stakeholders and provide support and accommodations for
10 stakeholders participation;
- 11 (ii) Include multiple opportunities for input from early planning to plan finalization
12 and plan implementation;
- 13 (iii) Involve opportunities for stakeholders to engage in dialogue with the State,
14 district, or school as a group such as through a planning committee whose
15 meetings are held at times and places that are convenient for stakeholders and in
16 a manner which is not financially burdensome to participants;
- 17 (iv) Involve efforts to reach consensus between stakeholders and the State, district,
18 or school;
- 19 (v) Be public and transparent consistent with privacy statutes; and
- 20 (vi) Result in, among other things, a report describing the consultation process that
21 can be included as required in any related State, district, or school plan or grant
22 application.
23

1 MODEL STATE LEGISLATION

2 **Community Schools Competitive Grant Program**

3
4 *This Act addresses the needs of students, families, and other residents of under-resourced*
5 *communities through the establishment of sustainable community schools featuring high*
6 *impact opportunities, collaborations, and services.*
7

8 **Section _____. Purpose**

9 The purpose of this Act is to—

- 10 1. Ensure high-quality educational opportunities and improved educational outcomes for
11 all students through investment in sustainable community schools.
12 2. Use the authority of state legislative bodies to support and fund the planning,
13 development, implementation, and evaluation of sustainable community schools.
14 3. Elevate sustainable community schools as a comprehensive solution to problems
15 facing public schools, especially in poor communities.
16 4. Document and evaluate lessons learned from community schools programs to develop
17 a set of best practices to be shared locally, statewide, and nationwide.
18 5. Elevate community schools as an important component of a viable long-term public
19 safety strategy that reduces and prevents crimes through the provision of community
20 resources and better academic outcomes.
21

22 **Section _____. Findings**

23 The Legislature finds that—

- 24 (1) Too many students in the State—particularly students of color and poor students—
25 attend schools that are persistently low-performing. In order to ensure high-quality
26 educational opportunities and improved educational outcomes for all students, the
27 State must invest in approaches that are supported by research and consistent with
28 best practices in the field.
29 (2) This bill builds on more than 20 years of work designing and implementing full-service
30 community schools in high poverty neighborhoods and complements language in the
31 federal Every Student Succeeds Act, which incorporates community schools funding
32 opportunities.
33 (3) Poverty dramatically impacts the education and well-being of children. Studies
34 demonstrate that the results of poverty impact at least the following areas negatively:
35 physical health outcomes, cognitive outcomes, school achievement outcomes,
36 emotional or behavioral outcomes, youth employment, and food security. The school’s
37 core mission, to educate a jurisdiction’s children, is profoundly dependent on
38 ameliorating the symptoms of poverty as much as possible. Community schools are an

1 effective strategy to combat some of the consequences of poverty and provide all
2 children with an opportunity to thrive.

- 3 (4) Quality and equitable education is a long-term public safety strategy. Measures to
4 reduce school dropouts, increase access to health and mental health services, and
5 improve employment prospects are proven alternatives to expensive, and often
6 inhumane, attempts to reduce crime via criminalization and incarceration. Studies
7 show that a 10 percent increase in the graduation rate leads to a 9.4 percent reduction
8 in the crime rate. This effect may also be multiplied, as an increase in the graduation
9 rate will also lead to an increase in real wages and lower unemployment rates.
10 Moreover, a one-year increase in education level reduces the crime rate by 1.7
11 percent. A report from the Alliance for Excellent Education finds that the nation could
12 save as much as \$18.5 billion in annual crime costs if the high school male graduation
13 rate increased by 5 percentage points.
- 14 (5) The Legislature can drive dramatic improvements in public education, student health,
15 student achievement, and community safety by creating opportunities for local
16 education agencies, schools, and community partners to collaborate in the planning
17 and operation of sustainable community schools and by creating pathways for parents,
18 teachers, other school staff, and members of the broader community to engage
19 meaningfully in these processes.

20
21 **Section 102. Definitions**

- 22 (a) "Applicant" means a school, local education agency, consortium (meaning a group
23 consisting of one or more schools), or community partners and/or organizations
24 (including government agencies that are not LEAs) that propose to work with one
25 another to plan and/or implement community school programming pursuant to
26 Section 104. The "applicant" will serve as the fiscal agent for the consortium.
- 27 (b) "Classified staff" means Education Support Professionals and Specialized Instructional
28 Support Personnel of a school, excluding teachers.
- 29 (c) "Covered school site" means any school site at which an eligible school has proposed
30 or has been funded to provide community school programming under Section 103 or
31 Section 104.
- 32 (d) "Community partner" means a community stakeholder, including but not limited to
33 parents and parent organizations, students and student organizations, early learning
34 programs, the business community, civil rights organizations, civic engagement
35 organizations, advocacy groups, local civic and community-based organizations, local
36 governmental agencies, local school employee organizations, and institutions of higher
37 education.

- 1 (e) "Community organization" means a non-profit organization that has been in existence
2 for 3 years or more, and has a verifiable track record of working with the community
3 surrounding the covered school site on education and other issues.
- 4 (f) "Community school programming" means services, activities, and opportunities
5 described under Section 103(g).
- 6 (g) "Consortium" means a group, consisting of one or more schools or a local education
7 agency, and community partners and/or community organizations (which can include
8 government agencies that are not LEAs) that propose to work with one another to plan
9 and/or implement community school programming pursuant to Section 104.
- 10 (h) "Grantee" means an applicant that has been granted a sustainable community school
11 operational grant under Section 104.
- 12 (i) "High-quality childcare or early childhood education programming" means educational
13 programming for preschool-aged children grounded in research and consistent with
14 best practices in the field.
- 15 (j) "Lead partner agency" is the organization that joins the school to manage and lead the
16 work of developing and sustaining the community school.
- 17 (k) "Trained health care professional" means a health care practitioner with formal
18 education and clinical training who is credentialed through certification, registration
19 and/or licensure to deliver high-quality patient care services for the identification,
20 prevention, and treatment of diseases, disabilities, and disorders.
- 21 (l) "Relevant experts" means individuals, institutions, or organizations with experience in
22 the design, implementation, or evaluation of programs related to the topics described
23 in this legislation.
- 24 (m) "Education Support Professional" means a classified public school employee of a State
25 or of any political subdivision of a State who works in any school grade in any of the
26 following 9 occupational specialties:
- 27 (1) Paraprofessional (paraeducator, education assistant, instructional assistant)
28 services.
- 29 (2) Clerical and administrative services.
- 30 (3) Transportation services.
- 31 (4) Food and nutrition services.
- 32 (5) Custodial and maintenance services.
- 33 (6) Security services.
- 34 (7) Health and student services.
- 35 (8) Technical services.
- 36 (9) Skilled trades.
- 37 (n) "Specialized Instructional Support Personnel" means
38 (1) School counselors, school social workers, and school psychologists.

- 1 (2) Other qualified professional personnel, such as school nurses, speech language
2 pathologists, and school librarians involved in providing assessment, diagnosis,
3 counseling, educational, therapeutic, and other necessary services (including
4 related services as that term is defined in the Individuals with Disabilities
5 Education Act) as part of a comprehensive program to meet student needs.
6

7 **Section 103. Sustainable Community School Program Funding**

- 8 (a) The State Education Agency shall make grants available to plan, implement, and
9 improve sustainable community schools. A request-for-proposal process must be used
10 in awarding grants, and proposals shall be evaluated and scored on the basis of criteria
11 consistent with this section. Proposals may be submitted by applicants, provided that
12 each covered school site referenced in the proposal is:
- 13 (1) A Title I school that is among the lowest-achieving 15 percent of Title I schools in
14 the State; or
15 (2) A secondary school that is eligible for, but does not receive, Title I funds that is
16 among the lowest-achieving 15 percent of secondary schools in the State; or
17 (3) A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is
18 less than 60 percent over 3 years; or
19 (4) Any school the State Education Agency determines is a school in poverty that
20 would benefit from community school programming.
- 21 (b) The State Education Agency shall establish and enforce a policy prohibiting
22 discrimination on the basis of race, national origin, religion, sex, disability, sexual
23 orientation, gender expression or identity, housing status, or immigration status in the
24 development and administration of community school programming.
- 25 (c) Technical assistance, including but not limited to grant writing and support for the
26 design of non-discriminatory community school programming, must be made available
27 to applicants. Such technical assistance may be provided by the State Education
28 Agency directly or by an organization with demonstrated experience with community
29 schools planning in partnership with community organizations or civic engagement
30 organizations funded by the State Education Agency through a request-for-proposal
31 process to provide such technical assistance.
- 32 (d) Sustainable community school planning grants may be awarded, pursuant to Section
33 104, to applicants who have demonstrated an initial need to implement a sustainable
34 community schools program but are in need of additional planning to establish or
35 expand existing programming. Schools unready to implement programming
36 immediately shall use their grant funds for up to one year of planning. At the end of
37 this period the school must submit a Community School Plan, pursuant to Section 104.

- 1 (1) Applicants that have demonstrated readiness to begin operation of a sustainable
2 community school program and submitted a Community School Plan, pursuant to
3 Section 104, need not use the first year of the grant for planning and will be
4 awarded sustainable community school operational grants.
- 5 (2) Sustainable community school operational grants shall be no more than [X]
6 dollars and shall supplement, not supplant, existing services and funds.
- 7 (e) Upon award of a sustainable community school operational grant, each grantee must
8 establish a Community School Planning and Oversight Team responsible for developing
9 school-specific programming goals, assessing program needs, and overseeing the
10 process of implementing expanded programming at each covered site. The team shall
11 meet the following requirements:
- 12 (1) The Community School Planning and Oversight Team shall be comprised of 12-15
13 people with no less than one-third parents/residents, one-third teachers and
14 other classified staff, and include the following stakeholders:
- 15 (A) PRINCIPAL. The school principal shall be a voting member, not chair the
16 team.
- 17 (B) COMMUNITY PARTNERS (including representatives from the lead partner
18 agency).
- 19 (C) PARENTS/RESIDENTS. If the school has a relevant civic association or parent-
20 teacher organization, or civic engagement organization (such as a Parent
21 Teacher Association chapter), the lead partner agency or principal shall ask
22 it to select representatives.
- 23 (D) TEACHERS AND CLASSIFIED STAFF. A minimum of one teacher, one
24 Education Support Professional, and one Specialized Instructional Support
25 Personnel shall represent this group. Where the local employee organization
26 is the exclusive representative for school staff members in one or more of
27 these categories, it shall select the representative from that category. In
28 cases where there is not an exclusive representative but rather competing
29 organizations, the employee organization with the most members shall
30 select the representative for that category of employee.
- 31 (E) Upon selection, the school leadership team shall immediately appoint 2
32 representatives from the community who are not parents, teachers,
33 classified staff, or students to serve as voting members.
- 34 (F) Following the selection of the community representatives, the school
35 leadership team shall select a chair to guide its work.
- 36 (2) The school leadership team for a high school shall have between 12-15 members,
37 meet the requirements of Section 103(e)(1)(A)-(D), and include 2 students,
38 elected by students of the school, who shall serve as voting members.

- 1 (3) The school leadership team at each grantee’s covered school site or sites shall be
2 responsible for overseeing baseline analyses. Each such school leadership team
3 shall also have ongoing responsibility for monitoring the development and
4 implementation of sustainable community school operations and programming at
5 each school site and shall issue recommendations to school leadership, the Local
6 Education Agency, and community partners on a regular basis and summarized in
7 an annual report. These reports shall also be made available to the public at the
8 school site and on school and district websites.
- 9 (f) Upon award of a sustainable community school operational grant, each successful
10 applicant shall hire a Resource Coordinator to coordinate services at each covered
11 school site. If proposing to serve 3 or more sites, the eligible district shall also hire a
12 Program Director to coordinate activities across covered school sites. Resource
13 Coordinators and Program Directors shall work collaboratively with school leadership
14 and school leadership teams to provide the services and programs that meet school
15 and community needs and priorities.
- 16 (g) Each applicant school must demonstrate how it plans to implement:
17 (1) Positive discipline practices such as restorative justice;
18 (2) Curricula that is engaging, culturally and socially relevant, and academically
19 rigorous;
20 (3) Wraparound supports such as physical and mental health services, social services,
21 and academic enrichment programs;
22 (4) An emphasis on high-quality teaching, not on high-stakes testing; and
23 (5) Parent and community engagement plans so the full community actively
24 participates in decision-making processes.
- 25 (h) In addition, each eligible school shall propose to arrange for the provision of at least 2
26 of the following types of community school programming at each covered school site:
27 (1) Early childhood:
28 (A) Early childhood education;
29 (B) Programs under the Head Start Act, including Early Head Start programs;
30 (C) Child care services;
31 (2) Academic:
32 (A) Academic support and enrichment activities, including expanded learning
33 time;
34 (B) Summer or after-school enrichment and learning experiences;
35 (C) Job training, internship, and apprenticeship opportunities (such as building
36 trades apprenticeship and/or industry certification programs) and career
37 counseling services;

- 1 (D) Programs that provide assistance to students who have been truant,
 2 suspended, or expelled;
- 3 (E) GED programs for youth and community members;
- 4 (F) Specialized instructional support services;
- 5 (G) College classes, early college high school model;
- 6 (3) Parental involvement:
- 7 (A) Programs that promote parental involvement and family literacy;
- 8 (B) Parent leadership development activities;
- 9 (C) Parenting education activities;
- 10 (4) Mental and physical health:
- 11 (A) Mentoring and other youth development programs, including peer
 12 mentoring and conflict mediation;
- 13 (B) Youth leadership development opportunities;
- 14 (C) Juvenile crime prevention and rehabilitation programs;
- 15 (D) Home visitation services by teachers and other professionals;
- 16 (E) Developmentally appropriate physical education;
- 17 (F) Nutrition services;
- 18 (G) Primary health and dental care;
- 19 (H) Mental health counseling services;
- 20 (5) Community involvement:
- 21 (A) Service and service-learning opportunities;
- 22 (B) Adult education, including instruction in English as a second language;
- 23 (C) Homeless prevention services, affordable housing, and mortgage revision
 24 services;
- 25 (D) Community development/organizing training/opportunities; and/or
- 26 (E) Other programming designed to meet school and community needs and
 27 community development opportunities identified through the school
 28 leadership team analysis described in 104(b).
- 29 (i) Eligible schools must integrate into their operations funding and services accessed
 30 from any among the following provisions of the Elementary and Secondary Education
 31 Act, as amended by the Every Student Succeeds Act:
- 32 (1) Section 4625 full-service community schools grants, eligible recipients of which
 33 include consortia consisting of a local educational agency and one or more
 34 community-based organizations, nonprofit organizations, or other public or
 35 private entities;
- 36 (2) Title I, of which at least one percent of funds must be used to support parent
 37 engagement activities and research-based practices, including:
- 38 (A) A community-wide needs assessment and plan for community schools;

- 1 (B) Professional development on family and community engagement for school
- 2 personnel;
- 3 (C) Curriculum development and implementation that connects students to
- 4 community problems;
- 5 (D) Hiring a community school coordinator;
- 6 (E) Out-of-school-time programs;
- 7 (2) 21st Century Community Learning Centers, which promote academic enrichment
- 8 and tutoring for students after school hours; and
- 9 (3) Promise Neighborhood Grants, which provide a continuum of coordinated
- 10 services in neighborhoods with high poverty and multiple signs of distress as well
- 11 as schools in comprehensive or targeted improvement status receiving 100
- 12 percent matching funds, including at least one school with wraparound services.
- 13

14 **Section 104. Funding for Sustainable Community Schools**

- 15 (a) The State Education Agency shall make sustainable community schools operational
- 16 grants of up to [X] available to implement a sustainable community school’s strategy. A
- 17 request-for-proposal process must be used in awarding grants. Proposals will be
- 18 evaluated on the basis of criteria consistent with this section and other factors
- 19 adopted by the State Education Agency. Grants shall be for a term of 5 years and shall
- 20 be renewable at the discretion of the State Education Agency. Grantees can begin
- 21 implementation immediately or use up to a year of the grant for planning purposes.
- 22 Before grantees use the grant funding for implementation they must submit a
- 23 Community School Plan.
- 24 (b) The application for a grant under this Section must include the following:
- 25 (1) A baseline analysis of needs at the school site, spearheaded by the lead partner
- 26 agency and/or school leadership team in collaboration with relevant experts as
- 27 appropriate, which shall include the following elements:
- 28 (A) Identification of challenges facing the school;
- 29 (B) Analysis of the student body, including:
- 30 (i) Number and percentage of students with disabilities and the needs of
- 31 these students;
- 32 (ii) Number and percentage of students who are English learners and the
- 33 needs of these students; and
- 34 (iii) Number and percentage of students receiving free or reduced-price
- 35 lunch and the needs of these students.
- 36 (C) Analysis of enrollment and retention rates for students with disabilities,
- 37 English learners, and students receiving free or reduced-price lunch;

- 1 (D) Analysis of suspension and expulsion data, including the justification for
2 such disciplinary actions and the degree to which particular populations,
3 including but not limited to students of color, students with disabilities,
4 students who are English learners, and students receiving free or reduced-
5 price lunch are represented among students subject to such actions;
- 6 (E) Analysis of school achievement data disaggregated by major demographic
7 categories, including but not limited to race/ethnicity, English learner status,
8 disability status, and receipt of free or reduced-priced lunch;
- 9 (F) Analysis of current parent engagement strategies and their success;
- 10 (G) Evaluation of the need for and availability of wraparound services, including
11 but not limited to:
- 12 (i) Mechanisms for meeting students' social, emotional, and physical
13 health needs, which may include coordination of existing services as
14 well as the development of new services based on student needs;
- 15 (ii) Strategies to create safe and secure school environments and improve
16 school climate and discipline, such as implementing a system of
17 positive behavioral supports and taking additional steps to eliminate
18 bullying.
- 19 (H) Solicitation and analysis of input from parents, the principal, teachers,
20 classified staff, and students on potential improvements to the curriculum,
21 including but not limited to ensuring its cultural appropriateness, aimed at
22 helping all students progress towards attaining academic standards and
23 deriving other benefits from their schooling, along with a description of how
24 this information will be used.
- 25 (2) A baseline analysis of community assets and a strategic plan for utilizing and
26 aligning identified assets. This analysis should include, but not be limited to, a
27 documentation of individuals in the community, faith-based organizations,
28 community and neighborhood associations, colleges, hospitals, libraries,
29 businesses, and social service agencies that may be able to provide support and
30 resources.
- 31 (3) A baseline analysis of needs in the community surrounding the school,
32 spearheaded by the lead partner agency and/or the school leadership team, in
33 collaboration with relevant experts, as appropriate, including but not limited to:
- 34 (A) The need for high-quality, full-day childcare and early childhood education
35 programs;
- 36 (B) The need for physical and mental health care services for children and
37 adults;
- 38 (C) The need for job training and other adult education programming;

- 1 (D) The need for before- and after-school programs and summer learning
2 opportunities.
- 3 (4) A sustainable Community School Plan detailing the steps the grantee and
4 partners will take to integrate the 5 elements (referenced in 103(g)) to become a
5 sustainable community school at the school site, including plans for ensuring the
6 following:
- 7 (A) Timely establishment and consistent operation of the school leadership
8 team;
- 9 (B) Maintenance of attendance records in all programming components;
- 10 (C) Maintenance of measurable data showing annual participation and the
11 impact of programming on the participating children and adults;
- 12 (D) Documentation of meaningful and sustained collaboration between the
13 school and community stakeholders, including local governmental units,
14 civic engagement organizations, businesses, and social service providers;
- 15 (E) Professional development, the goal of which is to ensure the integration
16 of the principal, teachers, and classified staff into the sustainable
17 community school model and of community school resources into
18 academic and other school planning and activities promoting student
19 success;
- 20 (F) Establishment and maintenance of partnerships with institutions, such as
21 universities, hospitals, museums, corporations, not-for-profit community
22 organizations, or other community partners, to further the development
23 and implementation of community school programming;
- 24 (G) Ensuring compliance with the non-discrimination policy described in
25 section 103(b); and
- 26 (H) A plan for school leadership team development.
- 27 (c) Grants under this Section shall be available to support the following activities:
- 28 (1) Up to a year of grant funds may be used to create a comprehensive community
29 school implementation plan;
- 30 (2) Where the grantee has received funding to provide community school
31 programming at multiple covered school sites, selection and compensation of a
32 Program Director to oversee and coordinate programming across multiple covered
33 school sites;
- 34 (3) Selection and compensation of a Resource Coordinator at each covered school
35 site;
- 36 (4) Ongoing convening and consultation of institutional partners;
- 37 (5) General coordination of programs within and between covered school sites;

- 1 (6) Professional development for school staff that engages them as full partners in
- 2 the community school
- 3 (7) Ongoing monitoring of the impact of community school on participating children
- 4 and adults;
- 5 (8) Development of alternative funding strategies to guarantee the long-term
- 6 sustainability of the community school;
- 7 (9) Ongoing operation of the school leadership team; and
- 8 (10) Other activities, both operational and programmatic, which assist in
- 9 implementation of the plan required under Section 104(d).
- 10 (d) At the conclusion of each grant term, each sustainable community schools operational
- 11 grant grantee, spearheaded by the lead partner agency and supported by the school
- 12 leadership team, shall submit to the State Education Agency and make available at the
- 13 school site and online, a report describing efforts to integrate community school
- 14 programming at each covered school site and the impact of the transition to a
- 15 sustainable community school on participating children and adults. This report shall
- 16 include, but shall not be limited to, discussion of the following:
- 17 (1) An assessment of the effectiveness of the grantee in implementing the
- 18 Community School Plan;
- 19 (2) Problems encountered in the design and execution of the Community School
- 20 Plan, including identification of any federal, state, or local statute or regulation
- 21 impeding program implementation;
- 22 (3) The operation of the school leadership team and its contribution to successful
- 23 execution of the Community School Plan;
- 24 (4) Recommendations for improving delivery of community school programming to
- 25 students;
- 26 (5) The number and percentage of students receiving community school
- 27 programming who had not previously been served;
- 28 (6) The number and percentage of non-student community members receiving
- 29 community school programming who had not previously been served;
- 30 (7) Any improvement in retention among students who receive community school
- 31 programming;
- 32 (8) Any improvement in academic achievement among students who receive
- 33 community school programming;
- 34 (9) Any changes in students' readiness to enter school, active involvement in learning
- 35 and in their community, health (physical, social and emotional), and students'
- 36 relationship with the school and community environment;
- 37 (10) An accounting of anticipated budget savings, if any, resulting from the
- 38 implementation of the program;

- 1 (11) Any improvements to the frequency or depth of families' involvement with their
 - 2 children's education;
 - 3 (12) Assessment of community stakeholder satisfaction;
 - 4 (13) Assessment of institutional partner satisfaction;
 - 5 (14) The ability, or anticipated ability, of the grantee and partners to continue to
 - 6 provide services in the absence of future funding under this chapter;
 - 7 (15) Increases in access to services for students and their families; and
 - 8 (16) The degree of increased collaboration among participating agencies and private
 - 9 partners.
- 10 (e) Before beginning to use operational grant funding, the grantee shall provide the State
- 11 Education Agency with a sustainable Community School Plan. For schools that opt to
- 12 use their first year of grant funding to plan community school programming and
- 13 implementation, the sustainable Community School Plan shall be submitted at the end
- 14 of the first year. The sustainable Community School Plan shall detail the steps the
- 15 grantee and partners will take to integrate community school programming at the school
- 16 site and include plans for:
- 17 (1) Establishing programming that meets the needs indicated by the baseline
 - 18 analyses required under subsections 104(b)(1) and 104(b)(2) above;
 - 19 (2) Timely establishment and consistent operation of the school leadership team;
 - 20 (3) Maintenance of attendance records in all programming components;
 - 21 (4) Maintenance of measurable data showing annual participation and the impact of
 - 22 programming on the participating children and adults;
 - 23 (5) Documentation of meaningful and sustained collaboration between the school
 - 24 and community partners, including local governmental units, civic engagement
 - 25 organizations, businesses, and social service providers;
 - 26 (6) Establishment and maintenance of partnerships with institutions, such as
 - 27 universities, hospitals, museums, corporations, not-for-profit community
 - 28 organizations, or other community partners, to further the development and
 - 29 implementation of community school programming;
 - 30 (7) Establishment and enforcement of a non-discrimination policy ensuring that the
 - 31 community school does not condition participation upon race, ethnic origin,
 - 32 religion, sex, or disability;
 - 33 (8) Annual evaluation and public reporting on the impact of programming on
 - 34 participating children and adults; and
 - 35 (9) Ensuring the continuation of the sustainable community school after the grant
 - 36 period ends.

1 **Section 105. Program Evaluation**

2 (a) Reports submitted by eligible schools shall be evaluated by the State Education Agency
3 with respect to criteria developed by the State Education Agency. These criteria shall
4 include, but not be limited to, the following:

- 5 (1) The effectiveness of the school, Local Education Agency, or consortium in
6 implementing the sustainable Community School Plan, including the degree to
7 which the grantee navigated difficulties encountered in the design and operation
8 of the sustainable Community School Plan, including identification of any federal,
9 state, or local statute or regulation impeding program implementation;
- 10 (2) The extent to which the recommendations of the school leadership team are
11 reflected in the sustainable Community School Plan and the degree to which the
12 school leadership team has been engaged in discussion and decision-making;
- 13 (3) The extent to which the project has yielded lessons about ways to improve
14 delivery of community school programming to students;
- 15 (4) The degree to which there has been an increase in the number or percentage of
16 students and non-students receiving community school programming;
- 17 (5) The degree to which there has been improvement in retention of students and
18 academic achievement among students receiving community school
19 programming;
- 20 (6) Local budget savings, if any, resulting from the implementation of the program;
- 21 (7) The degree of community stakeholder and institutional partner engagement;
- 22 (8) Increases in access to services for students and their families; and
- 23 (9) The degree of increased collaboration among participating agencies and private
24 partners.

25 (b) No later than August 30 of the year following the first full year of operation of the
26 sustainable community school funds program and each year thereafter, the State
27 Education Agency shall report to the Governor and the Legislature on the impact of the
28 sustainable community schools strategy. This report shall be made publicly available at
29 covered school sites and on the State Education Agency website. All data featured in
30 the report shall be made available in machine-readable formats.

31 (c) This report shall draw upon the following data sources to provide analysis of the
32 sustainable community schools program's success in addressing the issues set forth in
33 Section [X], the impact of funded initiatives, and recommendations for enhancing the
34 program's effectiveness:

- 35 (1) Aggregate data from required reports
- 36 (2) Interviews and other consultation with students, parents, community members,
37 Program Directors, and Resource Coordinators; and
- 38 (3) Consultation with school leadership teams.

- 1 (d) This report shall include analysis and recommendations related to the potential to
- 2 replicate the best practices of eligible schools in non-grantee public schools.
- 3 (e) This report shall include a calculation or estimate of cost savings, including budget
- 4 savings at the state, local, and federal levels in areas such as public health, public
- 5 safety, and public education resulting from investment in community school
- 6 programming.

1 MODEL STATE LEGISLATION

2 **Community Schools Formula Grant Program**

3
4 *This Act addresses the needs of students, families, and other residents of under-resourced*
5 *communities through the establishment of sustainable community schools featuring high*
6 *impact opportunities, collaborations, and services.*

7
8 **Section _____. Purpose**

9 The purpose of this Act is to—

- 10 1. Ensure high-quality educational opportunities and improved educational outcomes for
11 all students through investment in sustainable community schools.
- 12 2. Ensure that State education funding incorporates provisions to adequately fund the
13 planning, development, implementation, and evaluation of sustainable community
14 schools throughout the State.
- 15 3. Elevate sustainable community schools as a comprehensive solution to problems facing
16 public schools, especially in poor communities.
- 17 4. Elevate community schools as an important component of a viable long-term public
18 safety strategy that reduces and prevents crimes through the provision of community
19 resources and better academic outcomes.
- 20 5. Document and evaluate lessons learned from community schools programs to develop a
21 set of best practices to be shared locally, statewide, and nationwide.
- 22 6. Improve outcomes for schools serving communities with a significant number of low-
23 income students.

24
25 **Section 101. Findings**

26 The Legislature finds that—

- 27 (1) Too many students in the State—particularly students of color and poor students—
28 attend schools that are persistently low-performing. In order to ensure high-quality
29 educational opportunities and improved educational outcomes for all students, the
30 State must invest in approaches that are supported by research and consistent with
31 best practices in the field.
- 32 (2) This bill builds on more than 20 years of work designing and implementing full-service
33 community schools in high poverty neighborhoods and complements language in the
34 federal Every Student Succeeds Act, which incorporates community schools funding
35 opportunities.
- 36 (3) Poverty dramatically impacts the education and well-being of children. Studies
37 demonstrate that the results of poverty impact at least the following areas negatively:
38 physical health outcomes, cognitive outcomes, school achievement outcomes,

1 emotional or behavioral outcomes, youth employment, and food security. The school's
2 core mission, to educate a jurisdiction's children, is profoundly dependent on
3 ameliorating the symptoms of poverty as much as possible. Community schools are an
4 effective strategy to combat some of the consequences of poverty and provide all
5 children with an opportunity to thrive.

- 6 (4) Quality and equitable education is a long-term public safety strategy. Measures to
7 reduce school dropouts, increase access to health and mental health services, and
8 improve employment prospects are proven alternatives to expensive, and often
9 inhumane, attempts to reduce crime via criminalization and incarceration. Studies
10 show that a 10 percent increase in the graduation rate leads to a 9.4 percent reduction
11 in the crime rate. This effect may also be multiplied, as an increase in the graduation
12 rate will also lead to an increase in real wages and lower unemployment rates.
13 Moreover, a one-year increase in education level reduces the crime rate by 1.7
14 percent. A report from the Alliance for Excellent Education finds that the nation could
15 save as much as \$18.5 billion in annual crime costs if the high school male graduation
16 rate increased by 5 percentage points.
- 17 (5) The Legislature can drive dramatic improvements in public education, student health,
18 student achievement, and community safety by creating opportunities for local
19 education agencies, schools, and community partners to collaborate in the planning
20 and operation of sustainable community schools and by creating pathways for parents,
21 teachers, other school staff, and members of the broader community to engage
22 meaningfully in these processes.
- 23 (6) In order to ensure that these benefits impact all students throughout the State, the
24 Legislature must update the state formula for funding public education to incorporate
25 provisions that ensure adequate funding for the transformation of all eligible public
26 schools into community schools.

27
28 **Section 102. Definitions**

- 29 (a) "Classified staff" means Education Support Professionals and Specialized Instructional
30 Support Personnel of a school, excluding teachers.
- 31 (b) "Covered school site" means any school site at which an eligible school has been
32 funded to provide community school programming under Section 103 or Section 104.
- 33 (c) "Community partner" means a community stakeholder, including but not limited to
34 parents and parent organizations, students and student organizations, early learning
35 programs, the business community, civil rights organizations, civic engagement
36 organizations, advocacy groups, local civic and community-based organizations, local
37 governmental agencies, local school employee organizations, and institutions of higher
38 education.

- 1 (d) "Community organization" means a non-profit organization that has been in existence
2 for 3 years or more, and has a verifiable track record of working with the community
3 surrounding the covered school site on education and other issues.
- 4 (e) "Community school programming" means services, activities, and opportunities
5 described under Section 103(g).
- 6 (f) "Consortium" means a group, consisting of one or more schools or a local education
7 agency, and community partners and/or community organizations (which can include
8 government agencies that are not LEAs) that propose to work with one another to plan
9 and/or implement community school programming pursuant to Section 104.
- 10 (g) "High-quality childcare or early childhood education programming" means educational
11 programming for preschool-aged children grounded in research and consistent with
12 best practices in the field.
- 13 (h) "Lead partner agency" is the organization that joins the school to manage and lead the
14 work of developing and sustaining the community school.
- 15 (i) "Trained health care professional" means a health care practitioner with formal
16 education and clinical training who is credentialed through certification, registration
17 and/or licensure to deliver high-quality patient care services for the identification,
18 prevention, and treatment of diseases, disabilities, and disorders.
- 19 (j) "Relevant experts" means individuals, institutions, or organizations with experience in
20 the design, implementation, or evaluation of programs related to the topics described
21 in this legislation.
- 22 (k) "Education Support Professional" means a classified public school employee of a State
23 or of any political subdivision of a State who works in any school grade in any of the
24 following 9 occupational specialties:
- 25 (1) Paraprofessional (paraeducator, education assistant, instructional assistant)
26 services.
- 27 (2) Clerical and administrative services.
- 28 (3) Transportation services.
- 29 (4) Food and nutrition services.
- 30 (5) Custodial and maintenance services.
- 31 (6) Security services.
- 32 (7) Health and student services.
- 33 (8) Technical services.
- 34 (9) Skilled trades.
- 35 (l) "Specialized Instructional Support Personnel" means
- 36 (1) School counselors, school social workers, and school psychologists.
- 37 (2) Other qualified professional personnel, such as school nurses, speech language
38 pathologists, and school librarians involved in providing assessment, diagnosis,

1 counseling, educational, therapeutic, and other necessary services (including
2 related services as that term is defined in the Individuals with Disabilities
3 Education Act) as part of a comprehensive program to meet student needs.
4

5 **Section 103. Sustainable Community School Program Funding**

- 6 (a) The State Education Agency shall provide adequate funding to ensure that over the
7 course of no more than [X] years all schools in which 40 percent or more of students
8 are eligible for free or reduced-price lunch are transformed into sustainable
9 community schools, contingent on their submitting an approved application.
- 10 (b) The State Education Agency shall establish and enforce a policy prohibiting
11 discrimination on the basis of race, national origin, religion, sex, disability, sexual
12 orientation, gender expression or identity, housing status, or immigration status in the
13 development and administration of community school programming.
- 14 (c) Sustainable community school operational funds will be provided within the next [X]
15 years to all schools in the State in which 40 percent or more of the students are eligible
16 for free or reduced-price lunch, and which have submitted an approved application
17 pursuant to Section 104. Each new projected community school shall engage in a
18 planning year the year before its projected implementation year and submit a
19 Community School Plan to the State Education Agency and to the community-wide
20 leadership council.
- 21 (d) Eligible schools that have demonstrated readiness to begin operation and submitted a
22 Community School Plan will receive adequate funding, as defined in Section 104(d).
23 Sustainable community school operational funds shall supplement, not supplant,
24 existing services and funds.
- 25 (e) Upon receiving sustainable community school operational funds, each eligible school
26 must establish a Community School Planning and Oversight Team responsible for
27 developing school-specific programming goals, assessing program needs, and
28 overseeing the process of implementing expanded programming at each covered site.
29 The team shall meet the following requirements:
- 30 (1) The Community School Planning and Oversight Team shall be comprised of 12-15
31 people with no less than one-third parents/residents, one-third teachers and
32 other classified staff, and include the following stakeholders:
- 33 (A) PRINCIPAL. The school principal shall be a voting member, not chair the
34 team.
- 35 (B) COMMUNITY PARTNERS (including representatives from the lead partner
36 agency).
- 37 (C) PARENTS/RESIDENTS. If the school has a relevant civic association or parent-
38 teacher organization, or civic engagement organization (such as a Parent

- 1 Teacher Association chapter), the lead partner agency or principal shall ask
2 it to select representatives.
- 3 (D) TEACHERS AND CLASSIFIED STAFF. A minimum of one teacher, one
4 Education Support Professional, and one Specialized Instructional Support
5 Personnel shall represent this group. Where the local employee organization
6 is the exclusive representative for school staff members in one or more of
7 these categories, it shall select the representative from that category. In
8 cases where there is not an exclusive representative but rather competing
9 organizations, the employee organization with the most members shall
10 select the representative for that category of employee.
- 11 (E) Upon selection, the school leadership team shall immediately appoint 2
12 representatives from the community who are not parents, teachers,
13 classified staff, or students to serve as voting members.
- 14 (F) Following the selection of the community representatives, the school
15 leadership team shall select a chair to guide its work.
- 16 (2) The school leadership team for a high school shall have between 12-15 members,
17 meet the requirements of Section 103(e)(1)(A)-(D), and include 2 students,
18 elected by students of the school, who shall serve as voting members.
- 19 (3) The school leadership team at each eligible covered school site or sites shall be
20 responsible for overseeing baseline analyses. Each such school leadership team
21 shall also have ongoing responsibility for monitoring the development and
22 implementation of sustainable community school operations and programming at
23 each school site and shall issue recommendations to school leadership, the Local
24 Education Agency, and community partners on a regular basis and summarized in
25 an annual report. These reports shall also be made available to the public at the
26 school site and on school and district websites.
- 27 (f) Upon receiving sustainable community school operational funds, each eligible district
28 shall hire a Resource Coordinator to coordinate services at each covered school site. If
29 proposing to serve 3 or more sites, the eligible district shall also hire a Program
30 Director to coordinate activities across covered school sites. Resource Coordinators
31 and Program Directors shall work collaboratively with school leadership and school
32 leadership teams to provide the services and programs that meet school and
33 community needs and priorities.
- 34 (g) Each eligible school must demonstrate how it plans to implement:
35 (1) Positive discipline practices such as restorative justice;
36 (2) Curricula that is engaging, culturally and socially relevant, and academically
37 rigorous;

- 1 (3) Wraparound supports such as physical and mental health services, social services,
2 and academic enrichment programs;
- 3 (4) An emphasis on high-quality teaching, not on high-stakes testing; and
- 4 (5) Parent and community engagement plans so the full community actively
5 participates in decision-making processes.
- 6 (h) In addition, each eligible school shall propose to arrange for the provision of at least 2
7 of the following types of community school programming at each covered school site:
 - 8 (1) Early childhood:
 - 9 (A) Early childhood education;
 - 10 (B) Programs under the Head Start Act, including Early Head Start programs;
 - 11 (C) Child care services;
 - 12 (2) Academic:
 - 13 (A) Academic support and enrichment activities, including expanded learning
14 time;
 - 15 (B) Summer or after-school enrichment and learning experiences;
 - 16 (C) Job training, internship, and apprenticeship opportunities (such as building
17 trades apprenticeship and/or industry certification programs) and career
18 counseling services;
 - 19 (D) Programs that provide assistance to students who have been truant,
20 suspended, or expelled;
 - 21 (E) GED programs for youth and community members;
 - 22 (F) Specialized instructional support services;
 - 23 (G) College classes, early college high school model;
 - 24 (3) Parental involvement:
 - 25 (A) Programs that promote parental involvement and family literacy;
 - 26 (B) Parent leadership development activities;
 - 27 (C) Parenting education activities;
 - 28 (4) Mental and physical health:
 - 29 (A) Mentoring and other youth development programs, including peer
30 mentoring and conflict mediation;
 - 31 (B) Youth leadership development opportunities;
 - 32 (C) Juvenile crime prevention and rehabilitation programs;
 - 33 (D) Home visitation services by teachers and other professionals;
 - 34 (E) Developmentally appropriate physical education;
 - 35 (F) Nutrition services;
 - 36 (G) Primary health and dental care;
 - 37 (H) Mental health counseling services;
 - 38 (5) Community involvement:

- 1 (A) Service and service-learning opportunities;
- 2 (B) Adult education, including instruction in English as a second language;
- 3 (C) Homeless prevention services, affordable housing, and mortgage revision
- 4 services;
- 5 (D) Community development/organizing training/opportunities; and/or
- 6 (E) Other programming designed to meet school and community needs and
- 7 community development opportunities identified through the school
- 8 leadership team analysis described in 103(e)(3).
- 9

10 **Section 104. Funding for Sustainable Community Schools**

- 11 (a) The State Education Agency shall make sustainable community schools operational
- 12 funds of no less than [X] available to implement a statewide sustainable community
- 13 school's strategy at all schools in the state in which 40 percent or more of its students
- 14 are eligible for free- or reduced-price lunch.
- 15 (b) Each new projected community school shall engage in a planning year the year before
- 16 its projected implementation year and submit its Community School Plan to the
- 17 community-wide leadership council no later than February 1. The council shall inform
- 18 the school of its approval or recommendations for improvement no later than May 1.
- 19 Planning funds shall be appropriated in an amount sufficient to cover the enumerated
- 20 projected costs for both planning and implementation.
- 21 (c) Before eligible schools receive funding for implementation they must submit a
- 22 Community School Plan.
- 23 (d) The State Education Agency shall provide adequate funding to all eligible schools
- 24 within the next [X] years to ensure that all eligible schools have the funding required to
- 25 be a sustainable community school. The funds shall be adequate to support:
- 26 (1) COMMUNITY SCHOOL SITE COORDINATOR. The state agency shall provide the
- 27 salary for the Community Site Coordinator. The salary will be based on the
- 28 average pay for a vice principal in [school district] and will include funding for an
- 29 average benefit package, plus provision for supports such as office equipment,
- 30 emergency funds, and funds available to take advantage of special opportunities
- 31 for services and supports for children and families. Five to 10 percent of the
- 32 amount that is included for every community school is recommended as the level
- 33 of funding to be utilized to finance the pay, benefits, and supports enumerated in
- 34 this section.
- 35 (2) OUT-OF-SCHOOL-TIME PROGRAM. The out-of-school-time program will support
- 36 at least one-fourth of the students in the school. The state agency should provide
- 37 elementary and middle schools with at least \$24 per day per slot during the
- 38 school year and \$32 per day per slot in the summer, and teen/high school

- 1 programs with at least \$32 per day per slot during the school year and \$44 per
2 day per slot in the summer.
- 3 (3) LEADERSHIP COUNCIL AND MANAGEMENT SUPPORT ENTITY. Each eligible school
4 should receive \$20,000 per school, including costs for staffing, professional
5 development, and evaluation.
- 6 (4) Planning funds shall be appropriated each year in an amount sufficient to cover
7 the enumerated projected costs for both planning and implementation. Each new
8 projected community school shall engage in a planning year the year before its
9 projected implementation year and submit its proposed plan of implementation
10 to the community-wide leadership council no later than February 1. The council
11 shall inform the school of its approval or recommendations for improvement no
12 later than May 1.
- 13 (e) The state-local wealth-equalization share shall be calculated and be identical to that of
14 the state's education adequacy/equity funding formula. Any current funds being spent
15 on community schools shall count toward any required local share. All funds generated
16 shall, in fact, be used for community schools.
- 17 (f) Implementation should occur statewide for all eligible schools within [X] years. The
18 rate of implementation shall depend on:
- 19 (1) How many schools meet the 40 percent standard of concentrated poverty [or
20 whatever standard a given state determines is appropriate];
- 21 (2) An assessment of capacity to deliver each new cohort of community schools at a
22 quality level [staffing, needs assessment, etc.];
- 23 (3) Available additional funding.
- 24 (g) In order to receive sustainable community schools operational funds, eligible schools
25 must complete a Community School Plan that includes:
- 26 (1) A baseline analysis of needs at the school site, spearheaded by the lead partner
27 agency and/or school leadership team in collaboration with relevant experts, as
28 appropriate, which shall include the following elements:
- 29 (A) Identification of challenges facing the school.
- 30 (B) Analysis of the student body, including:
- 31 (i) Number and percentage of students with disabilities and the needs of
32 these students;
- 33 (ii) Number and percentage of students who are English learners and the
34 needs of these students; and
- 35 (iii) Number and percentage of students receiving free or reduced-price
36 lunch and the needs of these students.
- 37 (C) Analysis of enrollment and retention rates for students with disabilities,
38 English learners, and students receiving free or reduced-price lunch;

- 1 (D) Analysis of suspension and expulsion data, including the justification for
2 such disciplinary actions and the degree to which particular populations,
3 including but not limited to students of color, students with disabilities,
4 students who are English learners, and students receiving free or reduced-
5 price lunch are represented among students subject to such actions;
- 6 (E) Analysis of school achievement data disaggregated by major demographic
7 categories, including but not limited to race/ethnicity, English learner status,
8 disability status, and receipt of free or reduced-price lunch;
- 9 (F) Analysis of current parent engagement strategies and their success;
- 10 (G) Evaluation of the need for and availability of wraparound services, including
11 but not limited to:
- 12 (i) Mechanisms for meeting students' social, emotional, and physical
13 health needs, which may include coordination of existing services as
14 well as the development of new services based on student needs;
- 15 (ii) Strategies to create safe and secure school environments and improve
16 school climate and discipline, such as implementing a system of
17 positive behavioral supports, and taking additional steps to eliminate
18 bullying; and
- 19 (iii) Solicitation and analysis of input from parents, the principal, teachers,
20 classified staff, and students on potential improvements to the
21 curriculum, including but not limited to ensuring cultural
22 appropriateness aimed at helping all students progress towards
23 attaining academic standards and deriving other benefits from their
24 schooling, along with a description of how this information will be
25 used.
- 26 (h) A baseline analysis of community assets and a strategic plan for utilizing and aligning
27 identified assets. This analysis should include, but not be limited to, documenting
28 individuals, faith-based organizations, community and neighborhood associations,
29 colleges, hospitals, libraries, businesses, and social service agencies that may be able
30 to provide support and resources.
- 31 (i) A baseline analysis of needs in the community surrounding the school, spearheaded by
32 the lead partner agency and/or the school leadership team, in collaboration with
33 relevant experts, as appropriate, including but not limited to:
- 34 (1) The need for high-quality, full-day childcare and early childhood education
35 programs;
- 36 (2) The need for physical and mental health care services for children and adults;
- 37 (3) The need for job training and other adult education programming; and

- 1 (4) The need for before- and after-school programs and summer learning
2 opportunities.
- 3 (j) The Community Schools Plan must also include a clear articulation of how each school
4 will implement:
- 5 (1) Positive discipline practices such as restorative justice;
6 (2) Curricula that is engaging, culturally and socially relevant, and academically
7 rigorous;
8 (3) Wraparound supports such as physical and mental health services, social services,
9 and academic enrichment programs;
10 (4) An emphasis on high-quality teaching, not on high-stakes testing; and
11 (5) Parent and community engagement plans so the full community actively
12 participates in decision-making processes.
- 13 (k) The Community Schools Plan must also detail the steps that will be taken to ensure the
14 following:
- 15 (1) Timely establishment and consistent operation of the school leadership team;
16 (2) Maintenance of attendance records in all programming components;
17 (3) Maintenance of measurable data showing annual participation and the impact of
18 programming on participating children and adults;
19 (4) Documentation of meaningful and sustained collaboration between the school
20 and community stakeholders, including local governmental units, civic
21 engagement organizations, businesses, and social service providers;
22 (5) Professional development, the goal of which is to ensure integration of the
23 principal, teachers, and classified staff into the sustainable community school
24 model and community school resources into academic and other school planning
25 and activities promoting student success.
26 (6) Establishment and maintenance of partnerships with institutions, such as
27 universities, hospitals, museums, corporations, not-for-profit community
28 organizations, or other community partners, to further the development and
29 implementation of community school programming;
30 (7) Ensuring compliance with the non-discrimination policy described in 103(b);
31 (8) Plan for school leadership team development;
- 32 (l) Eligible schools must integrate into their operations funding and services accessed
33 from any among the following provisions of the Elementary and Secondary Education
34 Act, as amended by the Every Student Succeeds Act:
- 35 (1) Section 4625 full-service community schools grants, eligible recipients of which
36 include consortia consisting of a local educational agency and one or more
37 community-based organizations, nonprofit organizations, or other public or
38 private entities;

- 1 (2) Title I, of which at least one percent of funds must be used to support parent
2 engagement activities and research-based practices, including:
 - 3 (A) A community-wide needs assessment and plan for community schools;
 - 4 (B) Professional development on family and community engagement for school
5 personnel;
 - 6 (C) Curriculum development and implementation that connects students to
7 community problems;
 - 8 (D) Hiring a community school coordinator;
 - 9 (E) Out-of-school-time programs;
- 10 (3) 21st Century Community Learning Centers, which promote academic enrichment
11 and tutoring for students after school hours; and
- 12 (4) Promise Neighborhood Grants, which provide a continuum of coordinated
13 services in neighborhoods with high poverty and multiple signs of distress as well
14 as schools in comprehensive or targeted improvement status receiving 100
15 percent matching funds, including at least one school with wraparound services.
- 16 (m) Sustainable community schools operational funds shall be available to support the
17 following activities:
 - 18 (1) The development of a comprehensive community school implementation plan;
 - 19 (2) Where the districts have received funding to provide community school
20 programming at multiple covered school sites, selection and compensation of a
21 Program Director to oversee and coordinate programming across multiple covered
22 school sites;
 - 23 (3) Selection and compensation of a Resource Coordinator at each covered school
24 site;
 - 25 (4) Ongoing convening and consultation of institutional partners;
 - 26 (5) General coordination of programs within and between covered school sites;
 - 27 (6) Professional development for school staff that engages them as full partners in
28 the community school
 - 29 (7) Ongoing monitoring of the impact of community school on participating children
30 and adults;
 - 31 (8) Development of alternative funding strategies to guarantee the long-term
32 sustainability of the community school;
 - 33 (9) Ongoing operation of the school leadership team; and
 - 34 (10) Other activities, both operational and programmatic, which assist in
35 implementation of the Community School Plan.
- 36 (n) ANNUAL REPORT. At the conclusion of the first 5 years, each eligible school district
37 receiving sustainable community schools operational funds, spearheaded by the lead
38 partner agency and supported by the school leadership team, shall submit to the State

- 1 Education Agency and make available at the school site and online a report describing
2 efforts to integrate community school programming at each covered school site and
3 the impact of the transition to a sustainable community school on participating
4 children and adults. This report shall include, but shall not be limited to, discussion of:
5 (1) An assessment of the effectiveness of the eligible school in implementing the
6 Community School Plan;
7 (2) Problems encountered in the design and execution of the Community School
8 Plan, including identification of any federal, state, or local statute or regulation
9 impeding program implementation;
10 (3) The operation of the school leadership team and its contribution to successful
11 execution of the Community School Plan;
12 (4) Recommendations for improving delivery of community school programming to
13 students;
14 (5) The number and percentage of students receiving community school
15 programming who had not previously been served;
16 (6) The number and percentage of non-student community members receiving
17 community school programming who had not previously been served;
18 (7) Any improvement in retention among students who receive community school
19 programming;
20 (8) Any improvement in academic achievement among students who receive
21 community school programming;
22 (9) Any changes in students' readiness to enter school, active involvement in learning
23 and community, health (physical, social, and emotional) and students'
24 relationship with the school and community environment;
25 (10) An accounting of anticipated budget savings, if any, resulting from the
26 implementation of the program;
27 (11) Any improvements to the frequency or depth of families' involvement with their
28 children's education;
29 (12) Assessment of community stakeholder satisfaction;
30 (13) Assessment of institutional partner satisfaction;
31 (14) The ability, or anticipated ability, of the eligible school and partners to continue
32 to provide services in the absence of future funding under this chapter;
33 (15) Increases in access to services for students and their families; and
34 (16) The degree of increased collaboration among participating agencies and private
35 partners.

1 **Section 105. Program Evaluation**

2 (a) Reports submitted by eligible schools shall be evaluated by the State Education Agency
3 with respect to criteria developed by the State Education Agency. These criteria shall
4 include, but not be limited to, the following:

- 5 (1) The effectiveness of the school, Local Education Agency, or consortium in
6 implementing the sustainable Community School Plan, including the degree to
7 which the grantee navigated difficulties encountered in the design and operation
8 of the sustainable Community School Plan, including identification of any federal,
9 state, or local statute or regulation impeding program implementation;
- 10 (2) The extent to which the recommendations of the school leadership team are
11 reflected in the sustainable Community School Plan and the degree to which the
12 school leadership team has been engaged in discussion and decision-making;
- 13 (3) The extent to which the project has yielded lessons about ways to improve
14 delivery of community school programming to students;
- 15 (4) The degree to which there has been an increase in the number or percentage of
16 students and non-students receiving community school programming;
- 17 (5) The degree to which there has been an improvement in retention of students and
18 improvement in academic achievement among students receiving community
19 school programming;
- 20 (6) Local budget savings, if any, resulting from the implementation of the program;
- 21 (7) The degree of community stakeholder and institutional partner engagement;
- 22 (8) Increases in access to services for students and their families; and
- 23 (9) The degree of increased collaboration among participating agencies and private
24 partners.

25 (b) No later than August 30 of the year following the first full year of operation of the
26 sustainable community school funds program and each year thereafter, the State
27 Education Agency shall report to the Governor and the Legislature on the impact of the
28 sustainable community schools strategy. This report shall be made publicly available at
29 covered school sites and on the State Education Agency website. All data featured in
30 the report shall be made available in machine-readable formats.

31 (c) This report shall draw upon the following data sources to provide analysis of the
32 Sustainable Community Schools Program’s success in addressing the issues set forth in
33 Section [X], the impact of funded initiatives, and recommendations for enhancing the
34 program’s effectiveness:

- 35 (1) Aggregate data from required reports
- 36 (2) Interviews and other consultation with students, parents, community members,
37 Program Directors, and Resource Coordinators; and
- 38 (3) Consultation with school leadership teams.

- 1 (d) This report shall include analysis and recommendations related to the potential to
- 2 replicate the best practices of eligible schools in non-grantee public schools.
- 3 (e) This report shall include a calculation or estimate of cost savings, including budget
- 4 savings at the state, local, and federal levels in areas such as public health, public
- 5 safety, and public education resulting from investment in community school
- 6 programming.

1 MODEL STATE LEGISLATION
2 Charter School Accountability
3

4 *This Act upgrades charter school accountability safeguards to protect the needs and interests of*
5 *all students, families, communities, and taxpayers.*
6

7 **Section _____. Short Title**

8 This Act shall be known as the “Charter Schools Accountability Safeguards Act.”
9

10 **Section _____. Purpose**

11 It is the purpose of this Act to increase accountability among charter schools in the State in
12 order to protect the needs and interests of students, families, communities, and taxpayers.
13

14 **Section _____. Equitable Student Enrollment Practice**

- 15 (a) Charter schools in the State for which enrollment is not limited to students with
16 disabilities, including students with severe disabilities or English learners, shall seek
17 enrollment of students with disabilities, including students with severe disabilities and
18 English learners, in proportions comparable to the general population of the school
19 district within which the charter school is located.
- 20 (b) Where a particular charter school’s enrollment of the populations described in (a) is
21 more than 2 percent lower than that of the traditional school district average, the
22 school shall work with its authorizer to develop a plan specifying measures it will take
23 to eliminate such under-enrollment and publish the plan on the school’s website.
- 24 (c) The authorizer shall be responsible for providing technical assistance to assist with
25 compliance, monitoring compliance, and taking appropriate enforcement actions.
26

27 **Section _____. Fiduciary Duty and Conflicts of Interest**

28 With public input, The State Education Agency shall develop, promulgate, monitor, and enforce
29 comprehensive legally binding rules establishing fiduciary duties for officers, directors, and
30 employees of charter schools and prohibitions against conflicts of interest among officers,
31 directors, and employees of charter schools, management organizations, and related entities.

32 The State Education Agency shall provide technical assistance in the form of outreach to
33 impacted parties to explain the rules and assist with compliance. Such rules shall:

- 34 (1) Be tailored to take full account of the differences between charter and traditional
35 public sector governance structures;
- 36 (2) Be at least comparable in strength and scope to fiduciary duty and conflict of interest
37 regulations applicable to the traditional sector;

- 1 (3) Establish that charter school officers, directors, and employees occupy positions of
2 trust when they handle the money or property of the charter school;
- 3 (4) Prohibit charter school directors, managers, and employees from dealing with the
4 charter school as an adverse party or dealing on behalf of an adverse party in any
5 matter connected with their duties;
- 6 (5) Prohibit charter school directors, managers, and employees from holding or acquiring
7 any pecuniary or personal interest that conflicts with the interests of the charter
8 school;
- 9 (6) Prohibit education management organizations from entering into any transaction with
10 a related party—including any related entity formed for the purpose of managing or
11 providing support to a charter school or group of related charter schools, and any
12 direct or indirect wholly-owned subsidiary of any such entity—if the transaction
13 benefits the education management organization, the related party, or both; and
- 14 (7) Provide civil remedies and criminal penalties for any breach of the fiduciary duties and
15 conflict-of-interest prohibitions specified above.

16

17 **Section _____. Public Appointment and Removal of Charter School Governing Board**

18 **Members**

19 Each charter school’s governing board members are to be appointed by its traditional school
20 district authorizing body, as a political subdivision of the State. Each charter school’s authorizer
21 has the authority to remove members of a charter school’s governing board where any
22 members have violated their fiduciary responsibilities or the applicable conflict-of-interest
23 rules.

24

25 **Section _____. Charter School Access to Books and Records of Education Management**
26 **Organizations**

27 A charter school’s governing board shall have access to all books and records of any education
28 management organization with which the board has contracted to manage the school.

29

30 **Section _____. Prohibition against Use of Parent Contracts**

31 Charter schools may not require, as a condition for admission or retention of their child in that
32 school, that parents or guardians commit to minimum contributions of time assisting at the
33 charter schools their children attend, or take this factor into consideration in making admission
34 or retention decisions.

35

36 **Section _____. Cross-sector Multi-year School Plan**

37 The State Education Agency shall develop with public input, promulgate, monitor, and enforce
38 regulations establishing a process by which school districts, charter school authorizers, and

1 charter schools will develop and regularly update a multi-year school plan that includes
2 projected demographic changes, criteria for new school openings or closings, and equitable
3 geographic distribution of schools and students to ensure that all have access to schools in their
4 communities and a range of specialized programs. Such regulations shall ensure robust public
5 input into the development of multi-year plans aimed at ensuring equity and transparency
6 across the district and provide for the availability to community members of the plan and the
7 impact statements prior to a mandatory community input hearing, which authorizers shall hold
8 prior to deciding on pending charter applications. The State Education Agency shall provide
9 guidance and other forms of technical assistance to facilitate compliance with this provision.

10
11 **Section _____. Local Impact Statement**

12 The State Education Agency shall develop with public input, promulgate, monitor, and enforce
13 regulations requiring charter school authorizers, in coordination with the unified schools plan,
14 to prepare an impact statement prior to the mandatory community input hearing referenced in
15 Section [X]. The impact statement shall assess the school’s impact, if it were to be approved, on
16 the unified schools plan in Section [X]. Considerations for the impact statement may include,
17 but are not limited to, the impact that the charter school will have on local public schools’
18 financing, enrollment, transportation, building use and access, and overall student success. The
19 State Education Agency shall provide guidance and other forms of technical assistance to
20 facilitate compliance with this provision. An updated impact statement is needed for any
21 renewal.

22
23 **Section _____. Statewide Impact Report**

24 The State Education Agency shall prepare, and publish on its website, an annual assessment of
25 the impact of charter schools on school districts. This assessment shall include a review and
26 assessment of the flow of funding between sectors, student enrollment trends, and educational
27 outcomes. The assessment shall also identify noteworthy innovative or promising practices
28 within its charter sector and document efforts that lead to cross-sector sharing of promising
29 practices.

30
31 **Section _____. Appeal of District Authorizer Denial of Applications to State Education Agency**

32 The denial of a charter application by a school district authorizer may be appealed to a
33 disinterested arbiter and according to procedures established by the State Education Agency.
34 This appellate body shall review appealed charter application denials and reverse and remand
35 to the school district authorizer for reconsideration of the application only where it finds the
36 reasons given for the denial by the school district authorizer to have been arbitrary and
37 capricious. It shall state in writing the grounds for its decisions.

1 **Section _____. School Accountability Requirements**

2 Any school accountability provisions that apply to the State’s public schools apply equally to
3 charter schools, including any provisions pertaining to identified schools. Any performance
4 agreement provisions between charter schools and their authorizers which are inconsistent
5 with the State’s school accountability provisions do not apply.

6
7 **Section _____. Staff Qualifications**

8 Charter school principals, teachers, and support staff shall meet the same qualification
9 standards that apply to principals, teachers, and support staff in the State’s traditional public
10 school systems, including licensure and/or certification requirements, ongoing professional
11 development obligations, and any endorsements.

12
13 **Section _____. Charter School Authorizer Authority**

14 Charter school authorizers have full legal authority to inspect and obtain copies of any books
15 and records of the charter schools they authorize, including all contracts entered into by the
16 charter schools and payments made under those contracts, and conduct a review or audit of
17 educational performance and financial operations of the charter schools they authorize.

18
19 **Section _____. Charter School Authorizer Accountability**

20 Consistent with Section 4303 of the Elementary and Secondary Education Act, as amended by
21 the Every Student Succeeds Act, with public input the State Education Agency shall develop,
22 promulgate, monitor, and enforce regulations holding charter school authorizers responsible
23 for monitoring the educational performance and financial operations of all charter schools that
24 they have authorized. Such policies shall include the following:

- 25 (1) Performance standards for charter school authorizers;
- 26 (2) A standardized and public charter school authorizer performance reporting system
27 that discloses, for each authorizer in each school year, the number of applications
28 received; number approved; the name, location, and status of each authorized school;
29 and all charter school closures, decisions to deny renewal of charters, or decisions to
30 cancel charters, including reasons for the closures, non-renewal decisions, or
31 cancellation decisions;
- 32 (3) Provision of technical assistance to help authorizers meet performance standards; and
- 33 (4) Authority on the part of the State Education Agency to suspend or revoke an
34 authorizer’s authority to approve or renew charter applications on the basis of poor
35 performance, including published criteria for such suspensions or revocations based on
36 the educational and/or financial performance of the schools they authorize, along with
37 a protocol or policy for re-assigning authorizer responsibilities for each such school to
38 another appropriate authorizer and assisting with the necessary transition.

1 **Section _____. Orderly Authorizer Transition** *[in States which presently permit non-school*
2 *district authorizers and opt to shift to a system of entirely traditional school district*
3 *authorizers]*

- 4 (a) With public input, the State Education Agency shall develop, promulgate, monitor, and
5 enforce regulations governing the transition of authorizer responsibilities from non-
6 school district authorizers to school district authorizers for all new charter applications,
7 to take effect no later than one year following the date of enactment of this
8 legislation. Such regulations shall also govern the transition of authorizer
9 responsibilities from non-school district to school district authorizers for charter
10 schools currently authorized by non-school district authorizers, to take effect not later
11 than the expiration of the current approval period for each such school.
- 12 (b) Such regulations shall require that charter applications be submitted to the school
13 district exercising authority over the geographic area within which each charter school
14 is located.
- 15 (c) Such regulations shall prohibit submission of a charter application to a school district
16 authorizer other than the one exercising authority over the geographic area within
17 which each charter school is located.
- 18 (d) The State Education Agency shall provide guidance and other forms of technical
19 assistance to facilitate compliance with this provision.

20
21 **Section _____. Cap on Number of Charter Schools**

- 22 (a) The number of charter schools in operation in the State shall not at any time exceed
23 the existing cap, or if no cap exists on the date of passage of this legislation, the state-
24 determined cap that must be adopted within 60 days of the passage of this legislation.
25 Each individual charter school shall count as one unit against the cap. The State
26 Education Department shall issue regulations and guidelines establishing processes to
27 ensure implementation of this provision.
- 28 (b) Effective on the date of passage of this legislation, no new charter schools shall be
29 approved to open in the State until the authorizer demonstrates that it has capacity to
30 vigorously monitor additional charter schools in terms of educational performance and
31 financial operations.

MODEL STATE LEGISLATION
Charter School Transparency

This Act updates the transparency and reporting requirements for charter schools to bring them in line with those of all other public schools.

Section _____. Short Title

This Act shall be known as the “Charter Schools Transparency Act.”

Section _____. Purpose

It is the purpose of this Act to upgrade the transparency safeguards applicable to charter schools in the State in order to protect the needs and interests of all students, families, communities, and taxpayers.

Section _____. Applicability of Open Meetings and Records

Charter schools in the State shall be subject to the same with respect to open meetings and open records laws and regulations in the State. Charter schools shall be treated in the same manner and to the same extent as [traditional] public schools and school boards in the State.

Section _____. Applicability of Independent Financial Audit Requirements and Public Disclosure

All charter schools in the State, and all education management organizations that enter into management services contracts with charter schools in the State, shall ensure that annual independent audits of their financial statements are conducted and that the results of such audits, along with any management letters issued in connected with such audits, are made available publicly in such manner and in such form as may be prescribed by the [state agency responsible for the regulation of such matters conducted by other similarly situated businesses in the State.]

Section _____. Charter School Disclosures

As a condition of operating in the State, any charter school shall establish a website and shall, for the purpose of informing the public, publish on its website—

- (1) Charter documents relevant to the establish of the charter school;
- (2) Any performance agreements in effect between the charter school and its authorizer;
- (3) A description of the school’s program, including courses and programs offered;
- (4) Information regarding the provision of transportation services for students enrolled in the school, and any charges for transportation;

- 1 (5) Information regarding the provision of means and snacks served at the charter school,
2 and the availability of free or reduced-priced meals, including information on eligibility
3 criteria for such meals;
- 4 (6) Annual student attrition rates, disaggregated by grade level;
- 5 (7) Annual teacher attrition rates;
- 6 (8) Amounts of non-public funding, the sources of those funds, including the duration of
7 philanthropic funding commitments; and
- 8 (9) The names of legal title holders of land and buildings that the charter school utilizes,
9 and a description of any public subsidies used to directly or indirectly purchase or lease
10 such property.

11

12 **Section _____. Transfers of Property**

13 Any transfer of publicly owned property to private parties in connection with the operation of
14 any charter schools in the State is prohibited absent full disclosure and remuneration, which
15 remuneration may not be made with public funds.

16

17 **Section _____. Effective Date**

18 This Act shall be effective upon enactment.