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STATE OF RHODE ISLAND

IN GENERAL ASSEMBLY

JANUARY SESSION, A.D. 2019

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A N A C T

RELATING TO EDUCATION - THE EDUCATION EQUALITY AND PROPERTY TAX  
RELIEF ACT

Introduced By: Senators Cano, Satchell, Crowley, Metts, and Quezada

Date Introduced: March 14, 2019

Referred To: Senate Education

It is enacted by the General Assembly as follows:

1           SECTION 1. Section 16-7.2-6 of the General Laws in Chapter 16-7.2 entitled "The  
2 Education Equity and Property Tax Relief Act" is hereby amended to read as follows:

3           **16-7.2-6. Categorical programs, state funded expenses.**

4           In addition to the foundation education aid provided pursuant to § 16-7.2-3, the  
5 permanent foundation education-aid program shall provide direct state funding for:

6           (a) Excess costs associated with special education students. Excess costs are defined  
7 when an individual special education student's cost shall be deemed to be "extraordinary".  
8 Extraordinary costs are those educational costs that exceed the state-approved threshold based on  
9 an amount above five times the core foundation amount (total of core-instruction amount plus  
10 student success amount). The department of elementary and secondary education shall prorate the  
11 funds available for distribution among those eligible school districts if the total approved costs for  
12 which school districts are seeking reimbursement exceed the amount of funding appropriated in  
13 any fiscal year; and the department of elementary and secondary education shall also collect data  
14 on those educational costs that exceed the state-approved threshold based on an amount above  
15 two (2), three (3), and four (4) times the core-foundation amount;

16           (b) Career and technical education costs to help meet initial investment requirements  
17 needed to transform existing, or create new, comprehensive, career and technical education  
18 programs and career pathways in critical and emerging industries and to help offset the higher-

1 than-average costs associated with facilities, equipment maintenance and repair, and supplies  
2 necessary for maintaining the quality of highly specialized programs that are a priority for the  
3 state. The department shall develop criteria for the purpose of allocating any and all career and  
4 technical education funds as may be determined by the general assembly on an annual basis. The  
5 department of elementary and secondary education shall prorate the funds available for  
6 distribution among those eligible school districts if the total approved costs for which school  
7 districts are seeking reimbursement exceed the amount of funding available in any fiscal year;

8 (c) Programs to increase access to voluntary, free, high-quality pre-kindergarten  
9 programs. The department shall recommend criteria for the purpose of allocating any and all early  
10 childhood program funds as may be determined by the general assembly;

11 (d) Central Falls, Davies, and the Met Center Stabilization Fund is established to ensure  
12 that appropriate funding is available to support their students. Additional support for Central Falls  
13 is needed due to concerns regarding the city's capacity to meet the local share of education costs.  
14 This fund requires that education aid calculated pursuant to § 16-7.2-3 and funding for costs  
15 outside the permanent foundation education-aid formula, including, but not limited to,  
16 transportation, facility maintenance, and retiree health benefits shall be shared between the state  
17 and the city of Central Falls. The fund shall be annually reviewed to determine the amount of the  
18 state and city appropriation. The state's share of this fund may be supported through a reallocation  
19 of current state appropriations to the Central Falls school district. At the end of the transition  
20 period defined in § 16-7.2-7, the municipality will continue its contribution pursuant to § 16-7-24.  
21 Additional support for the Davies and the Met Center is needed due to the costs associated with  
22 running a stand-alone high school offering both academic and career and technical coursework.  
23 The department shall recommend criteria for the purpose of allocating any and all stabilization  
24 funds as may be determined by the general assembly;

25 (e) Excess costs associated with transporting students to out-of-district non-public  
26 schools. This fund will provide state funding for the costs associated with transporting students to  
27 out-of-district non-public schools, pursuant to chapter 21.1 of this title. The state will assume the  
28 costs of non-public out-of-district transportation for those districts participating in the statewide  
29 system. The department of elementary and secondary education shall prorate the funds available  
30 for distribution among those eligible school districts if the total approved costs for which school  
31 districts are seeking reimbursement exceed the amount of funding available in any fiscal year;

32 (f) Excess costs associated with transporting students within regional school districts.  
33 This fund will provide direct state funding for the excess costs associated with transporting  
34 students within regional school districts, established pursuant to chapter 3 of this title. This fund

1 requires that the state and regional school district share equally the student transportation costs  
2 net any federal sources of revenue for these expenditures. The department of elementary and  
3 secondary education shall prorate the funds available for distribution among those eligible school  
4 districts if the total approved costs for which school districts are seeking reimbursement exceed  
5 the amount of funding available in any fiscal year;

6 (g) Public school districts that are regionalized shall be eligible for a regionalization  
7 bonus as set forth below:

8 (1) As used herein, the term "regionalized" shall be deemed to refer to a regional school  
9 district established under the provisions of chapter 3 of this title, including the Chariho Regional  
10 School district;

11 (2) For those districts that are regionalized as of July 1, 2010, the regionalization bonus  
12 shall commence in FY 2012. For those districts that regionalize after July 1, 2010, the  
13 regionalization bonus shall commence in the first fiscal year following the establishment of a  
14 regionalized school district as set forth in chapter 3 of this title, including the Chariho Regional  
15 School District;

16 (3) The regionalization bonus in the first fiscal year shall be two percent (2.0%) of the  
17 state's share of the foundation education aid for the regionalized district as calculated pursuant to  
18 §§ 16-7.2-3 and 16-7.2-4 in that fiscal year;

19 (4) The regionalization bonus in the second fiscal year shall be one percent (1.0%) of the  
20 state's share of the foundation education aid for the regionalized district as calculated pursuant to  
21 §§ 16-7.2-3 and 16-7.2-4 in that fiscal year;

22 (5) The regionalization bonus shall cease in the third fiscal year;

23 (6) The regionalization bonus for the Chariho regional school district shall be applied to  
24 the state share of the permanent foundation education aid for the member towns; and

25 (7) The department of elementary and secondary education shall prorate the funds  
26 available for distribution among those eligible regionalized school districts if the total, approved  
27 costs for which regionalized school districts are seeking a regionalization bonus exceed the  
28 amount of funding appropriated in any fiscal year;

29 (h) Additional state support for English learners (EL). The amount to support EL students  
30 shall be determined by multiplying an EL factor of ten percent (10%) by the core-instruction per-  
31 pupil amount defined in § 16-7.2-3(a)(1) and applying that amount of additional state support to  
32 EL students identified using widely adopted, independent standards and assessments identified by  
33 the commissioner. All categorical funds distributed pursuant to this subsection must be used to  
34 provide high-quality, research-based services to EL students and managed in accordance with

1 requirements set forth by the commissioner of elementary and secondary education. The  
2 department of elementary and secondary education shall collect performance reports from  
3 districts and approve the use of funds prior to expenditure. The department of elementary and  
4 secondary education shall ensure the funds are aligned to activities that are innovative and  
5 expansive and not utilized for activities the district is currently funding. The department of  
6 elementary and secondary education shall prorate the funds available for distribution among  
7 eligible recipients if the total calculated costs exceed the amount of funding available in any fiscal  
8 year;

9 (i) State support for school resource officers. For purposes of this subsection, a school  
10 resource officer (SRO) shall be defined as a career law enforcement officer with sworn authority  
11 who is deployed by an employing police department or agency in a community-oriented policing  
12 assignment to work in collaboration with one or more schools. School resource officers should  
13 have completed at least forty (40) hours of specialized training in school policing, administered  
14 by an accredited agency, before being assigned. Beginning in FY 2019, for a period of three (3)  
15 years, school districts or municipalities that choose to employ school resource officers shall  
16 receive direct state support for costs associated with employing such officers at public middle and  
17 high schools. Districts or municipalities shall be reimbursed an amount equal to one-half (1/2) of  
18 the cost of salaries and benefits for the qualifying positions. Funding will be provided for school  
19 resource officer positions established on or after July 1, 2018, provided that:

20 (1) Each school resource officer shall be assigned to one school:

21 (i) Schools with enrollments below one thousand twelve hundred (1,200) students shall  
22 require one school resource officer;

23 (ii) Schools with enrollments of one thousand twelve hundred (1,200) or more students  
24 shall require two school resource officers;

25 (2) School resource officers hired in excess of the requirement noted above shall not be  
26 eligible for reimbursement; and

27 (3) Schools that eliminate existing school resource officer positions and create new  
28 positions under this provision shall not be eligible for reimbursement; and

29 (j)(1) Community schools expansion. In FY 2020, the Rhode Island department of  
30 education shall distribute up to four (4) grants to school districts to hire a community schools  
31 coordinator. The foundation education aid shall compensate school districts up to seventy-five  
32 thousand dollars (\$75,000) each fiscal year for a portion of any reasonable and necessary costs  
33 associated with hiring a community schools coordinator. A community school coordinator funded  
34 by this provision may be hired to provide services to the entire school district or a school or

1 schools within the public school district. These funds shall not be used to supplant funds already  
2 allocated for a community schools coordinator or a child opportunity zone established pursuant to  
3 chapter 73 of this title that are in operation on the effective date of this section.

4 (2) The amount for FY 2021 shall be three hundred thousand dollars (\$300,000). The  
5 amount for FY 2022 shall be six hundred thousand dollars (\$600,000). The department of  
6 education shall distribute these funds for the expansion of community schools programs  
7 established pursuant to chapter 110 of this title. The funds shall be contingent on a school district  
8 providing matching resources through budgetary or in-kind contributions for the planning and  
9 implementation of a community schools program.

10 ~~(j)~~(k) Categorical programs defined in (a) through (g) shall be funded pursuant to the  
11 transition plan in § 16-7.2-7.

12 SECTION 2. Title 16 of the General Laws entitled "EDUCATION" is hereby amended  
13 by adding thereto the following chapter:

14 CHAPTER 110

15 COMMUNITY SCHOOLS ACT

16 **16-110-1. Short title.**

17 This chapter shall be known and may be cited as the "Community Schools Act."

18 **16-110-2. Findings and purpose.**

19 (a) The general assembly finds that:

20 (1) Every child should be able to grow up and have the opportunity to achieve his or her  
21 dreams and contribute to the well-being of society. Every neighborhood deserves a public school  
22 that fully delivers on that promise.

23 (2) According to the most recent data, more than half of the nation's schoolchildren live  
24 in low-income households resulting in their qualification for free or reduced-price lunch, the  
25 highest proportion since this statistic began being documented over sixty (60) years ago. As a  
26 result, some schoolchildren face more challenges than others in succeeding in school and in life.

27 (3) Community schools provide comprehensive programs and services that are carefully  
28 selected to meet the unique needs of students and families including, but not limited to, lack of  
29 stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence in  
30 an effort to allow students to do their best.

31 (4) According to a report from the Learning Policy Institute, the four (4) key pillars of the  
32 community school approach (integrated student supports, expanded and enriched learning time  
33 and opportunities, active family and community engagement, and collaborative leadership and  
34 practices) promote conditions and practices found in high-quality schools, as well as address out-

1 of-school barriers to learning.

2 (5) Research shows that community school interventions can result in improvements in a  
3 variety of student outcomes, including attendance, academic achievement (including reducing  
4 racial and economic achievement gaps), and high school graduation rates, and meet the Every  
5 Student Succeeds Act standard of "evidence-based" approaches to support schools identified for  
6 comprehensive and targeted support and intervention.

7 (6) Research further shows that these programs offer a strong return on investment of up  
8 to fifteen dollars (\$15.00) for every dollar invested in community schools.

9 (7) This chapter seeks to support the successful planning and implementation of effective  
10 community schools that provide all students with equitable access to a high-quality education.

11 **16-110-3. Definitions.**

12 For the purposes of this chapter:

13 (1) "Community school" means a public elementary or secondary school that includes all  
14 four (4) of the following:

15 (i) Integrated student supports, which address out-of-school barriers to learning through  
16 partnerships with social and health service agencies and providers, coordinated by a community  
17 school director, which may include, but are not limited to: medical, dental, vision care, and  
18 mental health services, or counselors to assist with housing, transportation, nutrition,  
19 immigration, or criminal justice issues;

20 (ii) Expanded and enriched learning time and opportunities, including before-school,  
21 after-school, weekend and summer programs, which provide additional academic instruction,  
22 individualized academic support, enrichment activities, and learning opportunities that emphasize  
23 real-world learning and community problem solving and which may include, but are not limited  
24 to: art, music, drama, creative writing, hands-on experience with engineering or science, tutoring  
25 and homework help, and recreational programs that enhance, extend and are consistent with the  
26 school's curriculum;

27 (iii) Active family and community engagement, which brings students' families and the  
28 community into the school as partners in children's education and makes the school a  
29 neighborhood hub, providing adults with educational opportunities they want, including, but not  
30 limited to, English as a second language classes, computer skills, art, or other programs that bring  
31 community members into the building for meetings or events; and

32 (iv) Collaborative leadership and practices, which build a culture of professional learning,  
33 collective trust, and shared responsibility using strategies which shall, at a minimum, include a  
34 school-based leadership team, a community school director, and a community-wide leadership

1 team and may include, but are not limited to, other leadership/governance teams, teacher learning  
2 communities, and other staff to manage the multiple, complex joint work of school and  
3 community organizations.

4 (2) "Community School Coordinator" means a person who:

5 (i) Is responsible for the identification, implementation, and coordination of integrated  
6 student supports, expanded and enriched learning time and opportunities, family and community  
7 engagement, and collaborative leadership and practices;

8 (ii) Serves as the lead for the needs and assets assessment and community school plan  
9 described in § 16-110-5; and

10 (iii) Leads the needs and assessment and stakeholder-driven approach to problem-solving  
11 and continuous improvement.

12 (3) "Community-wide leadership team" means a team at the local education agency  
13 (LEA) level that is responsible for guiding the vision, policy, resource alignment,  
14 implementation, oversight, and goal-setting for community school programs within an LEA. This  
15 team shall include representatives from the LEA, teachers, school leaders, students, and family  
16 members from the eligible schools, community members, system-level partners that include  
17 representatives from government agencies, relevant unions, nonprofit and other community-based  
18 partners, and if applicable, the community school initiative director.

19 **16-110-4. Informational and technical assistance.**

20 The department of education shall provide the following forms of technical assistance to  
21 LEAs:

22 (1) Materials that describe the elements and advantages of community schools, including  
23 references to governmental and nonprofit reports;

24 (2) Assistance to any school district in forming a taskforce to study the creation and  
25 administration of community schools;

26 (3) Information to LEAs of the availability of grants authorized by § 16-7.2-6, and  
27 provide technical assistance to eligible applicants in applying for such grants;

28 (4) Information to school districts of other sources of funding for community schools,  
29 including the federal Every Student Succeeds Act, and assisting school district efforts to secure  
30 such funding; and

31 (5) Facilitating effective coordination among state agencies in the deployment of  
32 resources and services such as health, nutrition, and other supports.

33 **16-110-5. Community school plan.**

34 School districts seeking categorical funding for community schools shall submit a plan

1 that includes:

2 (1) A needs and assets assessment that includes:

3 (i) Where available, and where applicable, student demographic, academic achievement,

4 and school climate data, disaggregated by major demographic groups, including, but not limited

5 to, race, ethnicity, English language proficiency, students with individualized education plans,

6 and students eligible for free or reduced-price lunch status;

7 (ii) Access to and need for integrated student supports;

8 (iii) Access to and need for expanded and enriched learning time and opportunities;

9 (iv) Active family and community engagement information, including:

10 (A) Family and community needs based on surveys, information from public meetings, or

11 information gathered by other means;

12 (B) Measures of family and community engagement in the eligible school, including

13 volunteering in schools, attendance at back-to-school nights, and parent-teacher conferences;

14 (C) Efforts to provide culturally and linguistically relevant communication between

15 schools and families; and

16 (D) Access to and need for family and community engagement activities as detailed in §§

17 16-110-3(1)(iii) and (2)(i).

18 (v) Opportunities for partnerships with nonprofit organizations, faith-and-community-

19 based institutions, institutions of higher education, including teacher preparation institutions,

20 hospitals, museums, businesses, and other community entities that can partner with the eligible

21 school;

22 (vi) Community climate indicators, including housing instability, unemployment,

23 poverty, jobs that offer a living wage, health indicators, youth employment, access to parks,

24 environmental hazards, crime, and gang activity; and

25 (vii) Level of faculty, administrator and staff support.

26 (2) A community school plan that includes a description of the following:

27 (i) How the community school coordinator will be expected to fulfill their responsibilities

28 as described in § 16-110-3;

29 (ii) Collaborative leadership and practices structures and strategies;

30 (iii) Integrated student supports, expanded and enriched learning time and opportunities,

31 and active family and community engagement activities that will be tailored to the needs and

32 assets assessment under subsection (1) of this section and provided in accordance with the

33 activities specified in § 16-110-3;

34 (iv) How the eligible school will provide culturally and linguistically relevant



1 communication between schools and families;

2 (v) How the eligible school will establish and maintain partnerships with nonprofit  
3 organizations, faith-and-community-based institutions, institutions of higher education, including  
4 teacher preparation institutions, hospitals, museums, businesses, and other community entities  
5 that will help implement and sustain the community school plan;

6 (vi) How activities chosen will reinforce, and not be duplicative of, existing programs  
7 and activities at the eligible school; and

8 (vii) If applicable, a description of the federal, state, local, and private funds that will be  
9 accessed.

10 **16-110-6. Evaluation.**

11 (a) At the end of the initial two (2) year grant period of an implementation award and  
12 every third year in which a renewal grant ends, each eligible school shall undergo an evaluation  
13 designed by the department of education. The evaluation shall include, at a minimum,  
14 information in §§ 16-110-3(2) and 16-110-5(1), 16-110-5(2), including the impact on academic  
15 achievement and opportunities, student attendance, school climate information, integrated student  
16 supports, expanded and enriched learning time and opportunities, active family and community  
17 engagement strategies, the collaborative leadership and practices in place, and changes in school  
18 spending information.

19 (b) By December 1, 2021, the department of education shall report to the general  
20 assembly and the governor on the impact of this chapter and the grant program established in §  
21 16-7.2-6. The report shall be made publicly available via the agency's website. The department of  
22 education shall provide data gathered (in the aggregate and disaggregate) pursuant to § 16-110-3  
23 for each eligible school, and present the data in such a manner that allows it to be easily  
24 searchable. The department shall make recommendations to the general assembly, governor, and  
25 public concerning possible revisions to the state's funding formula, particularly for the highest-  
26 poverty LEAs in the state.

27 SECTION 3. This act shall take effect upon passage.

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EXPLANATION  
BY THE LEGISLATIVE COUNCIL  
OF

A N A C T

RELATING TO EDUCATION - THE EDUCATION EQUALITY AND PROPERTY TAX  
RELIEF ACT

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- 1           This act would furnish financial support for the planning and implementation of effective
- 2 community schools that would provide students with equitable access to a high-quality education.
- 3           This act would take effect upon passage.

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