

House Bill 626

By: Representatives Glanton of the 75th, Boddie of the 62nd, Smyre of the 135th, Beverly of the 143rd, Hugley of the 136th, and others

A BILL TO BE ENTITLED
AN ACT

1 To amend Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to
2 elementary and secondary education, so as to provide for a pilot program to plan, implement,
3 and improve sustainable community schools, including but not limited to schools with whole
4 child model school plans; to provide for definitions; to provide for planning grants and
5 operational grants; to provide for applications for grants; to require the development of
6 community school plans; to provide for requirements for grant recipients; to authorize the
7 use of grant funds; to provide for reports; to provide for a short title; to provide for related
8 matters; to repeal conflicting laws; and for other purposes.

9 BE IT ENACTED BY THE GENERAL ASSEMBLY OF GEORGIA:

10 **SECTION 1.**

11 This Act shall be known and may be cited as the "Unlocking the Promise Community
12 Schools Act."

13 **SECTION 2.**

14 Chapter 2 of Title 20 of the Official Code of Georgia Annotated, relating to elementary and
15 secondary education, is amended by revising Article 14, which is reserved, as follows:

H. B. 626

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"ARTICLE 14

20-2-640.

As used in this article, the term:

(1) 'Applicant' means a school or a local board of education proposing to work in collaboration with one or more community organizations which is seeking a planning grant or operational grant pursuant to this article for a covered school site.

(2) 'Community organization' means a nonprofit organization that has been in existence for three years or more and has a verifiable track record of working with the community surrounding the covered school site on education and other issues.

(3) 'Community partner' means a community stakeholder including, but not limited to, parents, parent organizations, students, student organizations, early learning programs, community organizations, businesses, civic engagement organizations, local governmental agencies, local school employee organizations, and institutions of higher education.

(4) 'Community school plan' means a plan, including but not limited to a whole child model school plan, to implement community school programming at a school and submitted pursuant to subsection (b) of Code Section 20-2-643.

(5) 'Community school programming' means services, activities, and opportunities described under subsection (a) of Code Section 20-2-643.

(6) 'Covered school site' means any school site at which an applicant has proposed or has been funded to provide community school programming pursuant to a planning grant or operational grant.

(7) 'Department' means the Department of Education.

(8) 'Grantee' means an applicant that has been awarded an operational grant.

(9) 'High-quality child care or early childhood education programming' means educational programming for preschool aged children that is grounded in research and consistent with best practices in the field.

(10) 'Lead partner agency' means a 501(c)(3) nonprofit organization constituted to manage and lead the work of developing and sustaining a community school plan.

(11) 'Operational grant' means a sustainable community school programming grant awarded pursuant to paragraph (2) of subsection (b) of Code Section 20-2-642.

(12) 'Planning grant' means a sustainable community school planning grant awarded pursuant to paragraph (1) of subsection (b) of Code Section 20-2-642.

(13) 'Relevant experts' means individuals, institutions, or organizations with experience in the design, implementation, or evaluation of programs related to the analyses required pursuant to subsection (c) of Code Section 20-2-643.

(14) 'School' means a public school, including local charter schools, state charter schools, and state chartered special schools.

(15) 'State superintendent' means the State School Superintendent.

(16) 'Whole child model school certification' means certification by the state superintendent that a school's whole child model school plan has been appropriately developed to promote and implement effective coordination of wraparound services and supports for the school and provide for processes to actively engage community partners in meaningful ways.

(17) 'Whole child model school plan' means a community school plan for a school with whole child model school certification. ~~Reserved.~~

20-2-641.

The state superintendent shall establish a program to provide whole child model school certification to schools that develop for implementation a whole child model school plan which is developed in consultation with community partners to promote and implement

effective coordination of wraparound services and supports for the school and provide for processes to actively engage community partners in meaningful ways.

20-2-642.

(a) Subject to appropriations, the department may make planning grants and operational grants available to establish a pilot program to plan, implement, and improve sustainable community schools. In the department's discretion, preference may be given to schools seeking to implement a whole child model school plan. Proposals may be submitted by applicants, provided that each covered school site referenced in the proposal is:

(1) A Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving 15 percent of Title I schools in the state; or

(2) A secondary school that is eligible for, but does not receive, Title I funds and that is among the lowest-achieving 15 percent of secondary schools in the state.

(b)(1) Sustainable community school planning grants may be awarded to applicants that have demonstrated a need to implement community school programming. Schools that are not ready to implement community school programming immediately or are in need of additional planning to establish or expand existing programming shall be eligible to receive one-year planning grants to create a comprehensive community school plan. At the end of the planning grant period, the school shall submit a community school plan pursuant to subsection (b) of Code Section 20-2-643.

(2) Applicants that have demonstrated readiness to begin operation of community school programming, submitted a community school plan pursuant to subsection (b) of Code Section 20-2-643, and made available a list of individuals participating in the implementation shall be eligible for operational grants to begin or continue implementation. Operational grants shall be for a term of five years.

(3) Operational grants may be renewed at the discretion of the department, based on assessment of the effectiveness of the community school plan implementation and the report submitted by the grantee pursuant to Code Section 20-2-646.

(4) Planning grants and operational grants shall supplement, not supplant, existing services and funds.

(c) The department may use a request for proposal process in awarding planning grants and operational grants. Proposals shall be evaluated and scored on the basis of criteria consistent with this article and other factors established by the department. The department may consider the applicant's prior performance under a grant, if applicable.

(d) Technical assistance, including, but not limited to, grant writing and support for the design of community school programming, may be made available to applicants. Such technical assistance may be provided by the department directly or by an organization with demonstrated experience with community school programming in partnership with community organizations or civic engagement organizations funded by the department through a request for proposal process to provide such technical assistance.

20-2-643.

(a) Each applicant for an operational grant shall demonstrate how it will transition to positive behavioral interventions and supports, more engaging and relevant curriculum, and transformative parent engagement. In addition, each applicant shall propose to provide a minimum of two of the following types of community school programming at each covered school site during the operational grant period:

(1) Early childhood, which includes:

(A) Early childhood education;

(B) Programs under the federal Head Start Act, including Early Head Start programs;
and

(C) Child care services;

(2) Academic, which includes:

(A) Academic support and enrichment activities, including expanded learning time;

(B) Summer or after-school enrichment and learning experiences;

(C) Job training, internship opportunities, and career counseling services;

(D) Programs that provide assistance to students who have been truant, suspended, or expelled; and

(E) Specialized instructional support services;

(3) Programs that promote parental involvement and family literacy, including the Reading First and Early Reading First programs authorized under Part B of Title I of the federal Elementary and Secondary Education Act of 1965 (20 U.S.C. 6361, et seq.);

(4) Community involvement, including service and service-learning opportunities; or

(5) Other programming designed to meet school and community needs identified through the school leadership team analysis described in paragraph (2) of subsection (a) of Code Section 20-2-644.

(b) Each applicant for an operational grant shall submit a community school plan. The community school plan shall detail the steps the grantee and community partners will take to integrate community school programming at the covered school site and include plans for:

(1) Establishing programming that meets the needs indicated by the baseline analyses required under paragraphs (1), (2), and (3) of subsection (c) of this Code section;

(2) Timely establishment and consistent operation of the school leadership team;

(3) Maintenance of attendance records in all programming components;

(4) Maintenance of measurable data showing annual participation and the impact of community school programming on the participating students;

(5) Documentation of meaningful and sustained collaboration between the school and community partners, including local governmental units, nongovernmental organizations, civic engagement organizations, businesses, and social service providers;

(6) Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, community organizations, or other community partners, to further the development and implementation of community school programming; and

(7) Ensuring the continuation of the sustainable community school programming after the operational grant period ends.

(c) The application for an operational grant under this article shall include the following:

(1) A baseline analysis of needs at the covered school site, spearheaded by the lead partner agency or school leadership team in collaboration with relevant experts as appropriate, which shall include the following elements:

(A) Identification of challenges facing the school;

(B) Analysis of the student body, including the:

(i) Number and percentage of students with disabilities and the needs of such students;

(ii) Number and percentage of students who are English language learners and the needs of such students; and

(iii) Number and percentage of students receiving free or reduced priced lunch and the needs of such students;

(C) Analysis of enrollment and retention rates for students with disabilities, English language learners, and students receiving free or reduced priced lunch;

(D) Analysis of current parent engagement strategies and their success;

(E) Evaluation of the need for and availability of wraparound services, including, but not limited to:

(i) Mechanisms for meeting students' needs, which may include coordination of existing services as well as the development of new services based on student needs; and

(ii) Strategies to create safe and secure school environments and improve school climate and discipline, such as implementing a system of positive behavioral interventions and supports and taking additional steps to eliminate bullying; and

(F) Analysis of the breadth and depth of community and school support for the school curriculum and the breadth and depth of support for changes to the school curriculum;

(2) A baseline analysis of community assets and a strategic plan for utilizing and aligning identified assets. This analysis should include, but not be limited to, a documentation of individuals in the community, faith based organizations, community and neighborhood associations, colleges, hospitals, libraries, businesses, and social service agencies that may be able to provide support and resources;

(3) A baseline analysis of needs in the community surrounding the school, spearheaded by the lead partner agency or the school leadership team, in collaboration with relevant experts as appropriate, including, but not limited to, the need for full-day, high-quality child care or early childhood education programming; and

(4) A plan detailing the steps the grantee and community partners will take to integrate the elements to become a sustainable community school at the covered school site, including plans for ensuring the following:

(A) Timely establishment and consistent operation of the school leadership team;

(B) Maintenance of attendance records in all programming components;

(C) Maintenance of measurable data showing annual participation and the impact of community school programming on the participating students;

(D) Documentation of meaningful and sustained collaboration between the school and community stakeholders, including local governmental units, nongovernmental organizations, civic engagement organizations, businesses, and social service providers;

(E) Establishment and maintenance of partnerships with institutions, such as universities, hospitals, museums, corporations, community organizations, or other

community partners, to further the development and implementation of community
school programming; and
(F) School leadership team development.

20-2-644.

(a)(1) Upon award of an operational grant, each grantee shall establish a school
leadership team responsible for developing school specific programming goals, assessing
program needs, and overseeing the process of implementing expanded programming at
each covered school site. The school governing council for any school in a charter
system shall serve as the school leadership team. For all other schools, the school
leadership team shall meet the following requirements:

(A) The school leadership team for an elementary or middle school shall have between
12 and 15 members. The school leadership team shall be composed of no less than 60
percent parents, residents, teachers, and students and shall include the following
stakeholders:

(i) The school principal, who shall be a voting member of the school leadership team
but shall not be the chairperson;

(ii) Community partners, including representatives from the lead partner agency, if
any;

(iii) Parents and residents and, if the school has a relevant civic association or
parent-teacher organization or civic engagement organization such as a Parent
Teacher Association chapter, the lead partner agency or principal shall work with
such organizations to hold elections to select representatives; and

(iv) Teachers chosen by a democratic selection process; and

(B) The school leadership team for a high school shall have between 12 and 15
members, shall include the stakeholders provided for in subparagraph (A) of this

paragraph, and shall include two students elected by students of the school who shall serve as voting members.

Upon selection, the school leadership team shall immediately appoint two representatives from the community who are not parents, teachers, other employees of the school, or students to serve as voting members on the school leadership team. Following the selection of the community representatives, the school leadership team shall select a chairperson to guide the school leadership team's work.

(2) The school leadership team at each grantee's covered school site or sites shall be responsible for overseeing the baseline analyses described in subsection (c) of Code Section 20-2-643. Each such school leadership team shall also have ongoing responsibility for monitoring the development and implementation of sustainable community school operations and programming at each covered school site and shall issue recommendations to school leadership, the local board of education, and community partners on a regular basis and summarized in an annual report. Each such report shall be made available to the public at the covered school site or sites and on school system websites.

(b) Upon award of an operational grant, a grantee shall hire a resource coordinator to coordinate services at each covered school site. If proposing to serve three or more sites, the grantee may also hire a program director to coordinate activities across covered school sites. Resource coordinators and program directors shall work collaboratively with school leadership and school leadership teams to provide the services and programs that meet school and community needs and priorities.

20-2-645.

Operational grants awarded pursuant to this article shall be used to support activities which assist in the implementation of the plan required under paragraph (4) of subsection (c) of Code Section 20-2-643 and which shall be subject to review by the department.

246 20-2-646.

247 (a) At the conclusion of an operational grant term, a grantee shall submit to the department
248 and make available at the covered school site and on its website a report describing efforts
249 to integrate community school programming at each covered school site and the impact of
250 the transition to a sustainable community school on participating students. The department
251 shall determine what information shall be included in the report.

252 (b) Reports submitted by grantees pursuant to subsection (a) of this Code section shall be
253 evaluated by the department. No later than October 31 of each year following the
254 completion of the first full operational grant term, the department shall report to the
255 Governor and the General Assembly on the pilot program regarding community school
256 programming. The report shall be made publicly available on covered schools' websites
257 and on the department's website. All data featured in the report shall be made available in
258 machine readable formats.

259 (c) The report required pursuant to subsection (a) of this Code section may include an
260 analysis of cost savings in areas such as public health, public safety, and public education
261 resulting from investment in community school programming."

262 **SECTION 3.**

263 All laws and parts of laws in conflict with this Act are repealed.