

2021 -- S 0756

LC002278

STATE OF RHODE ISLAND

IN GENERAL ASSEMBLY

JANUARY SESSION, A.D. 2021

A N A C T

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

Introduced By: Senators Cano, Quezada, Seveney, Kallman, Valverde, Pearson,  
DiMario, Lawson, Murray, and DiPalma

Date Introduced: April 01, 2021

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 permanent  
5 foundation education-aid program shall provide direct state funding for:

6 (a) Excess costs associated with special education students. Excess costs are defined when  
7 an individual special education student's cost shall be deemed to be "extraordinary." Extraordinary  
8 costs are those educational costs that exceed the state-approved threshold based on an amount  
9 above five times the core foundation amount (total of core-instruction amount plus student success  
10 amount). The department of elementary and secondary education ("[the department](#)") shall prorate  
11 the funds available for distribution among those eligible school districts if the total approved costs  
12 for which school districts are seeking reimbursement exceed the amount of funding appropriated  
13 in 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 two  
15 (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 state.  
3 The department shall develop criteria for the purpose of allocating any and all career and technical  
4 education funds as may be determined by the general assembly on an annual basis. The department  
5 ~~of elementary and secondary education~~ shall prorate the funds available for distribution among  
6 those eligible school districts if the total approved costs for which school districts are seeking  
7 reimbursement exceed the amount of funding available in any fiscal year;

8 (c) Programs to increase access to voluntary, free, high-quality pre-kindergarten programs.  
9 The department shall recommend criteria for the purpose of allocating any and all early childhood  
10 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 outside  
15 the permanent foundation education-aid formula, including, but not limited to, transportation,  
16 facility maintenance, and retiree health benefits shall be shared between the state and the city of  
17 Central Falls. The fund shall be annually reviewed to determine the amount of the state and city  
18 appropriation. The state's share of this fund may be supported through a reallocation of current state  
19 appropriations to the Central Falls school district. At the end of the transition period defined in §  
20 16-7.2-7, the municipality will continue its contribution pursuant to § 16-7-24. Additional support  
21 for the Davies and the Met Center is needed due to the costs associated with running a stand-alone  
22 high school offering both academic and career and technical coursework. The department shall  
23 recommend criteria for the purpose of allocating any and all stabilization funds as may be  
24 determined by the general assembly;

25 (e) Excess costs associated with transporting students to out-of-district non-public schools.  
26 This fund will provide state funding for the costs associated with transporting students to out-of-  
27 district non-public schools, pursuant to chapter 21.1 of this title. The state will assume the costs of  
28 non-public out-of-district transportation for those districts participating in the statewide system.  
29 The department ~~of elementary and secondary education~~ shall prorate the funds available for  
30 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. This  
33 fund will provide direct state funding for the excess costs associated with transporting students  
34 within regional school districts, established pursuant to chapter 3 of this title. This fund requires

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

6 (g) Public school districts that are regionalized shall be eligible for a regionalization bonus  
7 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 available  
26 for distribution among those eligible regionalized school districts if the total, approved costs for  
27 which regionalized school districts are seeking a regionalization bonus exceed the amount of  
28 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 districts  
3 and approve the use of funds prior to expenditure. The department ~~of elementary and secondary~~  
4 ~~education~~ shall ensure the funds are aligned to activities that are innovative and expansive and not  
5 utilized for activities the district is currently funding. The department ~~of elementary and secondary~~  
6 ~~education~~ shall prorate the funds available for distribution among eligible recipients if the total  
7 calculated costs exceed the amount of funding available in any fiscal year;

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

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

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

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

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

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

28 (j) Categorical programs defined in subsections (a) through (g) shall be funded pursuant to  
29 the transition plan in § 16-7.2-7.

30 (k) State support for site-based reading specialists. For the purposes of this section, the  
31 term “reading specialists” shall be defined by the Rhode Island teacher certification regulations.  
32 Local education agencies (LEAs) that choose to hire new reading specialists shall receive direct  
33 state support for a period of three (3) years after the date the specialist was hired. After accounting  
34 for any federal funds or federal, state, or local grants received toward the costs associated with such

1 a position, the state shall reimburse LEAs an amount equal to one-half (1/2) of the cost of salaries  
2 and benefits that remain the LEA's responsibility.

3 (1) To receive the state reimbursement, reading specialists shall be hired to achieve the  
4 following ratios:

5 (i) Schools with enrollments of up to five hundred (500) students shall require one reading  
6 specialist.

7 (ii) Schools with enrollments of five hundred one (501) students to one thousand (1,000)  
8 students shall require two (2) reading specialists.

9 (iii) Schools with enrollments greater than one thousand (1,000) students shall require three  
10 (3) reading specialists.

11 (2) LEAs shall not be eligible to receive reimbursement for hiring reading specialists that  
12 would result in ratios lower than those identified in subsection (k)(1) of this section, unless the LEA  
13 provides a workload analysis to the department indicating that additional reading specialists are  
14 required to deliver all specified services to students in a particular school or schools.

15 (3) Schools or LEAs that eliminate existing reading specialist positions and create new  
16 positions under this provision shall not be eligible for reimbursement.

17 (4) Schools within the same LEA may share a reading specialist; provided, that the student-  
18 to-specialist ratios between the sharing schools does not exceed those in subsection (k)(1) of this  
19 section.

20 (1) State support for site-based mathematics specialists. For the purposes of this section,  
21 the term "mathematics specialists" shall be defined by the Rhode Island teacher certification  
22 regulations. Local education agencies (LEAs) that choose to hire new mathematics specialists shall  
23 receive direct state support for a period of three (3) years after the date the specialist was hired.  
24 After accounting for any federal funds or federal, state, or local grants received toward the costs  
25 associated with such a position, the state shall reimburse LEAs an amount equal to one-half (1/2)  
26 of the cost of salaries and benefits that remain the LEA's responsibility.

27 (1) To receive the state reimbursement, mathematics specialists shall be hired to achieve  
28 the following ratios:

29 (i) Schools with enrollments of up to five hundred (500) students shall require one  
30 mathematics specialist.

31 (ii) Schools with enrollments of five hundred one (501) students to one thousand (1,000)  
32 students shall require two (2) mathematics specialists.

33 (iii) Schools with enrollments greater than one thousand (1,000) students shall require three  
34 (3) mathematics specialists.

1           (2) LEAs shall not be eligible to receive reimbursement for hiring mathematics specialists  
2 that would result in ratios lower than those identified in subsection (k)(1) of this section, unless the  
3 LEA provides a workload analysis to the department indicating that additional mathematics  
4 specialists are required to deliver all specified services to students in a particular school or schools.

5           (3) Schools or LEAs that eliminate existing mathematics specialist positions and create  
6 new positions under this provision shall not be eligible for reimbursement.

7           (4) Schools within the same LEA may share a mathematics specialist; provided, that the  
8 student-to-specialist ratios between the sharing schools does not exceed those in subsection (k)(1)  
9 of this section.

10           SECTION 2. 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 EQUITY AND PROPERTY TAX  
RELIEF ACT

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- 1           This act would provide local education agencies (LEAs) hiring site-based specialists for
- 2 reading and math to receive state reimbursement based on enrollment and specific guidelines.
- 3           This act would take effect upon passage.

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