



28 (3) ~~(a)~~ Local school boards shall design their school programs to focus on the core  
29 curriculum with the expectation that each program will enhance or help achieve mastery of the  
30 core curriculum.

31 ~~[(b) As part of the report required by each school for its participation in the School LAND~~  
32 ~~Trust Program under Section 53A-16-101.5, the school committee shall report on the value of each~~  
33 ~~program at the school that is part of the school trust land plan as it relates to enhancing the core~~  
34 ~~curriculum.]~~

35 Section 2. Section **53A-1-606.5** is amended to read:

36 **53A-1-606.5. Reading achievement in grades one through three -- Monitoring --**  
37 **Reporting -- Additional instruction.**

38 (1) (a) The Legislature recognizes that:

39 (i) reading is the most fundamental skill, the gateway to knowledge and lifelong learning;

40 (ii) there is an ever increasing demand for literacy in the highly technological society we  
41 live in;

42 (iii) students who do not learn to read will be economically and socially disadvantaged;

43 (iv) reading problems exist in almost every classroom;

44 (v) almost all reading failure is preventable if reading difficulties are diagnosed and treated  
45 by no later than the end of the third grade; and

46 (vi) early identification and treatment of reading difficulties can result in students learning  
47 to read by the end of the third grade.

48 (b) It is therefore:

49 (i) the long-term goal of the state to have every student in the state's public education  
50 system reading on or above grade level by the end of the third grade; and

51 (ii) the short-term goal of the state to have 90% or more of all third graders reading on or  
52 above grade level by the end of the third grade in 2006.

53 (c) (i) The superintendent of public instruction or the superintendent's designee shall make  
54 an annual report to the State Board of Education and to the Legislature's Education Interim  
55 Committee on the goals established in Subsection (1)(b).

56 (ii) The information shall be reported as part of the U-PASS testing program as required  
57 under Section 53A-3-602.5, beginning with the 2001-02 school year, and include the following  
58 for each school district and elementary school:

59 (A) the number and percent of all students reading on or above grade level at the end of  
60 the first, second, and third grades;

61 (B) the annual reading achievement growth from the prior year and cumulative reading  
62 achievement growth from the base year of 2001-02 in the percent of students reading on or above  
63 grade level for each year;

64 (C) those schools that reach the 90% reading achievement goal or achieve a sufficient  
65 magnitude of gain each year as determined by the State Board of Education from the 2001-02 base  
66 year or do both; and

67 (D) those elementary schools that fail to achieve a sufficient magnitude of gain each year  
68 as determined by the State Board of Education from the 2001-02 base year.

69 (d) The State Board of Education, through the superintendent of public instruction, shall  
70 determine as part of the U-PASS testing program:

71 (i) the appropriate statewide tests to assess reading levels at the end of each year in the  
72 first, second, and third grades;

73 (ii) an appropriate standard or cut score on each assessment for determining grade level  
74 reading mastery; and

75 (iii) the actual percent of students reading on or above grade level in the first, second, and  
76 third grades at each public elementary school as required under Subsection (1)(c)(i) by dividing  
77 the headcount enrollment of students reading on or above grade level at that grade by the  
78 headcount enrollment of students in the building at that grade on the date that the reading  
79 assessment is administered.

80 (2) Local school boards shall annually review the U-PASS data regarding reading at school  
81 and district levels and shall work with districts and schools to review and revise plans as needed  
82 to meet the goal set in Subsection (1)(b).

83 (3) (a) Each school district shall require the elementary schools within its district  
84 boundaries to develop, in conjunction with all other school planning processes and requirements,  
85 a reading achievement plan at each school for its kindergarten, first, second, and third graders to  
86 reach the reading goals set in Subsection (1)(b).

87 (b) The reading achievement plan shall be developed under the direction of the school  
88 community council or a subcommittee or task force created by the school community council.

89 [~~(b)~~] (c) The school principal shall take primary responsibility to provide leadership and

90 allocate resources and support for teachers and students, most particularly for those who are  
 91 reading below grade level, to achieve the reading goals.

92 ~~[(e)]~~ (d) Each reading achievement plan shall include:

93 (i) an assessment component that:

94 (A) identifies those students who are reading below grade level;

95 (B) uses U-PASS and local assessment information throughout the year to determine  
 96 students' instructional needs; and

97 (C) is consistent with the exemption provisions of Subsection 53A-1-603(3)(c) regarding  
 98 such students as students with disabilities or limited English proficiency;

99 (ii) an intervention component:

100 (A) that provides adequate and appropriate interventions focused on bringing each student  
 101 up to reading at or above grade level and which would permit retention in the grade level of a  
 102 student reading below grade level based on a joint determination made by the principal or the  
 103 principal's designee, the student's teacher, and the student's parent;

104 (B) based on best practices identified through proven researched-based methods;

105 (C) that includes parental participation; and

106 (D) that, as resources allow, involves a reading specialist; and

107 (iii) a reporting component consistent with the data to be included in the school  
 108 performance report required under Section 53A-3-602.5.

109 (4) The school district shall approve each school's plan prior to its implementation and  
 110 review each plan annually.

111 Section 3. Section **53A-1a-108** is amended to read:

112 **53A-1a-108. School community councils authorized -- Duties -- Composition --**  
 113 **Selection of members.**

114 (1) ~~[(a)]~~ Each public school, in consultation with its local school board, shall establish a  
 115 school community council at the school building level ~~[to improve student achievement by~~  
 116 ~~developing a plan to include:]~~.

117 ~~[(i) the school's identified most critical academic needs;]~~

118 ~~[(ii) a recommended course of action to meet the identified academic needs;]~~

119 ~~[(iii) a specific listing of any programs, practices, materials, or equipment that the school~~  
 120 ~~will need to implement its action plan to have a direct impact on the instruction of students and~~

121 result in measurable increased student performance; and]  
122       ~~[(iv) how the school intends to enhance or improve academic excellence at the school;]~~  
123       ~~[(b) The school may develop a multiyear plan, but the plan must be presented and~~  
124 ~~approved annually by the local school board of the district in which the school is located;]~~  
125       ~~[(c) The school shall:]~~  
126       ~~[(i) implement the plan as developed by the council and approved by the local board;]~~  
127       ~~[(ii) provide ongoing support for the council's plan;]~~  
128       ~~[(iii) meet school board reporting requirements regarding performance and accountability;]~~  
129       ~~[(iv) publicize to its patrons and the general public its plan to enhance or improve~~  
130 ~~academic excellence at the school, including the results of those efforts; and]~~  
131       ~~[(v) through its council prepare and present an annual report to its local school board at~~  
132 ~~the end of the school year;]~~  
133       (2) (a) Each school community council shall:  
134       (i) develop a school improvement plan in accordance with Section 53A-1a-108.5;  
135       (ii) assist in the development and implementation of a staff professional development plan  
136 as provided by Section 53A-3-701;  
137       (iii) develop a child access routing plan in accordance with Section 53A-3-402; and  
138       (iv) advise and make recommendations to school and school district administrators and  
139 the local school board regarding school and school district programs.  
140       (b) In addition to the duties specified in Subsection (2)(a), a school community council for  
141 an elementary school shall develop a reading achievement plan in accordance with Section  
142 53A-1-606.5.  
143       ~~[(2)]~~ (3) (a) Each school community council shall consist of school employees, including  
144 the school's principal, and parents or guardians of students who are attending the school, except  
145 for parents or guardians who are employed at the school.  
146       (b) Except as provided in Subsection (3)(c):  
147       (i) each school community council for a high school shall have six parent or guardian  
148 members and five employee members, including the principal; and  
149       (ii) each school community council for a school other than a high school shall have four  
150 parent or guardian members and three employee members, including the principal.  
151       (c) A school community council may have a larger membership provided that the number

152 of parent and guardian members exceeds the number of employee members.

153 ~~[(b)]~~ (4) (a) Each employee member, except the principal, shall be elected by a majority  
154 vote of the employees and serves a two-year term beginning July 1. The principal shall serve as  
155 an ex officio member.

156 ~~[(c)]~~ (b) (i) Each parent or guardian member shall be elected at an election held at the  
157 school by a majority vote of those voting at the election and serves a two-year term beginning July  
158 1.

159 (ii) Only parents or guardians of students attending the school may vote at the election  
160 under Subsection ~~[(2)(c)]~~ (4)(b)(i).

161 (iii) (A) A parent or guardian of a student qualifies to be a candidate for election to a  
162 school community council if at any time during the parent's or guardian's initial term of office, the  
163 student will be enrolled at the school.

164 (B) A parent or guardian member of a school community council qualifies to be a  
165 candidate for reelection even though the parent's or guardian's student will not be enrolled in the  
166 school during the parent's or guardian's term of office.

167 (iv) Any parent or guardian of a student who meets the qualifications of this section may  
168 file or declare himself as a candidate for election to a school community council. A nomination  
169 process may not be used in the selection of candidates for parent or guardian positions on a school  
170 community council.

171 ~~[(d)]~~ (c) Written notice of the elections held under Subsections ~~[(2)(b)]~~ (4)(a) and ~~[(c)]~~  
172 (4)(b) shall be given at least two weeks prior to the elections.

173 ~~[(e) Council members may serve up to three successive terms.]~~

174 (d) Results of the elections held under Subsections (4)(a) and (4)(b) shall be made  
175 available to the public upon request.

176 ~~[(f)]~~ (e) Initial terms shall be staggered so that no more than 50% of the council members  
177 stand for election in any one year.

178 ~~[(g) The principal may appoint council members if employees or parents do not request~~  
179 ~~an election for their respective groups.]~~

180 ~~[(h) The number of parent members shall equal the number of school employees who serve~~  
181 ~~on the council, not counting the principal.]~~

182 (f) Council members may serve up to three successive terms.

183 (g) (i) Each school community council shall elect a chair and vice chair from its  
184 membership.

185 (ii) No more than one parent or guardian member, employee member, or community  
186 member may at the same time serve as an officer specified in Subsection (4)(g)(i).

187 (5) (a) A school community council may create subcommittees or task forces to:

188 (i) advise or make recommendations to the council; or

189 (ii) develop all or part of a plan listed in Subsection (2).

190 (b) Any plan or part of a plan developed by a subcommittee or task force shall be subject  
191 to the approval of the school community council.

192 (c) A school community council may appoint individuals who are not council members  
193 to serve on a subcommittee or task force, including parents, school employees, or other community  
194 members.

195 Section 4. Section **53A-1a-108.5** is enacted to read:

196 **53A-1a-108.5. School improvement plan.**

197 (1) Each school community council shall annually evaluate the school's U-PASS test  
198 results and use the evaluations in developing a school improvement plan.

199 (2) Each school improvement plan shall:

200 (a) identify the school's most critical academic needs;

201 (b) recommend a course of action to meet the identified needs;

202 (c) list any programs, practices, materials, or equipment that the school will need to  
203 implement its action plan to have a direct impact on the instruction of students and result in  
204 measurable increased student performance; and

205 (d) describe how the school intends to enhance or improve academic achievement,  
206 including how financial resources available to the school, such as School LAND Trust monies  
207 received under Section 53A-16-101.5 and state and federal grants, will be used to enhance or  
208 improve academic achievement.

209 (3) The school improvement plan shall focus on the school's most critical academic needs  
210 but may include other actions to enhance or improve academic achievement.

211 (4) The school principal shall make available to the school community council the school  
212 budget and other data needed to develop the school improvement plan.

213 (5) The school improvement plan shall be subject to the approval of the local school board

214 of the school district in which the school is located.

215 (6) A school community council may develop a multiyear school improvement plan, but  
216 the plan must be presented to and approved annually by the local school board.

217 (7) Each school shall:

218 (a) implement the school improvement plan as developed by the school community council  
219 and approved by the local school board;

220 (b) provide ongoing support for the council's plan; and

221 (c) meet local school board reporting requirements regarding performance and  
222 accountability.

223 Section 5. Section **53A-3-402** is amended to read:

224 **53A-3-402. Powers and duties generally.**

225 (1) Local school boards shall spend minimum school program funds for programs and  
226 activities for which the State Board of Education has established minimum standards or rules  
227 under Section 53A-1-402.

228 (2) (a) A board may purchase, sell, and make improvements on school sites, buildings, and  
229 equipment and construct, erect, and furnish school buildings.

230 (b) School sites or buildings may only be conveyed or sold on board resolution affirmed  
231 by at least two-thirds of the members.

232 (3) (a) A board may participate in the joint construction or operation of a school attended  
233 by children residing within the district and children residing in other districts either within or  
234 outside the state.

235 (b) Any agreement for the joint operation or construction of a school shall:

236 (i) be signed by the president of the board of each participating district;

237 (ii) include a mutually agreed upon pro rata cost; and

238 (iii) be filed with the State Board of Education.

239 (4) A board may establish, locate, and maintain elementary, secondary, and vocational  
240 schools.

241 (5) A board may enroll children in school who are at least five years of age before  
242 September 2 of the year in which admission is sought.

243 (6) A board may establish and support school libraries.

244 (7) A board may collect damages for the loss, injury, or destruction of school property.

245 (8) A board may authorize guidance and counseling services for children and their parents  
246 or guardians prior to, during, or following enrollment of the children in schools.

247 (9) (a) A board may apply for, receive, and administer funds made available through  
248 programs of the federal government.

249 (b) Federal funds are not considered funds within the school district budget under Title  
250 53A, Chapter 19, School District Budgets.

251 (c) Federal funds may only be expended for the purposes for which they are received and  
252 are accounted for by the board.

253 (10) (a) A board may organize school safety patrols and adopt rules under which the  
254 patrols promote student safety.

255 (b) A student appointed to a safety patrol shall be at least ten years old and have written  
256 parental consent for the appointment.

257 (c) Safety patrol members may not direct vehicular traffic or be stationed in a portion of  
258 a highway intended for vehicular traffic use.

259 (d) Liability may not attach to a school district, its employees, officers, or agents or to a  
260 safety patrol member, a parent of a safety patrol member, or an authorized volunteer assisting the  
261 program by virtue of the organization, maintenance, or operation of a school safety patrol.

262 (11) (a) A board may on its own behalf, or on behalf of an educational institution for which  
263 the board is the direct governing body, accept private grants, loans, gifts, endowments, devises,  
264 or bequests that are made for educational purposes.

265 (b) These contributions are not subject to appropriation by the Legislature.

266 (12) (a) A board may appoint and fix the compensation of a compliance officer to issue  
267 citations for violations of Subsection 76-10-105(2).

268 (b) A person may not be appointed to serve as a compliance officer without the person's  
269 consent.

270 (c) A teacher or student may not be appointed as a compliance officer.

271 (13) A board shall adopt bylaws and rules for its own procedures.

272 (14) (a) A board shall make and enforce rules necessary for the control and management  
273 of the district schools.

274 (b) All board rules and policies shall be in writing, filed, and referenced for public access.

275 (15) A board may hold school on legal holidays other than Sundays.

276 (16) (a) Each board shall establish for each school year a school traffic safety committee  
277 to implement this Subsection (16).

278 (b) The committee shall be composed of one representative of:

279 (i) the schools within the district;

280 (ii) the Parent Teachers' Association of the schools within the district;

281 (iii) the municipality or county;

282 (iv) state or local law enforcement; and

283 (v) state or local traffic safety engineering.

284 (c) The committee shall:

285 (i) receive suggestions from parents, teachers, and others and recommend school traffic  
286 safety improvements, boundary changes to enhance safety, and school traffic safety program  
287 measures;

288 (ii) review and submit annually to the Department of Transportation and affected  
289 municipalities and counties a child access routing plan for each elementary, middle, and junior  
290 high school within the district;

291 (iii) consult the Utah Safety Council and the Division of Family Health Services and  
292 provide training to all school children in kindergarten through grade six, within the district, on  
293 school crossing safety and use; and

294 (iv) help ensure the district's compliance with rules made by the Department of  
295 Transportation under Section 41-6-20.1.

296 (d) The committee may establish subcommittees as needed to assist in accomplishing its  
297 duties under Subsection (16)(c).

298 (e) The board shall require the school community council of each elementary, middle, and  
299 junior high school within the district to develop and submit annually to the committee a child  
300 access routing plan.

301 (17) (a) Each school board shall adopt and implement a comprehensive emergency  
302 response plan to prevent and combat violence in its public schools, on school grounds, on its  
303 school vehicles, and in connection with school-related activities or events.

304 (b) The board shall implement its plan by July 1, 2000.

305 (c) The plan shall:

306 (i) include prevention, intervention, and response components;

307 (ii) be consistent with the student conduct and discipline polices required for school  
308 districts under Title 53A, Chapter 11, Part 9, School Discipline and Conduct Plans;

309 (iii) require inservice training for all district and school building staff on what their roles  
310 are in the emergency response plan; and

311 (iv) provide for coordination with local law enforcement and other public safety  
312 representatives in preventing, intervening, and responding to violence in the areas and activities  
313 referred to in Subsection (17)(a).

314 (d) The State Board of Education, through the state superintendent of public instruction,  
315 shall develop comprehensive emergency response plan models that local school boards may use,  
316 where appropriate, to comply with Subsection (17)(a).

317 (e) Each local school board shall, by July 1 of each year, certify to the State Board of  
318 Education that its plan has been practiced at the school level and presented to and reviewed by its  
319 teachers, administrators, students, and their parents and local law enforcement and public safety  
320 representatives.

321 (18) A board shall do all other things necessary for the maintenance, prosperity, and  
322 success of the schools and the promotion of education.

323 Section 6. Section **53A-3-701** is amended to read:

324 **53A-3-701. School and school district professional development plans.**

325 (1) (a) Each public school and school district shall develop and implement a systematic,  
326 comprehensive, and long-term plan for staff professional development.

327 (b) Each school shall use its school community council, school directors, or a  
328 subcommittee [~~of~~] or task force created by the school community council [~~as described in~~  
329 ~~Subsection 53A-16-101.5(4)]~~ to help develop and implement the plan.

330 (2) Each plan shall include the following components:

331 (a) an alignment of professional development activities at the school and school district  
332 level with:

333 (i) the school improvement plan under Section 53A-1a-108.5;

334 [~~(i)~~] (ii) the School LAND Trust Program authorized under Section 53A-16-101.5;

335 [~~(ii)~~] (iii) the Utah Performance Assessment System for Students under Title 53A, Chapter  
336 1, Part 6, Achievement Tests;

337 [~~(iii)~~] (iv) the Educational Technology Initiative under Title 53A, Chapter 1, Part 7,

338 Educational Technology Programs;

339 [~~(iv)~~] (v) Sections 53A-6-101 [~~and~~] through 53A-6-104 of the Educator Licensing and  
340 Professional Practices Act;

341 [~~(v)~~] (vi) Title 53A, Chapter 9, Teacher Career Ladders; and

342 [~~(vi)~~] (vii) Title 53A, Chapter 10, Educator Evaluation;

343 (b) provision for the development of internal instructional leadership and support;

344 (c) the periodic presence of all stakeholders at the same time in the professional  
345 development process, to include administrators, educators, support staff, parents, and students;

346 (d) provisions for the use of consultants to enhance and evaluators to assess the  
347 effectiveness of the plan as implemented; and

348 (e) the time required for and the anticipated costs of implementing and maintaining the  
349 plan.

350 (3) (a) Each local school board shall review and either approve or recommend  
351 modifications for each school plan within its district so that each school's plan is compatible with  
352 the district plan.

353 (b) The board shall:

354 (i) provide positive and meaningful assistance to a school, if requested by its community  
355 council or school directors, in drafting and implementing its plan; and

356 (ii) monitor the progress of each school plan and hold each school accountable for meeting  
357 the objectives of its plan.

358 (4) (a) The State Board of Education, through the superintendent of public instruction,  
359 shall work with school districts to identify the resources required to implement and maintain each  
360 school's and school district's professional development plan required under this section.

361 (b) (i) The state board shall make an annual budget recommendation to the Legislature for  
362 state funding of professional development plans under this section.

363 (ii) The recommendation shall take into account:

364 (A) monies that could be used for professional development from the programs listed in  
365 Subsection (2)(a); and

366 (B) the professional development block grant program authorized under the Minimum  
367 School Program Act.

368 (5) (a) For the fiscal year beginning July 1, 2001, school districts shall use \$10,000,000

369 of the school professional development appropriation made in Section 53A-17a-124, for teacher  
370 professional development days beyond the regular school year as follows:

371 (i) each school district shall use its allocation for teacher professional development related  
372 to implementing and maintaining the Utah Performance Assessment System for Students and may  
373 use such training models as Schools for All and Urban Learning Centers in its professional  
374 development program; and

375 (ii) monies for these two additional days shall be allocated to a school district without  
376 requiring matching monies.

377 (b) For the fiscal year beginning July 1, 2002, the Legislature shall increase the funding  
378 for teacher professional development under Section 53A-17a-124 and Subsection (5)(a) to provide  
379 for a total of three days of teacher professional development related to implementing and  
380 maintaining the Utah Performance Assessment System for Students.

381 (c) Schools are urged to collaborate with one another in the implementation of the teacher  
382 development program under Subsection (5)(a) to maximize the effectiveness of the appropriation.

383 (d) It is the intent of the Legislature that of the \$10,000,000 allocated to school districts  
384 for additional days \$42,305 shall be allocated to the Utah Schools for the Deaf and the Blind per  
385 day for each additional day funded.

386 Section 7. Section **53A-16-101.5** is amended to read:

387 **53A-16-101.5. School LAND Trust Program -- Contents -- Purpose -- Distribution**  
388 **of funds -- School plans for use of funds.**

389 (1) [~~(a)~~] There is established [~~a~~] the School LAND (Learning and Nurturing Development)  
390 Trust Program for the state's public schools to enhance [student academic performance and  
391 improve educational excellence] or improve student academic achievement.

392 [~~(b) As used in this section, "academic or educational excellence" means student~~  
393 ~~performance in acquiring and mastering skills in the required state school curriculum.]~~

394 (2) The program shall be funded from that portion of the Uniform School Fund consisting  
395 of all the interest and dividends on the State School Fund remaining after the deduction of the  
396 amount retained in the State School Fund to protect the fund against losses due to inflation as  
397 prescribed by the Utah Constitution Article X, Section 5.

398 (3) (a) The State Board of Education shall allocate all the monies referred to in Subsection  
399 (2) annually for the fiscal year beginning July 1, 2000, and for each fiscal year thereafter as

400 follows:

401 (i) school districts shall receive 10% of the funds on an equal basis; and

402 (ii) the remaining 90% of the funds shall be distributed on a per student basis, with each  
403 district receiving its allocation on the number of students in the district as compared to the state  
404 total.

405 (b) Each school district shall distribute its allocation under Subsection (3)(a) to each  
406 school within the district on an equal per student basis.

407 (c) In accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, the  
408 board may make rules regarding the time and manner in which the student count shall be made for  
409 allocation of the monies.

410 (4) In order to receive its allocation under Subsection (3), ~~[each]~~ a school shall have  
411 established a ~~[local]~~ school community council under Section 53A-1a-108 ~~[or a designated~~  
412 ~~subcommittee of the council consisting of seven members:]~~.

413 (5) A school shall use its allocation under Subsection (3) as described in the school  
414 improvement plan required by Section 53A-1a-108.5.

415 (6) Each school, through the school community council, shall submit an annual report to  
416 the local school district that includes:

417 (a) a description of how School LAND Trust monies were used to implement the school  
418 improvement plan required by Section 53A-1a-108.5;

419 (b) an accounting of how School LAND Trust monies were spent; and

420 (c) an evaluation of the results obtained from the use of the funds.

421 ~~[(a) the school's principal;]~~

422 ~~[(b) two teachers appointed by the faculty at the school; and]~~

423 ~~[(c) four parents selected by the parents of students at the school and representing various~~  
424 ~~grade levels at the school, one of whom shall be the school's PTA president if the school has one.]~~

425 ~~[(5) (a) The community council or its subcommittee shall develop a plan to include:]~~

426 ~~[(i) the school's identified most critical academic needs;]~~

427 ~~[(ii) a recommended course of action to meet the identified academic needs;]~~

428 ~~[(iii) a specific listing of any programs, practices, materials, or equipment which the school~~  
429 ~~will need to implement its action plan to have a direct impact on the instruction of students and~~  
430 ~~result in measurable increased student performance; and]~~

431 ~~[(iv) how the school intends to spend its allocation of funds under this section to enhance~~  
432 ~~or improve academic excellence at the school.]~~

433 ~~[(b) The school may develop a multiyear plan, but the plan must be presented and~~  
434 ~~approved by the local school board of the district in which the school is located annually and as~~  
435 ~~a prerequisite to receiving funds allocated under this section.]~~

436 ~~[(6) (a) Each school shall:]~~

437 ~~[(i) implement the plan as developed by the council or its subcommittee and approved by~~  
438 ~~the local school board;]~~

439 ~~[(ii) provide ongoing support for the council's or its subcommittee's plan;]~~

440 ~~[(iii) meet school board reporting requirements regarding financial and performance~~  
441 ~~accountability; and]~~

442 ~~[(iv) publicize to its patrons and the general public on how the funds it received under this~~  
443 ~~section were used to enhance or improve academic excellence at the school, including the results~~  
444 ~~of those efforts.]~~

445 ~~[(b) (i) Each school through its council or its subcommittee shall prepare and present an~~  
446 ~~annual report to its local school board at the end of the school year.]~~

447 ~~[(ii) The report shall detail the use of funds received by the school under this section and~~  
448 ~~an assessment of the results obtained from the use of the funds.]~~

449 Section 8. **Effective date.**

450 This act takes effect on July 1, 2002.

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**Legislative Review Note**  
**as of 1-22-02 3:05 PM**

A limited legal review of this legislation raises no obvious constitutional or statutory concerns.

**Office of Legislative Research and General Counsel**