

HOUSE BILL No. 5699

March 17, 1998, Introduced by Reps. Thomas, Schauer, Gire, LeTarte, Scott, Hanley, Bogardus, Rison, Quarles, Agee, LaForge, Wojno, Cherry, McNutt, Hale, DeHart, Mans, Callahan and Kelly and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1306.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 SEC. 1306. (1) THE INTERVENTION/PREVENTION GRANT PROGRAM IS
2 CREATED IN THE DEPARTMENT. THE PURPOSE OF THE PROGRAM IS TO PRO-
3 VIDE GRANTS TO SCHOOL DISTRICTS FOR LOCALLY DESIGNED, INNOVATIVE
4 LOCAL PROGRAMS THAT ENHANCE EDUCATIONAL ATTAINMENT THROUGH COOR-
5 DINATED SERVICES TO RESPOND TO THE NEEDS OF PUPILS AND TO PROVIDE
6 A SAFE AND SECURE LEARNING ENVIRONMENT.
7 (2) A SCHOOL DISTRICT MAY APPLY FOR AN
8 INTERVENTION/PREVENTION GRANT UNDER THIS SECTION, OR A CONSORTIUM
9 OF DISTRICTS MAY APPLY JOINTLY FOR A GRANT. IN PREPARING GRANT
10 APPLICATIONS, AN APPLICANT SHALL CONSULT WITH A LOCAL TASK FORCE
11 APPOINTED BY THE INTERMEDIATE SCHOOL BOARD AND COMPOSED OF

1 EDUCATORS, PARENTS, PUPILS, COMMUNITY LEADERS, AND
2 REPRESENTATIVES OF THE JUVENILE JUSTICE SYSTEM, HUMAN SERVICE
3 AGENCIES, AND NONGOVERNMENTAL AGENCIES PROVIDING SERVICES TO
4 CHILDREN. TO THE EXTENT POSSIBLE, THE TASK FORCE SHALL BE REPRESENTATIVE OF THE RACIAL AND SOCIOECONOMIC COMPOSITION OF THE GEOGRAPHIC AREA TO BE SERVED BY THE GRANT. IF AN INTERMEDIATE SCHOOL BOARD IS NOTIFIED BY A CONSTITUENT SCHOOL DISTRICT THAT THE CONSTITUENT SCHOOL DISTRICT INTENDS TO APPLY FOR A GRANT, THE INTERMEDIATE SCHOOL BOARD SHALL APPOINT THE LOCAL TASK FORCE REQUIRED UNDER THIS SUBSECTION. IF A CONSORTIUM COVERED BY A GRANT PROPOSAL IS LOCATED IN MORE THAN 1 INTERMEDIATE SCHOOL DISTRICT, THE INTERMEDIATE SCHOOL BOARDS OF ALL OF THE AFFECTED INTERMEDIATE SCHOOL DISTRICTS SHALL JOINTLY APPOINT THE TASK FORCE.

15 (3) AN APPLICATION FOR AN INTERVENTION/PREVENTION GRANT
16 UNDER THIS SECTION SHALL INCLUDE ALL OF THE FOLLOWING
17 INFORMATION:

18 (A) DATA ON THE INCIDENCE OF JUVENILE CRIME IN THE GEOGRAPHIC AREA TO BE SERVED BY THE GRANT. SOURCES OF DATA MAY INCLUDE THE FAMILY DIVISION OF CIRCUIT COURT AND LOCAL LAW ENFORCEMENT OFFICIALS.

22 (B) AN ASSESSMENT OF LOCAL RESOURCES FROM ALL SOURCES FOR,
23 AND LOCAL DEFICIENCIES WITH REGARD TO, RESPONDING TO THE NEEDS OF
24 CHILDREN WHO LIVE IN CONDITIONS THAT PLACE THEM AT RISK OF SCHOOL
25 FAILURE. THIS ASSESSMENT SHALL BE PREPARED BY THE LOCAL TASK
26 FORCE APPOINTED UNDER SUBSECTION (2).

1 (C) A DETAILED PLAN FOR REMOVING BARRIERS TO SUCCESS IN
2 SCHOOL THAT EXIST FOR THESE CHILDREN AND FOR MINIMIZING
3 DISRUPTIVE AND VIOLENT BEHAVIOR AMONG ALL PUPILS. THIS PLAN
4 SHALL INCLUDE PROPOSED GOALS AND ANTICIPATED OUTCOMES, PREPARED
5 AFTER CONSULTATION WITH THE LOCAL TASK FORCE APPOINTED UNDER SUB-
6 SECTION (2). THIS PLAN SHALL PROVIDE FOR THE ESTABLISHMENT OR
7 EXPANSION OF PROGRAMS THAT HAVE COMPONENTS BASED ON 1 OR MORE OF
8 THE FOLLOWING MODELS OR OTHER COLLABORATIVE MODELS:

9 (i) SCHOOL-BASED RESOURCE CENTER MODEL - A SCHOOL-BASED
10 RESOURCE CENTER IS A SCHOOL-BASED CENTER THAT COORDINATES THE
11 DELIVERY OF COMPREHENSIVE AND INTEGRATED SERVICES IN OR NEAR A
12 SCHOOL TO CHILDREN FROM EARLY CHILDHOOD PROGRAMS THROUGH GRADE 12
13 AND THEIR FAMILIES. SERVICES ARE PROVIDED THROUGH BROAD-BASED
14 COLLABORATION AMONG GOVERNMENTAL AND NONGOVERNMENTAL AGENCIES AND
15 PERSONS REFLECTIVE OF THE RACIAL AND SOCIOECONOMIC DIVERSITY IN A
16 COMMUNITY. SERVICES ARE DESIGNED TO DO ALL OF THE FOLLOWING:

17 (A) PREPARE CHILDREN TO ATTAIN ACADEMIC AND SOCIAL SUCCESS.

18 (B) ENHANCE THE ABILITY OF FAMILIES TO BECOME ADVOCATES FOR
19 AND SUPPORTERS OF EDUCATION FOR THE CHILDREN IN THEIR FAMILIES.

20 (C) PROVIDE PARENTING CLASSES TO THE PARENTS OF CHILDREN WHO
21 ARE AT RISK OF SCHOOL FAILURE.

22 (D) OTHERWISE ENHANCE THE ABILITY OF FAMILIES TO FUNCTION AS
23 NURTURING AND EFFECTIVE FAMILY UNITS.

24 (E) DEVELOP AND IMPLEMENT A REFERRAL AND TREATMENT PROGRAM
25 FOR DISRUPTIVE PUPILS.

26 (ii) AFTER SCHOOL PROGRAM MODEL - AN AFTER SCHOOL PROGRAM IS
27 A PROGRAM THAT PROVIDES HIGH-QUALITY, EDUCATIONALLY APPROPRIATE,

1 AND RECREATIONAL ACTIVITIES TO PUPILS AFTER THE REGULAR SCHOOL
2 DAY. THE PROGRAM MAY BE TARGETED TOWARD PROVIDING ACADEMIC SUP-
3 PORT FOR PUPILS WHO PERFORM SIGNIFICANTLY BELOW THEIR AGE-LEVEL
4 PEERS OR FOR PUPILS WITH LEARNING DISABILITIES. LOCAL SCHOOL
5 BOARDS MAY PERMIT TEACHERS TO ADJUST THEIR WORK SCHEDULES SO THEY
6 CAN WORK IN THE PROGRAM.

7 (iii) CITIES IN SCHOOLS PROGRAM MODEL - A CITIES IN SCHOOLS
8 PROGRAM IS A COMMUNITY PARTNERSHIP AMONG PUBLIC AGENCIES, PRIVATE
9 NONPROFIT AGENCIES, VOLUNTEER ORGANIZATIONS, AND LOCAL BUSINESSES
10 THAT DELIVERS SERVICES TO PUPILS WHO ARE AT RISK OF DROPPING OUT
11 OF SCHOOL OR WHO DISPLAY DISCIPLINE PROBLEMS. SERVICES OFFERED
12 ARE BASED ON AN ASSESSMENT OF LOCAL NEEDS AND RESOURCES.

13 (iv) MULTIPURPOSE COLLABORATIVE BODIES MODEL - A MULTIPUR-
14 POSE COLLABORATIVE BODY PROGRAM COORDINATES INTERAGENCY COOPERA-
15 TION FOR SERVICES AND ASSISTANCE TO CHILDREN AND FAMILIES. THIS
16 MAY ALSO INCLUDE INCREASED UTILIZATION OF ATTENDANCE OFFICERS AND
17 COMMUNITY POLICING INITIATIVES. A MULTIPURPOSE COLLABORATIVE
18 BODY IS AN INCLUSIVE PLANNING AND IMPLEMENTATION BODY OF HUMAN
19 SERVICE ORGANIZATIONS AT THE COUNTY OR MULTICOUNTY LEVEL, AND IS
20 RESPONSIBLE FOR LOCAL DIRECTION AND COORDINATION OF COLLABORATIVE
21 ENTERPRISES.

22 (v) ALTERNATIVE LEARNING PROGRAM MODEL - AN ALTERNATIVE
23 LEARNING PROGRAM IS A PROGRAM THAT PROVIDES INDIVIDUALIZED PRO-
24 GRAMS OUTSIDE OF A STANDARD CLASSROOM SETTING IN A CARING ATMO-
25 SPHERE IN WHICH PUPILS LEARN THE SKILLS NECESSARY TO REDIRECT
26 THEIR LIVES AND RETURN TO A STANDARD CLASSROOM SETTING. THE
27 PROGRAM SHOULD MAINTAIN STATE STANDARDS AND MAY INCLUDE SMALLER

1 CLASSES AND LOWER PUPIL-TEACHER RATIOS, SCHOOL-TO-WORK TRANSITION
2 ACTIVITIES, MODIFICATION OF CURRICULUM AND INSTRUCTION TO MEET
3 INDIVIDUAL NEEDS, FLEXIBLE SCHEDULING, AND NECESSARY ACADEMIC,
4 VOCATIONAL, AND SUPPORT SERVICES FOR PUPILS AND THEIR FAMILIES.
5 SERVICES MAY ALSO INCLUDE APPROPRIATE MEASURES TO CORRECT DISRUP-
6 TIVE BEHAVIOR AND TEACH RESPONSIBILITY, GOOD CITIZENSHIP, AND
7 RESPECT FOR RULES AND AUTHORITY. THE GOALS OF THE ALTERNATIVE
8 LEARNING PROGRAMS SHOULD BE TO DO ALL OF THE FOLLOWING:

9 (A) REDUCE THE SCHOOL DROPOUT RATE THROUGH IMPROVED PUPIL
10 ATTENDANCE, BEHAVIOR, AND EDUCATIONAL ACHIEVEMENT.

11 (B) INCREASE SUCCESSFUL SCHOOL-TO-WORK TRANSITIONS FOR
12 PUPILS THROUGH EDUCATIONALLY LINKED JOB INTERNSHIPS, MENTORED JOB
13 SHADOWING EXPERIENCES, AND THE DEVELOPMENT OF PERSONALIZED EDUCA-
14 TION AND CAREER PLANS FOR PARTICIPATING PUPILS.

15 (vi) SAFE SCHOOLS PROGRAM MODEL - A SAFE SCHOOLS PROGRAM IS
16 A LOCALLY DESIGNED PROGRAM FOR MAKING SCHOOLS SAFE FOR PUPILS AND
17 SCHOOL EMPLOYEES. THE PROGRAM MAY INVOLVE PEER MEDIATION AND
18 CONFLICT RESOLUTION ACTIVITIES.

19 (D) A STATEMENT OF WHETHER AND TO WHAT EXTENT THE DISTRICT
20 OR CONSORTIUM INTENDS TO CONTRACT WITH LOCAL, PRIVATE, NONPROFIT
21 CORPORATIONS TO STAFF, OPERATE, OR OTHERWISE PROVIDE SERVICES FOR
22 1 OR MORE ELEMENTS OF THE PLAN. GRANT RECIPIENTS ARE ENCOURAGED
23 TO CONTRACT FOR SERVICES, WHEN APPROPRIATE.

24 (E) A STATEMENT OF ALL OF THE FOLLOWING:

25 (i) HOW THE GRANT FUNDS WOULD BE USED TO ADDRESS THE LOCAL
26 PROBLEMS IDENTIFIED IN THE APPLICATION.

1 (ii) WHAT OTHER RESOURCES WOULD BE USED TO ADDRESS THE
2 PROBLEMS.

3 (iii) HOW ALL AVAILABLE COMMUNITY RESOURCES AND THE COMPO-
4 NENTS OF THE PROPOSED PLAN WOULD BE COORDINATED TO ENHANCE THE
5 EFFECTIVENESS OF EXISTING SERVICES AND OF SERVICES PROPOSED IN
6 THE PLAN.

7 (F) A STATEMENT OF HOW THE PROPOSED PLAN WOULD ASSIST A
8 SCHOOL DISTRICT AND ITS SCHOOLS IN IMPLEMENTING ITS LOCAL SCHOOL
9 IMPROVEMENT PLANS.

10 (G) A PROCESS FOR ASSESSING ON AN ANNUAL BASIS THE SUCCESS
11 OF THE LOCAL PLAN IN ADDRESSING PROBLEMS.

12 (H) OTHER INFORMATION AS PRESCRIBED BY THE DEPARTMENT.

13 (4) THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL APPOINT A
14 STATE TASK FORCE TO ASSIST THE SUPERINTENDENT OF PUBLIC INSTRUC-
15 TION IN REVIEWING GRANT APPLICATIONS. THE STATE TASK FORCE SHALL
16 INCLUDE REPRESENTATIVES OF THE DEPARTMENT, THE FAMILY INDEPEN-
17 DENCE AGENCY, SCHOOL DISTRICTS, EDUCATORS, PARENTS, THE JUVENILE
18 JUSTICE SYSTEM, HUMAN SERVICE AND GOVERNMENTAL AGENCIES PROVIDING
19 SERVICES TO CHILDREN, AND OTHER MEMBERS THE SUPERINTENDENT OF
20 PUBLIC INSTRUCTION CONSIDERS APPROPRIATE.

21 (5) IN REVIEWING GRANT APPLICATIONS, THE SUPERINTENDENT OF
22 PUBLIC INSTRUCTION AND THE STATE TASK FORCE SHALL CONSIDER THE
23 PREVALENCE OF UNDERSERVED PUPILS AND FAMILIES IN LOW-INCOME
24 NEIGHBORHOODS AND IN ISOLATED RURAL AREAS IN THE AREA FOR WHICH
25 THE GRANT IS REQUESTED, THE SEVERITY OF THE LOCAL PROBLEMS WITH
26 REGARD TO CHILDREN AT RISK OF SCHOOL FAILURE AND WITH REGARD TO
27 SCHOOL DISCIPLINE, WHETHER THE PROPOSED PROGRAM MEETS STATE

1 STANDARDS, AND THE LIKELIHOOD THAT THE LOCALLY DESIGNED PLAN WILL
2 DEAL WITH THE PROBLEMS SUCCESSFULLY. DURING THE REVIEW PROCESS,
3 THE SUPERINTENDENT OF PUBLIC INSTRUCTION MAY RECOMMEND MODIFICA-
4 TIONS IN GRANT APPLICATIONS TO APPLICANTS.

5 (6) THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL SUBMIT
6 RECOMMENDATIONS TO THE STATE BOARD ON WHICH APPLICANTS SHOULD
7 RECEIVE GRANTS AND THE AMOUNT THEY SHOULD RECEIVE.

8 (7) IN SELECTING GRANT RECIPIENTS, THE STATE BOARD SHALL
9 CONSIDER THE RECOMMENDATIONS OF THE SUPERINTENDENT OF PUBLIC
10 INSTRUCTION, THE GEOGRAPHIC LOCATION OF THE APPLICANTS, AND THE
11 DEMOGRAPHIC PROFILE OF THE APPLICANTS. AFTER CONSIDERING THESE
12 FACTORS, THE STATE BOARD SHALL GIVE PRIORITY TO GRANT APPLICA-
13 TIONS THAT WILL SERVE AREAS THAT HAVE A HIGH INCIDENCE OF JUVE-
14 NILE CRIME AND THAT PROPOSE DIFFERENT APPROACHES THAT CAN SERVE
15 AS MODELS FOR OTHER COMMUNITIES. THE STATE BOARD SHALL SELECT
16 THE GRANT RECIPIENTS BEFORE AUGUST 1, 1998 FOR LOCAL PROGRAMS
17 THAT WILL BE IN OPERATION AT THE BEGINNING OF THE 1998-99 SCHOOL
18 YEAR. THE STATE BOARD SHALL SELECT THE GRANT RECIPIENTS BEFORE
19 JANUARY 1 OF OTHER YEARS FOR LOCAL PROGRAMS THAT WILL BE IN OPER-
20 ATION IN THE NEXT SCHOOL YEAR.

21 (8) A GRANT RECIPIENT MAY REQUEST A MODIFICATION OF A GRANT
22 OR ADDITIONAL FUNDS TO IMPLEMENT A GRANT THROUGH THE GRANT APPLI-
23 CATION PROCESS. THE REQUEST SHALL BE REVIEWED AND ACCEPTED OR
24 REJECTED IN THE SAME MANNER AS A GRANT APPLICATION.

25 (9) THE SUPERINTENDENT OF PUBLIC INSTRUCTION SHALL ADMINIS-
26 TER THE INTERVENTION/PREVENTION GRANT PROGRAM, UNDER THE

1 DIRECTION OF THE STATE BOARD. THE DEPARTMENT SHALL PROVIDE
2 TECHNICAL ASSISTANCE TO GRANT APPLICANTS AND RECIPIENTS.

3 (10) THE SUPERINTENDENT OF PUBLIC INSTRUCTION, AFTER CONSUL-
4 TATION WITH THE DIRECTORS OF THE FAMILY INDEPENDENCE AGENCY AND
5 THE DEPARTMENTS OF COMMUNITY HEALTH AND STATE POLICE, SHALL
6 DEVELOP A PLAN FOR ENSURING THE COOPERATION OF STATE AND LOCAL
7 GOVERNMENTAL AGENCIES AND EDUCATIONAL INSTITUTIONS, AND ENCOURAG-
8 ING THE COOPERATION OF PRIVATE ENTITIES, ESPECIALLY THOSE RECEIV-
9 ING STATE FUNDS, IN THE COORDINATION AND IMPLEMENTATION OF THE
10 INTERVENTION/PREVENTION GRANT PROGRAM.

11 (11) THE DEPARTMENT SHALL DEVELOP AND IMPLEMENT AN EVALU-
12 ATION SYSTEM, UNDER THE DIRECTION OF THE STATE BOARD, THAT WILL
13 ASSESS THE EFFICIENCY AND EFFECTIVENESS OF THE
14 INTERVENTION/PREVENTION GRANT PROGRAM UNDER THIS SECTION. THE
15 DEPARTMENT SHALL DESIGN THIS SYSTEM TO DO ALL OF THE FOLLOWING:

16 (A) PROVIDE INFORMATION TO THE DEPARTMENT AND TO THE LEGIS-
17 LATURE ON HOW TO IMPROVE AND REFINE PROGRAMS FUNDED UNDER THIS
18 SECTION.

19 (B) ENABLE THE DEPARTMENT AND THE LEGISLATURE TO ASSESS THE
20 OVERALL QUALITY, EFFICIENCY, AND IMPACT OF THE EXISTING
21 PROGRAMS.

22 (C) ENABLE THE DEPARTMENT AND THE LEGISLATURE TO DETERMINE
23 WHETHER TO MODIFY THE PROGRAMS.

24 (D) PROVIDE A DETAILED FISCAL ANALYSIS OF HOW STATE FUNDS
25 FOR THESE PROGRAMS WERE USED.

26 (12) THE STATE BOARD SHALL REPORT TO THE LEGISLATURE BY
27 NOVEMBER 15, 1998 ON ITS PROGRESS IN DEVELOPING THE EVALUATION

1 SYSTEM AND IN DEVELOPING AND IMPLEMENTING THE
2 INTERVENTION/PREVENTION GRANT PROGRAM. THE STATE BOARD SHALL
3 PRESENT AN ANNUAL REPORT TO THE LEGISLATURE ON THE
4 INTERVENTION/PREVENTION GRANT PROGRAM NOT LATER THAN MAY 1, 1999
5 AND BY MAY 1 OF EACH YEAR THEREAFTER. THE ANNUAL REPORT SHALL
6 COVER ALL OF THE FOLLOWING TOPICS:

7 (A) THE IMPLEMENTATION OF THE PROGRAM.

8 (B) THE RESULTS OF THE PROGRAM.

9 (C) HOW THE FUNDS APPROPRIATED FOR THE PROGRAM ARE BEING
10 USED.

11 (D) ADDITIONAL FUNDS REQUIRED TO IMPLEMENT THE PROGRAM.

12 (E) ANY NECESSARY MODIFICATIONS TO THE PROGRAM.

13 (13) THE INTERVENTION/PREVENTION GRANT PROGRAM CREATED UNDER
14 THIS SECTION IS INTENDED TO BE IN ADDITION TO FUNDING FOR AT-RISK
15 PUPILS UNDER SECTION 31A OF THE STATE SCHOOL AID ACT OF 1979, MCL
16 388.1631A, AND SHALL NOT DIMINISH FUNDING FOR SCHOOL DISTRICTS
17 UNDER THAT SECTION.

18 (14) THE LEGISLATURE SHALL ANNUALLY APPROPRIATE FUNDS FOR
19 GRANTS UNDER THIS SECTION.

20 Enacting section 1. This amendatory act does not take
21 effect unless all of the following bills of the 89th Legislature
22 are enacted into law:

23 (a) Senate Bill No. 313.

24 (b) Senate Bill No. 689.

25 (c) House Bill No. 4075.

26 (d) House Bill No. 5424.

- 1 (e) House Bill No. 5428.
2 (f) House Bill No. 5478
3 (g) House Bill No. 5482.
4 (h) Senate Bill No. _____ or House Bill No. _____ (request
5 no. 05598'98).
6 (i) Senate Bill No. _____ or House Bill No. _____ (request
7 no. 05847'98).
8 (j) Senate Bill No. _____ or House Bill No. _____ (request
9 no. 05848'98).
10 (k) Senate Bill No. _____ or House Bill No. _____ (request
11 no. 05849'98).
12 (l) Senate Bill No. _____ or House Bill No. _____ (request
13 no. 05850'98).
14 (m) Senate Bill No. _____ or House Bill No. _____ (request
15 no. 05851'98).