

HOUSE No. 444

The Commonwealth of Massachusetts

PRESENTED BY:

Frank A. Moran

To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act to further narrow the Achievement Gap.

PETITION OF:

NAME:	DISTRICT/ADDRESS:	DATE ADDED:
<i>Frank A. Moran</i>	<i>17th Essex</i>	<i>1/14/2015</i>
<i>Patricia A. Haddad</i>	<i>5th Bristol</i>	<i>8/26/2019</i>
<i>James Arciero</i>	<i>2nd Middlesex</i>	<i>2/4/2015</i>
<i>Carlos Gonzalez</i>	<i>10th Hampden</i>	<i>2/4/2015</i>
<i>Alan Silvia</i>	<i>7th Bristol</i>	<i>2/4/2015</i>
<i>Benjamin Swan</i>	<i>11th Hampden</i>	<i>2/4/2015</i>
<i>Nick Collins</i>	<i>4th Suffolk</i>	<i>8/26/2019</i>

HOUSE No. 444

By Mr. Moran of Lawrence, a petition (accompanied by bill, House, No. 444) of Frank A. Moran and others for legislation to improve public schools and narrow the achievement gap. Education.

The Commonwealth of Massachusetts

In the One Hundred and Eighty-Ninth General Court
(2015-2016)

An Act to further narrow the Achievement Gap.

Whereas, The deferred operation of this act would tend to defeat its purpose, which is to provide for innovation into school districts and prioritize improvement in underperforming schools, and increased expanded public school choice by increasing the number of charter schools and by improving access and affordability of appropriate facilities for charter schools and their students, therefore it is hereby declared to be an emergency law, necessary for the immediate preservation of the public convenience.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

1 SECTION 1. Section 1J of chapter 69 of the General Laws, as appearing in the 2010
2 Official Edition, is hereby amended in subsection (l) by striking out the following words:- “or (3)
3 consistent with the requirements of subsection (a), the school is chronically underperforming.”
4 and inserting in place thereof the following:- “(3) the school has improved and the conditions
5 created under this section are critical to the school’s improvement and shall remain in place, or
6 (4) consistent with the requirements of subsection (a), the school is chronically
7 underperforming.”

8 SECTION 2. Said chapter 69 is hereby further amended by inserting, after section 1J, the
9 following new section:-

10 Section 1J½ . (a) The commissioner of elementary and secondary education may, on the
11 basis of student performance data collected pursuant to section 1I, a school or district review
12 performed under section 55A of chapter 15, or regulations adopted by the board of elementary
13 and secondary education, designate 1 or more schools in a school district other than a Horace
14 Mann charter school as priority schools prior to being designated underperforming or chronically
15 underperforming. The board shall adopt regulations establishing standards for the commissioner
16 to make such designations on the basis of data collected pursuant to section 1I or information
17 from a school or district review performed under section 55A of chapter 15. Upon the release of
18 the proposed regulations, the board shall file a copy thereof with the clerks of the house of
19 representatives and the senate who shall forward the regulations to the joint committee on
20 education. Within 30 days of the filing, the committee may hold a public hearing and issue a
21 report on the regulations and file the report with the board. The board, pursuant to applicable
22 law, may adopt final regulations making revisions to the proposed regulations as it deems
23 appropriate after consideration of the report and shall forthwith file a copy of the regulations
24 with the chairpersons of the joint committee on education and, not earlier than 30 days of the
25 filing, the board shall file the final regulations with the state secretary. Schools that score in the
26 lowest 20 percent statewide among schools serving common grade levels on a single measure
27 developed by the department that takes into account student performance data and, beginning on
28 July 1, 2013 improvement in student academic performance, shall be deemed eligible for
29 designation as priority.

30 In adopting regulations allowing the commissioner to designate a school as priority, the
31 board shall ensure that such regulations take into account indicators of school quality in making
32 determinations regarding underperformance or chronic underperformance, such as student

33 attendance, dismissal rates and exclusion rates, promotion rates, graduation rates or the lack of
34 demonstrated significant improvement for 2 or more consecutive years in core academic
35 subjects, either in the aggregate or among subgroups of students, including designations based
36 special education, low-income, English language proficiency and racial classifications.

37 A school may be designated priority by the commissioner if any one of its subgroup
38 scores are among the lowest performing subgroups in the commonwealth.

39 A priority school described in the following subsections shall operate in accordance with
40 laws regulating other public schools, except as such provisions may conflict with this section. A
41 student who is enrolled in a school at the time it is designated as priority shall retain the ability to
42 remain enrolled in the school while remaining a resident of the district if the student chooses to
43 do so.

44 (b) Upon the designation of a school as priority school in accordance with regulations
45 developed pursuant to this section, the superintendent of the district, with approval by the
46 commissioner, shall create a priority plan for the school, under subsections (b) to (e), inclusive.

47 (c) In creating the priority plan in subsection (b) the superintendent shall include
48 provisions intended to maximize the rapid academic achievement of students at the school and
49 shall, to the extent practicable, base the plan on student outcome data, including, but not limited
50 to: (1) data collected pursuant to section 11 or information from a school or district review
51 performed under section 55A of chapter 15; (2) student achievement on the Massachusetts
52 Comprehensive Assessment System; (3) other measures of student achievement, approved by the
53 commissioner; (4) student promotion and graduation rates; (5) achievement data for different
54 subgroups of students, including low-income students as defined in chapter 70, limited English-

55 proficient students and students receiving special education; and (6) student attendance,
56 dismissal rates and exclusion rates.

57 The superintendent shall also include in the creation of the priority plan, the following:

58 (1) steps to address social service and health needs of students at the school and their families, to
59 help students arrive and remain at school ready to learn; provided, however, that this may
60 include mental health and substance abuse screenings; (2) steps to improve or expand child
61 welfare services and, as appropriate, law enforcement services in the school community, in order
62 to promote a safe and secure learning environment; (3) steps to improve workforce development
63 services provided to students and their families at the school, to provide students and families
64 with meaningful employment skills and opportunities; (4) steps to address achievement gaps for
65 limited English-proficient, special education and low-income students; and (5) alternative
66 English language learning programs for limited English proficient students, notwithstanding
67 chapter 71A; and (6) a financial plan for the school, including any additional funds to be
68 provided by the district, commonwealth, federal government or other sources.

69 The secretaries of health and human services, labor and workforce development, public
70 safety and other applicable state and local social service, health and child welfare officials shall
71 coordinate with the superintendent regarding the implementation of strategies under clauses (1)
72 to (3), inclusive, of the second paragraph that are included in a final priority plan and shall,
73 subject to appropriation, reasonably support such implementation consistent with the
74 requirements of state and federal law applicable to the relevant programs that each such official
75 is responsible for administering. The secretary of education and the commissioner of elementary
76 and secondary education shall assist the superintendent in facilitating the coordination.

77 To assess the school across multiple measures of school performance and student
78 success, the priority plan shall include measurable annual goals including, but not limited to: (1)
79 student attendance, dismissal rates and exclusion rates; (2) student safety and discipline; (3)
80 student promotion and graduation and dropout rates; (4) student achievement on the
81 Massachusetts Comprehensive Assessment System; (5) progress in areas of academic
82 underperformance; (6) progress among subgroups of students, including low-income students as
83 defined by chapter 70, limited English-proficient students and students receiving special
84 education; (7) reduction of achievement gaps among different groups of students; (8) student
85 acquisition and mastery of twenty-first century skills; (9) development of college readiness,
86 including at the elementary and middle school levels; (10) parent and family engagement; (11)
87 building a culture of academic success among students; (12) building a culture of student support
88 and success among school faculty and staff and; (13) developmentally appropriate child
89 assessments from pre-kindergarten through third grade, if applicable.

90 (d) Notwithstanding any general or special law to the contrary, in creating the priority
91 plan required in subsection (b), the superintendent may: (1) expand, alter or replace the
92 curriculum and program offerings of the school, including the implementation of research-based
93 early literacy programs, early interventions for struggling readers and the teaching of advanced
94 placement courses or other rigorous nationally or internationally recognized courses, if the
95 school does not already have such programs or courses; (2) reallocate the uses of the existing
96 budget of the school; (3) provide additional funds to the school from the budget of the district, if
97 the school does not already receive funding from the district at least equal to the average per
98 pupil funding received for students of the same classification and grade level in the district; (4)
99 provide funds, subject to appropriation and following consultation with applicable local unions,

100 to increase the salary of any administrator, or teacher in the school, to attract or retain highly-
101 qualified administrators, or teachers or to reward administrators, or teachers who work in
102 underperforming schools that achieve the annual goals set forth in the priority plan; (5) expand
103 the school day or school year or both of the school; (6) for an elementary school, add pre-
104 kindergarten and full-day kindergarten classes, if the school does not already have such classes;
105 (7) following consultation with applicable local unions, require the principal and all
106 administrators, teachers and staff to reapply for their positions in the school, with full discretion
107 vested in the superintendent regarding his consideration of and decisions on rehiring the
108 principal and with full discretion vested in the principal regarding his consideration of and
109 decisions on rehiring administrators, teachers and staff based on the reapplications; (8) limit,
110 suspend or change 1 or more provisions of any contract or collective bargaining agreement, as
111 the contract or agreement applies to the school; provided, that the superintendent shall not reduce
112 the compensation of an administrator, teacher or staff member unless the hours of the person are
113 proportionately reduced; (9) limit, suspend or change 1 or more school district policies or
114 practices, as such policies or practices relate to the school; (10) include a provision of job-
115 embedded professional development for teachers at the school, with an emphasis on strategies
116 that involve teacher input and feedback; (11) provide increased opportunities for teacher
117 planning time and collaboration focused on improving student instruction; (12) establish a plan
118 for professional development for administrators at the school, with an emphasis on strategies that
119 develop leadership skills and use the principles of distributive leadership; (13) establish steps to
120 assure a continuum of high-expertise teachers by aligning the following processes with a
121 common core of professional knowledge and skill: hiring, induction, teacher evaluation,
122 professional development, teacher advancement, school culture and organizational structure; (14)

123 develop a strategy to search for and study best practices in areas of demonstrated deficiency in
124 the school; (15) establish strategies to address mobility and transiency among the student
125 population of the school; and (16) include additional components based on addressing the
126 reasons the school was designated as underperforming and the recommendations of the group of
127 stakeholders in subsection (b).

128 If the superintendent does not approve a reapplication submitted by an employee pursuant
129 to clause (7) for a position in the school or if an employee does not submit a reapplication for a
130 position in the school, the employee shall retain such rights as may be provided under law or any
131 applicable collective bargaining agreement in relation to the employee's ability to fill another
132 position in the district; provided, however, that the employee shall not have the right to displace
133 any teacher with professional teacher status in any other school during a school year.

134 A teacher with professional teacher status in a school declared priority may be dismissed
135 for good cause; provided, however, that the teacher receives 5 days written notice of the decision
136 to terminate which shall include, without limitation, an explanation of the reason why the
137 superintendent is not retaining the teacher in the school; provided, further, that the teacher may
138 seek review of a termination decision within 5 days after receiving notice of the teacher's
139 termination by filing a petition for expedited arbitration with the commissioner; provided,
140 further, that except as otherwise provided herein section 42 of chapter 71 shall apply to a petition
141 filed pursuant to this section; provided, further, that the commissioner shall cause an arbitrator to
142 be selected pursuant to the procedures in section 42 of chapter 71 within 3 days of receipt of
143 petition and shall conduct and complete a hearing within 10 days of receipt of the petition;
144 provided, further, that in reviewing dismissal decisions, the arbitrator shall consider the
145 components of the priority plan and shall also consider any personnel evaluations conducted that

146 are consistent with the guidelines established pursuant to section 1B; and provided, further, that
147 the arbitrator's decision shall be issued within 10 days from the completion of the hearing.

148 For a school with limited English-proficient students, the professional development and
149 planning time for teachers and administrators identified in clauses (10) to (12), inclusive, shall
150 include specific strategies and content designed to maximize the rapid academic achievement of
151 limited English-proficient students at the school.

152 (e) Within 30 days of the local stakeholder group making recommendations under
153 subsection (b), the superintendent shall submit a priority plan to the local stakeholder group, the
154 school committee and the commissioner, all of whom may propose modifications to the plan.
155 The superintendent shall make such plan immediately available to the public upon the
156 submission. The stakeholder group, the school committee and the commissioner shall submit any
157 proposed modifications to the superintendent not more than 30 days after the date of submission
158 of the priority plan and the proposed modifications shall be made public immediately upon their
159 submission to the superintendent. The superintendent shall consider and may incorporate the
160 modifications into the plan if the superintendent determines that inclusion of the modifications
161 would further promote the rapid academic achievement of students at the school or may alter or
162 reject the proposed modifications submitted under this subsection. Within 30 days of receiving
163 any proposed modifications under this subsection, the superintendent shall issue a final priority
164 plan for the school and the plan shall be made publicly available.

165 (f) Within 30 days of the issuance of a final priority plan under subsection (e) a school
166 committee or local union may appeal to the commissioner regarding 1 or more components of
167 the plan, including the absence of 1 or more modifications proposed under subsection (e). The

168 commissioner may, in consultation with the superintendent, modify the plan if the commissioner
169 determines that: (1) such modifications would further promote the rapid academic achievement
170 of students in the applicable school; (2) a component of the plan was included, or a modification
171 was excluded, on the basis of demonstrably-false information or evidence; or (3) the
172 superintendent failed to meet the requirements of subsections (b) to (e), inclusive. The decision
173 of the commissioner regarding an appeal under this subsection shall be made within 30 days and
174 shall be final.

175 (g) If, after considering the recommendations of the group of stakeholders, the
176 superintendent considers it necessary to maximize the rapid academic achievement of students at
177 the applicable school by altering the compensation, hours and working conditions of the
178 administrators, teachers, principal and staff at the school or by altering other provisions of a
179 contract or collective bargaining agreement applicable to the administrators, teachers, principal
180 and staff, the superintendent may request that the school committee and any union bargain or
181 reopen the bargaining of the relevant collective bargaining agreement to facilitate such
182 achievement. The bargaining shall be conducted in good faith and completed not later than 30
183 days from the point at which the superintendent requested that the parties bargain. The
184 agreement shall be subject to ratification within 10 business days by the bargaining unit members
185 in the school. If the parties are unable to reach an agreement within 30 days or if the agreement is
186 not ratified within 10 business days by the bargaining unit members of the school, the parties
187 shall submit remaining unresolved issues to a joint resolution committee as established in
188 subsection (f) of section 3 for dispute resolution process on the next business day following the
189 end of the 30-day bargaining period or failure to ratify.

190 (h) The superintendent may select an external receiver to operate the school and
191 implement the priority plan or to assist the superintendent with the implementation.

192 (j) Each priority plan shall be authorized for a period of not more than 3 years, subject to
193 subsection (k). The superintendent or external receiver, as applicable, may develop additional
194 components of the priority plan pursuant to subsections (b) to (g) inclusive and shall develop
195 annual goals for each component of the plan, in a manner consistent with subsections (b) to (g),
196 inclusive. The superintendent shall be responsible for meeting the goals of the plan.

197 (k) Each school designated by the commissioner as priority under subsection (a) shall be
198 reviewed by the superintendent, in consultation with the principal of the school. The purpose of
199 the review shall be to determine whether the school has met the annual goals in its priority plan
200 and to assess the overall implementation of the priority plan. The review shall be in writing and
201 shall be submitted to the commissioner and the relevant school committee. The review shall be
202 submitted in a format determined by the department of elementary and secondary education.

203 If the commissioner determines that the school has met the annual performance goals
204 stated in the priority plan, the review shall be considered sufficient and the implementation of the
205 priority plan shall continue. If the commissioner determines that the school has not met 1 or
206 more goals in the priority plan and that the failure to meet the goals may be corrected through
207 reasonable modification of the plan, the superintendent may amend the priority plan in a manner
208 consistent with the provisions of subsection (b) to (g) inclusive. If the commissioner determines
209 that the school has substantially failed to meet 1 or more goals in the plan, the commissioner may
210 appoint an examiner to conduct an evaluation of the school's implementation of the priority plan.

211 If the commissioner determines that the school has substantially failed to meet multiple
212 goals in the plan, the commissioner may require changes to the priority plan to be implemented
213 by the superintendent in the following year or the appointment of an external partner to advise
214 and assist the superintendent in implementing the plan the following year. If the changes to the
215 priority plan require changes in a collective bargaining agreement applicable to administrators,
216 teachers or staff in the school, the bargaining procedure in subsection (g) shall be used. If an
217 underperforming school is operated by an external receiver, the commissioner may require the
218 superintendent to terminate the receiver and develop a new priority plan; provided, however, that
219 the superintendent shall not terminate the receiver before the completion of the first full school
220 year of the operation of the underperforming school.

221 (1) Upon the expiration of a priority plan, the commissioner shall conduct a review of the
222 school to determine whether the school has improved sufficiently, requires further improvement
223 or has failed to improve. On the basis of such review, the commissioner may determine that: (1)
224 the school has improved sufficiently for the designation of the school as underperforming to be
225 removed; (2) the school has improved, but the school remains underperforming, in which case
226 the superintendent may, with the approval of the commissioner, renew the plan or create a new
227 or modified plan for an additional period of not more than 3 years, consistent with the
228 requirements of subsections (a) to (g); or (3) the school has improved and the conditions created
229 under this section are critical to the school’s improvement and shall remain in place, or (4)
230 consistent with the requirements of subsection (a), the school is chronically underperforming.”

231 SECTION 3. Section 89 of chapter 71 of the General Laws, as so appearing, is hereby
232 amended by striking out, in lines 152 through 160, inclusive, the following:- “provided, however,
233 notwithstanding subsection (c) the 14 new Horace Mann charter schools shall not be subject to

234 the requirement of an agreement with the local collective bargaining unit prior to board approval;
235 provided, further, that after the charter for these 14 new Horace Mann charter schools have been
236 granted by the board, the schools shall develop a memorandum of understanding with the school
237 committee and the local union regarding any waivers to applicable collective bargaining
238 agreements;” and inserting in place thereof the following:- “provided, however, notwithstanding
239 subsection (c) the new Horace Mann charter schools shall not be subject to the requirement of
240 an agreement with the local collective bargaining unit prior to board approval; provided, further,
241 that after the charter for these new Horace Mann charter schools have been granted by the board,
242 the schools shall develop a memorandum of understanding with the school committee and the
243 local union regarding any waivers to applicable collective bargaining agreements;”

244 SECTION 4. Subsection (i) of said section 89 of chapter 71, as so appearing, is hereby
245 further amended by striking out the first paragraph and inserting in place thereof the following
246 paragraph:-

247 “Not more than 120 charter schools shall be allowed to operate in the commonwealth at
248 any time, excluding those commonwealth charter schools that are located in school districts
249 qualifying under paragraph (3) for tuition payments to commonwealth charter schools in excess
250 of 9 per cent of the district’s net school spending; provided, however, that of the 120 charter
251 schools, not more than 48 shall be Horace Mann charter schools; provided, however,
252 notwithstanding subsection (c) the new Horace Mann charter schools shall not be subject to the
253 requirement of an agreement with the local collective bargaining unit prior to board approval;
254 provided, further, that after the charter for these new Horace Mann charter schools have been
255 granted by the board, the schools shall develop a memorandum of understanding with the school
256 committee and the local union regarding any waivers to applicable collective bargaining

257 agreements; provided, further, that if an agreement is not reached on the memorandum of
258 understanding at least 30 days before the scheduled opening of the school, the charter school
259 shall operate under the terms of its charter until an agreement is reached; and not more than 72
260 shall be commonwealth charter schools, excluding those commonwealth charter schools that are
261 located in school districts qualifying under paragraph (3) for tuition payments to commonwealth
262 charter schools in excess of 9 per cent of the district's net school spending. The board shall not
263 approve a new commonwealth charter school in any community with a population of less than
264 30,000 as determined by the most recent United States Census estimate, unless it is a regional
265 charter school.”

266 SECTION 5. Said section 89 of chapter 71, as so appearing, is hereby further amended by
267 striking out, in line 207, the following:- “but shall not exceed 18 percent”.

268 SECTION 6. Said section 89 of chapter 71, as so appearing, is hereby further amended
269 by adding after the word “year.”, in line 173, the following new sentence:-

270 “Upon recommendation by the commissioner and the receiver, the board shall review
271 applications to establish a charter school any district that has been designated by the board as
272 chronically underperforming pursuant to Section 1K of chapter 69 as such applications are
273 received, and grant new charters as approved by the board.”

274 SECTION 7. Said section 89 of chapter 71, as so appearing, is hereby further amended
275 by striking out, in line 580, the following words:- “and local collective bargaining unit”.

276 SECTION 8. Paragraph (2) of subsection (i) of said section 89 of chapter 71 is hereby
277 further amended by striking out the first paragraph and inserting in place thereof the following
278 paragraph:-

279 “In any fiscal year, no public school district’s total charter school tuition payment to
280 commonwealth charter schools shall exceed 9 per cent of the district’s net school spending,
281 except for those school districts qualifying under paragraph (3) where such tuition payments in
282 excess of 9 per cent of the district’s net school spending have been previously authorized by the
283 board. The commonwealth shall incur charter school tuition payments for siblings attending
284 commonwealth charter schools to the extent that their attendance would otherwise cause the
285 school district's charter school tuition payments to exceed 9 per cent of the school district's net
286 school spending, excluding those districts that qualify under said paragraph (3).”

287 SECTION 9. Paragraph (2) of subsection (i) of said section 89 of chapter 71 is hereby
288 further amended by striking out the following paragraph:-

289 “Not less than 2 of the new commonwealth charters approved by the board in any year
290 shall be granted for charter schools located in districts where overall student performance on the
291 statewide assessment system approved by the board under section 1I of chapter 69 is in the
292 lowest 10 per cent statewide in the 2 years preceding the charter application.”

293 SECTION 10: Paragraph (3) of said subsection (i) of section 89 of chapter 71, as so
294 appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the
295 following paragraph:-

296 “In any fiscal year, if the board determines based on student performance data collected
297 pursuant to section 1I, said district is in the lowest 10 percent of all statewide composite
298 performance index scores, as defined in regulation, released in the 2 consecutive school years
299 before the date the charter application is submitted, the board may approve commonwealth
300 charter school amendments and applications that have the effect of increasing the school

301 district's total charter school tuition payment to commonwealth charter schools above 9 per cent
302 of the district's net school spending. For a district qualifying under this paragraph whose charter
303 school tuition payments exceed 9 per cent of the school district's net school spending, the board
304 shall provide expedited consideration of an application for the establishment or expansion of a
305 commonwealth charter school, without regard to the standard annual process for other such
306 applications as established in paragraph (1), if an applicant, or a provider with which an
307 applicant proposes to contract, has a record of operating at least 1 school or similar program that
308 demonstrates academic success and organizational viability and serves populations similar to
309 those the proposed school seeks to serve from the following categories of students, those: (i)
310 eligible for free lunch; (ii) eligible for reduced price lunch; (iii) that require special education;
311 (iv) limited English-proficient of similar language proficiency level as measured by the
312 Massachusetts English Proficiency Assessment examination; (v) sub-proficient, which shall
313 mean students who have scored in the "needs improvement", "warning" or "failing" categories
314 on the mathematics or English language arts exams of the Massachusetts Comprehensive
315 Assessment System for 2 of the past 3 years or as defined by the department using a similar
316 measurement; (vi) who are designated as at risk of dropping out of school based on predictors
317 determined by the department; (vii) who have dropped out of school; or (viii) other at-risk
318 students who should be targeted to eliminate achievement gaps among different groups of
319 students. Applications from qualified providers under this section may be approved even if such
320 providers do not currently serve the identical grade levels for which they are seeking a new
321 charter or amendment or do not serve the identical student population that will likely enroll in the
322 new or expanded school. For a district approaching its net school spending cap, the board shall
323 give preference to applications from providers operating schools in more than 1 municipality."

324 SECTION 11. Subsection (n) of said section 89 of chapter 71, as so appearing, is hereby
325 amended by inserting after the second paragraph the following paragraphs:-

326 “Subject to approval by the commissioner, school districts or municipalities that rent
327 classroom space to commonwealth charter schools under lease agreements with terms of at least
328 ten years may require such schools to institute reasonable lottery preferences for elementary
329 school students who live within 1 mile of such school buildings, middle school students who live
330 within 1.5 miles of such school buildings, or high school students who live within 2 miles of
331 such school buildings, or any student who lives within the district’s established student
332 assignment zone in which such school buildings are located as a condition of such lease
333 agreements. Such preferences may include preferences for students who qualify for the federal
334 free and reduced lunch program, have a disability as defined in chapter 71B section 1, or come
335 from households where a language other than English is spoken.

336 Subject to approval by the Commissioner, commonwealth charter schools may
337 voluntarily adopt reasonable lottery preferences for elementary students who live within 1 mile
338 of the school, middle school students who live within 1.5 miles of such school buildings, or high
339 school students who live within 2 miles of the school, or any student who lives within the
340 district’s established student assignment zone in which the school is located. Such preferences
341 may include preferences for students who qualify for the federal free and reduced lunch program,
342 have a disability as defined in chapter 71B section 1, or come from households where a language
343 other than English is spoken. Under no circumstances may such preferences serve to limit the
344 number of students in these categories who are enrolled in a commonwealth charter school.

345 Subject to approval by the Commissioner, charter schools located within the same
346 municipality may voluntarily establish a common lottery, which may provide student applicants
347 with a single offer for admission.”

348 SECTION 12. Subsection (b) of section 15 of chapter 70B of the General Laws, as so
349 appearing, is hereby amended by striking out the second paragraph and inserting in place thereof
350 the following paragraph:-

351 “Before the sale or lease of an assisted structure or facility or a portion of that structure or
352 facility, the school district in control of the structure or facility shall submit to the authority a
353 district-wide school facility use plan that shall include, but not be limited to, a listing of all
354 school facilities under the control of the school district, a detailed description of both the current
355 use and proposed use of each school facility, the most recent enrollment data, by school facility,
356 then available to the school district, a detailed floor plan of each school facility that shows and
357 labels each space in the facility and whether it is used as a classroom or has some other use and
358 any other information that may be required by the authority to understand the district’s school
359 facility use plan. If the plan includes the closure, sale or lease of a school facility or any part of a
360 school facility, the authority may conduct, with the full cooperation of the district, an analysis of
361 district-wide enrollment capacity and future enrollment trends for the district. Such an analysis
362 may also be requested by one or more commonwealth charter schools established pursuant to
363 section 89 of said chapter 71, where there is reasonable evidence of excess capacity sufficient to
364 meet the facilities needs of such charter schools. If the capacity analysis and enrollment
365 projection indicate an extended period of significant excess capacity within the district’s
366 educational facilities, the district shall, prior to consideration of any other disposition of the
367 identified excess capacity, make a good faith offer to sell or lease in whole or in part at fair

368 market value the identified excess capacity to one or more commonwealth charter schools
369 established pursuant to section 89 of chapter 71 or applicants for a commonwealth charter school
370 pursuant to said section 89 of said chapter 71 that serve or are seeking to serve students who live
371 in the school district. In the event that there is not enough excess capacity to meet the space
372 needs of all the eligible commonwealth charter schools that seek to lease or buy such excess
373 capacity, priority shall be given to those charter schools with the most success as measured by
374 the criteria identified in section 11 of chapter 69. Notwithstanding any other provision of this
375 section, the total rent for excess capacity leased to a commonwealth charter school for a school
376 year shall not exceed the total per pupil capital needs component received by a commonwealth
377 charter school for that school year pursuant to subsection ff of section 89 of chapter 71. The
378 authority shall establish guidelines for school districts and municipalities that lease or sell
379 property to charter schools under this section, in order to ensure the process is open, fair and in
380 compliance with general laws and regulations governing the disposition of public property. The
381 authority shall not recapture commonwealth and authority assistance for any such excess
382 capacity that is sold or leased to a commonwealth charter school or applicant for a
383 commonwealth charter school.”

384 SECTION 13: Subsection (d) of said section 15 of chapter 70B, as so appearing, is
385 hereby amended by striking out the first sentence and inserting in place thereof the following
386 sentence:-

387 “Except for the provisions of the second paragraph of subsection b, the provisions of this
388 section at the discretion of the authority, shall not apply to sales and lease of such assisted
389 structures or facilities for nonprofit public purposes.”