

**Side-by-Side of:
H.106 (as passed House) v. S.106 (as passed by Senate Education)
Jim DesMarais
5/12/21 (v.1.1)**

Differences highlighted in yellow

H.106 (as passed House)	S.106 (as passed by Senate Education)
<p>Sec. 1. SHORT TITLE</p> <p><u>This act shall be called the “Community Schools Act.”</u></p> <p>Sec. 2. FINDINGS AND PURPOSE</p> <p><u>(a) Findings. The General Assembly finds that:</u></p> <p style="padding-left: 40px;">(1) Every child should be able to grow up and have the</p> <p><u>opportunity to achieve their dreams and contribute to the well-being of</u></p> <p><u>society. Every child deserves a public school that fully delivers on</u></p> <p><u>that promise.</u></p>	<p style="text-align: center;">*** Short Title ***</p> <p>Sec. 1. SHORT TITLE</p> <p><u>This act shall be called the “Community Schools Act.”</u></p> <p style="text-align: center;">*** Findings and Purpose ***</p> <p>Sec. 2. FINDINGS AND PURPOSE</p> <p><u>(a) Findings. The General Assembly finds that:</u></p> <p style="padding-left: 40px;">(1) Every child should be provided with an equitable education,</p> <p>as defined by the Agency of Education as access to the resources,</p> <p>opportunities, and educational rigor they need at the right moment in</p> <p>their education, whatever their race, gender identity, sexual</p> <p>orientation, ethnicity, religion, language, disability, family</p> <p>background, or family income may be. Every child should be able to</p>

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<p><u>(2) According to the National Center for Education Statistics, more than half of the nation’s schoolchildren live in low-income households, meaning they qualify for free or reduced-price lunch, a percentage that has risen steadily in recent decades. According to the Vermont Agency of Education, an average of 38 percent of students across all supervisory unions during the 2019–2020 school year qualified for free or reduced-price lunch. As a result, some schoolchildren face more challenges than others in succeeding in school and in life.</u></p>	<p>grow up with the opportunity to achieve their dreams and contribute to the well-being of society. Our public schools must be designed and equipped to fully deliver on that promise.</p> <p><u>(2) According to the National Center for Education Statistics, more than half of the nation’s schoolchildren live in low-income households, meaning they qualify for free or reduced-price lunch, a percentage that has risen steadily in recent decades. According to the Vermont Agency of Education, an average of 38 percent of students across all supervisory unions during the 2019–2020 school year qualified for free or reduced-price lunch. As a result, some schoolchildren face more challenges than others in succeeding in school and in life. Recognizing that students need fresh and nutritional foods to enable them to focus on their education and that many students come to school hungry, providing universal school meals offered at no cost to students or their families advances the goals that community school programs seek to achieve.</u></p>

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<p><u>(3) Community schools facilitate the coordination of comprehensive programs and services that are carefully selected to meet the unique needs of students and families, such as substance misuse, lack of stable housing, inadequate medical and dental care, hunger, trauma, and exposure to violence, so students can do their best.</u></p> <p><u>(4) According to research reports from the Learning Policy Institute, the four key pillars of the community schools approach, which are integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices, promote conditions and practices found in high-quality schools as well as address out-of-school barriers to learning.</u></p>	<p><u>(3) Community schools facilitate the coordination of comprehensive programs and services that are carefully selected to meet the unique needs of students and families and build on the assets they bring to their schools and communities. Community schools combine challenging and culturally inclusive learning opportunities with the academic and social supports every student needs to reach their potential.</u></p> <p><u>(4) According to research reports from the Learning Policy Institute, the four key pillars of the community schools approach, which are integrated student supports, expanded and enriched learning time and opportunities, active family and community engagement, and collaborative leadership and practices, promote conditions and practices found in high-quality schools as well as address out-of-school barriers to learning. Research additionally supports the necessity of safe, inclusive, and equitable learning environments to reinforce student success and well-being. These elements do not</u></p>

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<p>(5) <u>This research also shows that community school interventions can result in improvements in a variety of student outcomes, including attendance, academic achievement (including reducing racial and economic achievement gaps), and high school graduation rates, and can meet the Every Student Succeeds Act standard of “evidence-based” approaches to support schools identified for comprehensive and targeted support and intervention.</u></p> <p>(6) <u>Research also shows that these programs offer a strong return on investment. According to impact studies, each dollar invested in a community coordinator position returns approximately \$7.00 in net benefits to the school (Return on Investment of a Community School Coordinator: A Case Study; APEX and Community School Partnership; 2019). Every dollar invested in</u></p>	<p><u>function independently, but are instead part of a unified and interconnected approach.</u></p> <p>(5) <u>This research also shows that community school interventions can result in improvements in a variety of student and family outcomes, including attendance, academic achievement, reducing systemic racial and economic injustices and inequities, and high school graduation rates, and can meet the Every Student Succeeds Act standard of “evidence-based” approaches to support schools identified for comprehensive and targeted support and intervention.</u></p> <p>(6) <u>Research also shows that these programs offer a strong return on investment. According to impact studies, each dollar invested in a community coordinator position returns approximately \$7.00 in net benefits to the school (Return on Investment of a Community School Coordinator: A Case Study; APEX and Community School Partnership; 2019). Every dollar invested in</u></p>

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<p><u>programs and support (including medical, dental, and social services; afterschool and summer enrichment; parent engagement; and early childhood services) can yield up to \$15.00 in return (Community Schools as an Effective School Improvement Strategy: A Review of the Evidence; Anna Maier, Julia Daniel, Jeannie Oakes, and Livia Lam; 2017).</u></p> <p><u>(7) According to the Learning Policy Institute, “establishing community schools” is one of 10 recommended strategies for restarting and rethinking the role of public education in the wake of the COVID-19 pandemic. Community schools serve as resource hubs that provide a broad range of easily accessed, well-coordinated supports and services that help students and families with increasingly complex needs.</u></p>	<p><u>programs and support (including medical, dental, and social services; afterschool and summer enrichment; parent engagement; and early childhood services) can yield up to \$15.00 in return (Community Schools as an Effective School Improvement Strategy: A Review of the Evidence; Anna Maier, Julia Daniel, Jeannie Oakes, and Livia Lam; 2017).</u></p> <p><u>(7) According to the Learning Policy Institute, “establishing community schools” is one of 10 recommended strategies for restarting and rethinking the role of public education in the wake of the COVID-19 pandemic. Community schools serve as resource hubs that provide a broad range of easily accessed, well-coordinated supports and services that help students and families with increasingly complex needs. These schools, at their core, are about investing in children, through quality teaching; challenging, engaging, and culturally responsive curricula; wrap around supports; safe, just, and</u></p>

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<p><u>(8) Community schools have been established in many states and settings, from New York City to Chicago and Los Angeles. But the approach has also been successful in rural communities. In McDowell County, West Virginia (population 22,000), community schools are part of a public-private partnership, a collaboration between state government, nonprofit agencies, businesses, and philanthropic foundations, that aims to “make educational improvement the route to a brighter economic future.” The national</u></p>	<p><u>equitable school climate; strong ties to family and community; and a clear focus on student achievement and well-being.</u></p> <p><u>(8) Community schools are important centers for building community connection and resilience. When learning extends beyond the walls of the school through active engagement with community partners as with place-based learning, relationships expand and deepen, community strengths are highlighted, and opportunities for building vitality surface through shared learning.</u></p> <p><u>(9) Community schools have been established in many states and settings, from New York City to Chicago and Los Angeles. But the approach has also been successful in rural communities. In McDowell County, West Virginia (population 22,000), community schools are part of a public-private partnership, a collaboration between state government, nonprofit agencies, businesses, and philanthropic foundations, that aims to “make educational improvement the route to a brighter economic future.” The national</u></p>

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<p><u>nonprofit Rural School and Community Trust is an active advocate for expanding this model in rural areas, calling the relationship between good schools and thriving communities “crucial.” In Vermont, a growing number of schools are implementing or exploring the model, from Molly Stark Elementary in Bennington, which offers school-based health services, extended hours, summer school, and family learning activities, to the school-based health center in Winooski.</u></p>	<p><u>nonprofit Rural School and Community Trust is an active advocate for expanding this model in rural areas, calling the relationship between good schools and thriving communities “crucial.” In Vermont, a growing number of schools are implementing or exploring the model, from Molly Stark Elementary in Bennington, which offers school-based health services, extended hours, summer school, and family learning activities, to the school-based health center in Winooski.</u></p> <p><u>(10) Recognizing that literacy proficiency is a foundational learning skill, community schools can advance the State goal of improving literacy for all students in the State. Achieving this goal will require a multiyear and multidimensional effort requiring continued focus by the General Assembly, the Administration, and school leaders, and community schools are an important component of that effort.</u></p>

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<p>(b) Purpose. <u>This law is enacted to support a demonstration grant program for the implementation of community school programs that provide students with equitable access to a high-quality education.</u></p>	<p>(b) Purpose. <u>This act provides funding for the implementation of community school programs that provide students with equitable access to a high-quality education and creates the Task Force on Universal School Lunch.</u></p>
<p style="text-align: center;">* * * Community School Programs * * *</p>	<p style="text-align: center;">* * * Community School Programs * * *</p>
<p>Sec. 3. COMMUNITY SCHOOLS; DEMONSTRATION GRANT PROGRAM</p>	<p>Sec. 3. COMMUNITY SCHOOLS; FUNDING</p>
<p>(a) Definitions. As used in this section:</p> <p>(1) “Community school coordinator” means a person who:</p> <p style="padding-left: 40px;">(A) is a full-time or part-time staff member serving in an eligible school or in a school district or supervisory union with an eligible school and appointed in accordance with Vermont law; and</p> <p style="padding-left: 40px;">(B) is responsible for the identification, implementation, and coordination of a community school program, subject to the operational and reporting structure of the community school coordinator’s employer.</p>	<p>(a) Definitions. As used in this section:</p> <p>(1) “Community school coordinator” means a person who:</p> <p style="padding-left: 40px;">(A) is a full-time or part-time staff member serving in an eligible school or in a school district or supervisory union with an eligible school and appointed in accordance with Vermont law; and</p> <p style="padding-left: 40px;">(B) is responsible for the identification, implementation, and coordination of community school programs, subject to the operational and reporting structure of the community school coordinator’s employer.</p>

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<p>(2) “Community school program” means a program offered at a public elementary or secondary school that includes all four of the following:</p> <p>(A) <u>integrated student supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a community school coordinator, which may include access to services such as medical, dental, vision care, and mental health services, or access to counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues;</u></p>	<p>(2) “Community school programs” mean programs offered at a public elementary or secondary school that include all five of the following:</p> <p>(A) <u>Integrated student supports, which address out-of-school barriers to learning through partnerships with social and health service agencies and providers, coordinated by a community school coordinator, which may include access to services such as medical, dental, vision care, and mental health services or access to counselors to assist with housing, transportation, nutrition, immigration, or criminal justice issues, and include what young people bring with them to the classroom and the ways that schools and communities working together can enhance and embrace the knowledge and capacity that students and families can offer their schools. This could include educational strategies like universal design for learning, recognition and respect for cultural and linguistic diversity, and</u></p>

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<p><u>(B) expanded and enriched learning time and opportunities, which may include before-school, afterschool, weekend, and summer programs, that provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem-solving and that may include art, music, drama, creative writing, hands-on experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school's curriculum;</u></p> <p><u>(C) active family and community engagement, which brings students' families and the community into the school as partners in children's education and makes the school a community hub, providing adults with a facility to access educational opportunities they want, which may include coordinating services with outside</u></p>	<p><u>practices that focus on building and supporting relationships such as restorative practices.</u></p> <p><u>(B) Expanded and enriched learning time and opportunities, which may include before-school, afterschool, weekend, summer programs, and during the school day, that provide additional academic instruction, individualized academic support, enrichment activities, and learning opportunities that emphasize real-world learning and community problem-solving and that may include art, music, drama, creative writing, hands-on experience with engineering or science, tutoring and homework help, and recreational programs that enhance and are consistent with the school's curriculum.</u></p> <p><u>(C) Active family and community engagement, which brings students' families and the community into the school as partners in children's education and makes the school a community hub, where all students and their families feel a sense of belonging and engagement. This shall include broad student and community</u></p>

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<p><u>providers to offer English as a second language classes, green card or citizenship preparation, computer skills, art, financial literacy, career counseling, job skills training, services for substance misuse, and other programs that bring community members into the building for meetings or events; and</u></p> <p><u>(D) collaborative leadership and practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies that shall, at a minimum, leverage the multitiered system of supports and include a community school</u></p>	<p><u>participation, with a diversity of income, race, gender, newcomer status, language, and ability represented in the design, implementation, and evaluation of all activities, that is embraced by the leaders and decision-makers in schools and communities.</u> This also provides adults with a facility to access educational opportunities they want, which <u>shall include access to evidence-based literacy instruction and</u> may include coordinating services with outside providers to offer English as a second language classes, green card or citizenship preparation, computer skills, art, financial literacy, career counseling, job skills training, services for substance misuse, and other programs that bring community members into the building for meetings or events.</p> <p><u>(D) Collaborative leadership and practices, which build a culture of professional learning, collective trust, and shared responsibility using strategies that shall, at a minimum, leverage the multitiered system of supports and include a community school</u></p>

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<p>coordinator and a representative of families in the community, and may include school, school district, and other leadership or governance teams; teacher learning communities; and other staff to manage the multiple, complex, joint work of school and community organizations.</p> <p>(3) “Demonstration grant” means a grant provided to an eligible applicant under this section.</p> <p>(4) “Eligible applicant” means either a school district with an eligible school or supervisory union with an eligible school.</p>	<p>coordinator and an integrated school and community leadership team that include youth and family representatives, and may include other leadership or governance teams; teacher learning communities; and other staff to manage the multiple, complex, joint work of school and community organizations.</p> <p>(E) Safe, inclusive, and equitable learning environments.</p> <p>(3) “Eligible recipient” means:</p> <p>(A) a school district with one or more eligible schools;</p> <p>(B) a supervisory union with one or more eligible schools;</p> <p>(C) two or more school districts, each with one or more eligible schools that seek to work collaboratively to provide community school programs; or</p>

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<p>(5) <u>“Eligible school” means a public elementary or secondary school that:</u></p> <p><u>(A) has a student body where at least 40 percent of students are eligible for free or reduced-price lunch under the Richard B. Russell National School Lunch Act, 42 U.S.C. § 1751 et seq.; or</u></p> <p><u>(B) has been identified for comprehensive or equity support and intervention under Section 1111(c)(4)(D) of the Elementary and Secondary Education Act of 1965 or otherwise identified by the State as in need of additional support.</u></p>	<p><u>(D) two or more supervisory unions, each with one or more eligible schools that seek to work collaboratively to provide community school programs.</u></p> <p>(4) <u>“Eligible school” means a public elementary or secondary school that:</u></p> <p><u>(A) has a student body where at least 40 percent of students are eligible for free or reduced-price lunch under the Richard B. Russell National School Lunch Act, 42 U.S.C. § 1751 et seq.; or</u></p> <p><u>(B) has been identified for comprehensive or equity support and intervention under Section 1111 of the Elementary and Secondary Education Act of 1965, Pub. L. 89-10, as amended, or otherwise identified by the State as in need of additional support.</u></p> <p><u>(5) “Site-based leadership team” means an interdisciplinary, school-based leadership team that may include the school principal, the community school coordinator, teachers, other school employees, students, families, community partners, nonprofit organizations.</u></p>

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<p>(b) Demonstration grant authorization. The Secretary of Education is authorized to provide annual demonstration grants of up to \$110,000.00 a year for a period of three years for each eligible applicant to:</p> <p>(1) hire a community school coordinator to develop and implement a community school program; or</p> <p>(2) designate a community school coordinator from existing personnel and augment work already being performed to develop and implement a community school program.</p> <p>(c) Grant administration.</p> <p>(1) The Secretary of Education shall administer the demonstration grant program under this section. The Secretary shall develop the demonstration grant application, determine grant amounts,</p>	<p>unions, and neighboring community residents that supports collaborative planning, implementation, and oversight of community school programs by the eligible recipient.</p> <p>(b) Funding authorization. The Secretary of Education is authorized to provide annual funding for a period of three years to an eligible recipient to use as required under subsection (d) of this section.</p> <p>(c) Funding administration.</p> <p>(1) Subject to subdivision (2) of this subsection, the Secretary of Education shall determine, using the Agency of Education’s equity lens tool, which eligible recipients shall receive funding and the</p>

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<p><u>and provide grant funding on or before September 1 of each of 2021, 2022, and 2023 to successful applicants.</u> The Secretary may deny or reduce second- and third-year grant funding if the Secretary finds that <u>the applicant has made insufficient progress towards developing and implementing a community school program.</u></p>	<p><u>amount of funding, and the Secretary shall provide the funding on or before September 1 of each of 2021, 2022, and 2023 to recipients.</u></p> <p>The Secretary may deny or reduce second- and third-year funding if <u>the Secretary finds that the recipient has made insufficient progress towards developing and implementing community school programs.</u></p> <p><u>In determining which eligible recipients shall receive funding, the Secretary shall take into account relative need, based on the extent to which community school program services are needed and the extent to which the eligible recipient seeks to offer them.</u></p> <p><u>(2) In determining which eligible recipients shall receive funding and the amount of funding and to advance the principles for Vermont’s trauma-informed system of care under 33 V.S.A. § 3401, the Secretary of Education shall collaborate with the Director of Trauma Prevention and Resilience Development and the Vermont Child and Family Trauma Work Group.</u></p>

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<p>(2) The Agency of Education shall inform <u>supervisory unions</u> of the availability of demonstration grants under this act and provide technical assistance to eligible applicants in applying for these funds. The Agency of Education shall also advise eligible applicants of other sources of funding that may be available to advance the purpose of this act.</p> <p>(d) Use of grant funding.</p> <p>(1) An eligible applicant shall use the demonstration grant funding to hire a community school coordinator to develop and implement a community school program or to designate a community school coordinator from existing personnel and augment work already being performed to develop and implement a community school program.</p> <p>(2) If the funding is used to hire a community school coordinator, then during the first year of demonstration grant funding,</p>	<p>(3) The Agency of Education shall inform <u>all eligible recipients</u> of the availability of funding under this act <u>and, for those eligible recipients most in need of this funding, shall educate these eligible recipients on community school programs and their benefits.</u> The Agency of Education shall also advise all eligible recipients of other sources of funding that may be available to advance the purpose of this act.</p> <p>(d) Use of funding.</p> <p>(1) A recipient of funding under this act shall use the funding to:</p> <p>(A) if a needs and assets assessment has not been conducted within the prior three years that substantially conforms with the requirements in this subdivision, then, in collaboration with the site-based leadership team, conduct a needs and assets assessment that includes:</p>

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<p>the community school coordinator shall conduct a needs and assets assessment of the school to determine what is necessary to develop a community school program and an action plan to implement the community school program. During the second and third years of demonstration grant funding, the community school coordinator shall oversee the implementation of the community school program.</p>	<p>(i) where available, and where applicable, student demographic, academic achievement, and school climate data, disaggregated by major demographic groups, including race, ethnicity, English language proficiency, students with individualized education plans, and students eligible for free or reduced-price lunch status;</p> <p>(ii) access to and need for integrated student supports;</p> <p>(iii) access to and need for expanded and enriched learning time and opportunities;</p> <p>(iv) school funding information, including federal, State, local, and private education funding and per-pupil spending, based on actual salaries of personnel assigned to the eligible school;</p> <p>(v) information on the number, qualifications, and stability of school staff, including the number and percentage of fully certified teachers and rates of teacher turnover; and</p> <p>(vi) active family and community engagement information, including:</p>

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	<p data-bbox="1060 240 1927 418"><u>(I) family and community needs based on surveys, information from public meetings, or information gathered by other means;</u></p> <p data-bbox="1060 459 1959 638"><u>(II) measures of family and community engagement in the eligible schools, including volunteering in schools, attendance at back-to-school nights, and parent-teacher conferences;</u></p> <p data-bbox="1060 678 1902 784"><u>(III) efforts to provide culturally and linguistically relevant communication between schools and families; and</u></p> <p data-bbox="1060 824 1902 930"><u>(IV) access to and need for family and community engagement activities;</u></p> <p data-bbox="1060 971 1965 1369"><u>(B) hire a community school coordinator to, in collaboration with the site-based leadership team, develop and implement community school programs or designate a community school coordinator from existing personnel and, in collaboration with the site-based leadership team, augment work already being performed to develop and implement community school programs; and</u></p>

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	<p>(C) if the recipient has not fully implemented positive behavioral integrated supports under 16 V.S.A. § 2902, provide professional development to staff on positive behavioral integrated supports and implement those supports.</p> <p>(2) A recipient of funding under this act may use the funding to, in collaboration with the site-based leadership team, develop and implement a plan to improve literacy outcomes and objectively assess those outcomes.</p> <p>(3) If a needs and assets assessment has not been conducted under subdivision (1)(A) of this subsection within the prior three years, the first year of funding shall be used to conduct the needs and assets assessment of the school to determine what is necessary to develop community school programs and an action plan to implement community school programs. During the second and third years of the funding, the community school coordinator shall, in collaboration with</p>

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<p><u>(e) Evaluation.</u></p> <p><u>(1) At the end of each year of grant funding, each eligible applicant that received grant funding shall undergo an evaluation designed by the Agency of Education.</u></p> <p><u>(2) On or before each of December 15, 2022 and 2024, the Agency of Education shall report to the General Assembly and the Governor on the impact of the demonstration grant program. The report shall be made publicly available on the Agency of Education’s website.</u></p> <p>Sec. 4. APPROPRIATION OF FUNDS</p> <p><u>(a) The Secretary of Education shall use \$3,399,000.00 of the amount allocated to the Agency of Education from the American</u></p>	<p><u>the site-based leadership team, oversee the implementation of community school programs.</u></p> <p><u>(e) Evaluation.</u></p> <p><u>(1) At the end of each year of funding, each recipient shall undergo an evaluation designed by the Agency of Education using its equity lens tool.</u></p> <p><u>(2) On or before each of December 15, 2022 and 2024, the Agency of Education shall report to the General Assembly and the Governor on the impact of the funding under this act. The report shall be made publicly available on the Agency of Education’s website.</u></p> <p><u>(f) Ability to operate as a community school. Any school district or school, regardless of whether it receives funding under this act, may function as a community school as defined in this section.</u></p> <p>Sec. 4. APPROPRIATION OF FUNDS</p> <p><u>(a) The Secretary of Education shall use \$3,399,000.00 of the amount allocated to the Agency of Education from the American</u></p>

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<p><u>Rescue Plan Act of 2021 pursuant to Section 2001(f)(1), 2021, Pub. L. No. 117-2 for the demonstration grants to be funded on or before September 1 of each of 2021, 2022, and 2023 under Sec. 3 of this act.</u></p> <p><u>(b) The Agency of Education may set aside:</u></p> <p><u>(1) not more than one percent of the funds appropriated under subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for informational and technical assistance, such as assistance with applying for grant funding and use of grant funding, for eligible applicants as defined under Sec. 3 of this act; and</u></p> <p><u>(2) not more than two percent of the funds appropriated under subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for the evaluations required under Sec. 3 of this act.</u></p>	<p><u>Rescue Plan Act of 2021 pursuant to Section 2001(f)(1), 2021, Pub. L. No. 117-2 for the funding under this act on or before September 1 of each of 2021, 2022, and 2023 under Sec. 3 of this act.</u></p> <p><u>(b) The Agency of Education may set aside:</u></p> <p><u>(1) not more than one percent of the funds appropriated under subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for informational and technical assistance, such as the availability and use of funding for eligible recipients as defined under Sec. 3 of this act; and</u></p> <p><u>(2) not more than two percent of the funds appropriated under subsection (a) of this section for each of fiscal years 2022, 2023, and 2024 for the evaluations required under Sec. 3 of this act.</u></p> <p style="text-align: center;">*** Locally Produced Foods ***</p> <p>Sec. 5. 16 V.S.A. § 1262a is amended to read:</p> <p>§ 1262a. AWARD OF GRANTS</p> <p style="text-align: center;">***</p>

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	<p data-bbox="1062 237 1948 634">(d) The Agency shall, from funds appropriated for this subsection to the Agency, award grants to supervisory unions and supervisory districts in accordance with section 1264a of this title (locally produced foods). If the amount appropriated for this purpose is insufficient to fully fund the grants under that section, then the grant amounts that are awarded shall be prorated.</p> <p data-bbox="1482 675 1545 708">* * *</p> <p data-bbox="1062 748 1661 781">Sec. 6. 16 V.S.A. § 1264 is amended to read:</p> <p data-bbox="1062 821 1430 854">§ 1264. FOOD PROGRAM</p> <p data-bbox="1482 894 1545 927">* * *</p> <p data-bbox="1062 967 1948 1219">(d) It is a goal of the State that by the year 2022 school boards operating a school lunch, breakfast, or summer meals program shall purchase at least 20 percent of all food for those programs from local producers. [Repealed.]</p> <p data-bbox="1062 1260 1948 1365">(c)(1) On or before December 31, 2020 and annually thereafter, a school board operating a school lunch, breakfast, or summer meals</p>

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	<p>program shall submit to the Agency of Education an estimate of the percentage of locally produced foods that were purchased by the school board for those programs.</p> <p>(2) On or before January 31, 2021 and annually thereafter, the Agency of Education shall submit to the Senate Committees on Agriculture and on Education and the House Committees on Agriculture and Forestry and on Education in an aggregated form the information received from school boards regarding the percentage of locally produced foods that are purchased as part of a school lunch, breakfast, or summer meals program. The provisions of 2 V.S.A. § 20(d) regarding expiration of required reports shall not apply to the report required by this subdivision. [Repealed.]</p> <p>Sec. 7. 16 V.S.A. § 1264a is added to read:</p> <p>§ 1264a. LOCALLY PRODUCED FOODS</p> <p>(a) It is a goal of the State that by the year 2023, at least 20 percent of all foods purchased by supervisory unions and supervisory districts,</p>

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	<p>together referred to in this section as “supervisory unions,” be locally produced foods. School boards have the discretion to define what foods are included within the definition of “locally produced foods” for the purposes of this subsection and subsection (b) of this section.</p> <p>(b) On or before December 31, 2021 and annually thereafter, a school board operating a school lunch, breakfast, or summer meals program shall report to the Agency of Education an estimate of the percentage of the cost of all foods purchased by the school board for those programs that were locally produced foods during the one-year period ending on June 30 of that year.</p> <p>(c)(1) Beginning with the 2021–22 school year and thereafter, supervisory unions shall be eligible for a local foods incentive grant (grant) from funds appropriated to the Agency of Education for this purpose.</p> <p>(2) A supervisory union may apply for the grant if it has:</p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p data-bbox="1173 235 1959 269">(A) developed a locally produced foods purchasing plan that</p> <p data-bbox="1060 310 1854 415">describes the supervisory union’s goals for purchasing locally produced foods and its plan to achieve those goals;</p> <p data-bbox="1173 456 1898 490">(B) designated an individual as the food coordinator for</p> <p data-bbox="1060 531 1955 636">locally produced foods who shall be responsible for implementing the locally produced foods purchasing plan;</p> <p data-bbox="1060 677 1948 782">(C) developed a process for tracking the purchase of locally produced foods; and</p> <p data-bbox="1060 823 1835 928">(D) complied with the reporting requirement under subsection (b) of this section.</p> <p data-bbox="1060 969 1959 1369">(3) A supervisory union that has satisfied the conditions under subdivision (2) of this subsection may, on or before January 15, 2022 or on or before January 15 of any year thereafter, apply to the Agency for the grant by submitting a certification, signed by the business manager for the supervisory union, that the supervisory union satisfies the conditions under subdivision (2) of this subsection.</p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p data-bbox="1062 240 1965 857"><u>(4) If a supervisory union is eligible for a grant under subdivision (3) of this subsection, then the Agency shall make the grant payment, subject to appropriation, on or before the following March 31 after submission of the supervisory union’s application, which is due on or before January 15 of that year, which shall be equal to \$0.15 per reimbursable school lunch served by the supervisory union in the prior school year through the National School Lunch Program. A supervisory union may apply for this grant and receive this grant funding only once.</u></p> <p data-bbox="1062 899 1923 1295"><u>(5)(A) A supervisory union that has received a grant under subdivision (4) of this subsection (c) may, on or before January 15, 2023 or on or before January 15 of any year thereafter, apply for a further grant by submitting to the Agency of Education information that demonstrates that at least 15 percent of the cost of all foods purchased or grown, raised, or produced by the supervisory union</u></p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p>during the one-year period ending on June 30 of the previous year</p> <p>were local to Vermont as defined in 9 V.S.A. § 2465a(b), excluding:</p> <ul style="list-style-type: none"> (i) foods purchased or grown, raised, or produced by the supervisory union that were used to provide catering services for which the supervisory union received compensation; and (ii) fluid milk. <p>(B) If a supervisory union grows, raises, or produces food, it shall assign a fair market value to that food for the purpose of reporting its cost.</p> <p>(C) A vendor that contracts with a supervisory union to supply food products shall certify to the supervisory union which of the food products supplied meet the definition of local to Vermont, taking into account the exclusions under subdivision 5(A) of this subsection (c).</p> <p>(6) If a supervisory union is eligible for a grant under subdivision (5) of this subsection, the Agency shall, on or before the</p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p>following April 30 after submission of the supervisory union's application, which is due on or before January 15 of that year, make the grant payment, subject to appropriation, which shall be determined as follows:</p> <p>(A) \$0.15 per reimbursable school lunch served in the prior school year through the National School Lunch Program for supervisory unions purchasing at least 15 percent locally produced foods;</p> <p>(B) \$0.20 per reimbursable school lunch served in the prior school year through the National School Lunch Program for supervisory unions purchasing at least 20 percent locally produced foods; or</p> <p>(C) \$0.25 per reimbursable school lunch served in the prior school year through the National School Lunch Program for supervisory unions purchasing at least 25 percent locally produced foods.</p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p data-bbox="1062 237 1961 565"><u>(7) A supervisory union may apply for and receive grant funding under subdivisions (5) and (6) of this subsection for each year that it qualifies for this grant funding. For applications covering the 2020–2021 school year, meals served through the Summer Food Service Program shall also be counted for this grant payment.</u></p> <p data-bbox="1062 602 1944 1370"><u>(8) The Agency of Education may perform sample audits for any year that grant funds are paid to supervisory unions under subdivision (6) of this subsection to verify that information provided to the Agency under subdivision (5) of this subsection is accurate. If the Agency makes a grant payment under subdivision (6) of this subsection to a supervisory union that was based on inaccurate information reported by the supervisory union, the Agency may seek reimbursement from the supervisory union for an overpayment or reimburse the supervisory union for an underpayment or may adjust future grant amounts under this section to reflect the over- or underpayment.</u></p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p data-bbox="1100 238 1940 269"><u>(d)(1) On or before January 31, 2022 and annually thereafter, the</u></p> <p data-bbox="1062 310 1871 341"><u>Agency of Education shall submit to the Senate Committees on</u></p> <p data-bbox="1062 381 1835 412"><u>Agriculture and on Education and the House Committees on</u></p> <p data-bbox="1062 453 1906 483"><u>Agriculture and Forestry and on Education in an aggregated form:</u></p> <p data-bbox="1178 524 1871 555"><u>(A) the information received from supervisory unions</u></p> <p data-bbox="1062 596 1959 626"><u>regarding the percentage of locally produced foods, as the supervisory</u></p> <p data-bbox="1062 667 1913 698"><u>unions define them, that were reported under subsection (b) of this</u></p> <p data-bbox="1062 738 1215 769"><u>section; and</u></p> <p data-bbox="1178 812 1959 842"><u>(B) the percentage of locally produced foods, using the grant</u></p> <p data-bbox="1062 883 1948 914"><u>funding definition, that were reported under subdivision (c)(5) of this</u></p> <p data-bbox="1062 954 1919 985"><u>section and the amount of grant funding paid to supervisory unions</u></p> <p data-bbox="1062 1026 1871 1057"><u>under subdivision (c)(6) of this section in the prior school year.</u></p> <p data-bbox="1136 1097 1940 1128"><u>(2) The provisions of 2 V.S.A. § 20(d) regarding expiration of</u></p> <p data-bbox="1062 1169 1845 1200"><u>required reports shall not apply to the reports required by this</u></p> <p data-bbox="1062 1240 1205 1271"><u>subsection.</u></p> <p data-bbox="1062 1312 1734 1343"><u>Sec. 8. AGENCY OF EDUCATION; STAFFING</u></p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p data-bbox="1060 238 1967 711"> <u>The following position is created in the Agency of Education: one full-time, classified position specializing in the administration of school food programs. The position established in this section shall be transferred and converted from an existing vacant position in the Executive Branch of State government. There is appropriated to the Agency of Education from the General Fund in fiscal year 2022 the amount of \$100,000.00 for salary, benefits, and operating expenses.</u> </p> <p data-bbox="1213 748 1856 781" style="text-align: center;"> <u>* * * Task Force on Universal School Lunch * * *</u> </p> <p data-bbox="1060 821 1902 930"> <u>Sec. 9. TASK FORCE ON UNIVERSAL SCHOOL LUNCH;</u> <u>REPORT</u> </p> <p data-bbox="1060 971 1967 1295"> <u>(a) Creation. There is created the Task Force on Universal School Lunch. The Task Force shall make recommendations on how, not later than the 2026–2027 school year, to achieve the goal of providing universal school lunch for all public school students at no cost to the students or their families.</u> </p> <p data-bbox="1100 1336 1875 1369"> <u>(b) Membership. The Task Force shall be composed of the:</u> </p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p>(1) Secretary of Education or designee;</p> <p>(2) Secretary of Human Services or designee; and</p> <p>(3) Secretary of Agriculture or designee.</p> <p>(c) Powers and duties. The Task Force shall make recommendations on how, not later than the 2026–2027 school year, to achieve the goal of providing universal school lunch for all public school students at no cost to the students or their families and shall perform the following tasks:</p> <p>(1) recommend funding sources for universal school lunch;</p> <p>(2) recommend what data should be collected by local education agencies, school districts, and schools to qualify for federal funds based on student poverty, the means by which the data should be collected, the frequency of collection, and how this data should be reported to the Agency of Education and the frequency of this reporting;</p>

H.106 (as passed House)	S.106 (as passed by Senate Education)
	<p data-bbox="1066 241 1923 345"><u>(3) consider how other states offer and fund universal school meals at no cost to students or their families; and</u></p> <p data-bbox="1066 386 1948 565"><u>(4) meet with Vermont’s federal delegation to discuss what changes could be made to federal law and regulations to more readily facilitate universal school meals.</u></p> <p data-bbox="1066 605 1957 1003"><u>(d) Collaboration. In performing its duties under this section, the Task Force shall collaborate with Hunger Free Vermont, the School Nutrition Association of Vermont, the Vermont Superintendents Association, the Vermont School Boards Association, the Vermont Council of Special Education Administrators, the Vermont Principals’ Association, and the Vermont-National Education Association.</u></p> <p data-bbox="1066 1044 1923 1369"><u>(e) Report. On or before January 15, 2022, the Task Force shall submit a written report to the House and Senate Committees on Education and on Appropriations, the House Committee on Agriculture and Forestry, and the Senate Committee on Agriculture with its findings and any recommendations for legislative action.</u></p>

<p>H.106 (as passed House)</p>	<p>S.106 (as passed by Senate Education)</p>
<p>Sec. 5. EFFECTIVE DATE</p> <p><u>This act shall take effect on passage.</u></p>	<p>(f) Meetings.</p> <p>(1) The Secretary of Education shall call the first meeting of the Task Force to occur on or before October 10, 2021.</p> <p>(2) The Task Force shall select a chair from among its members at the first meeting.</p> <p>(3) A majority of the membership shall constitute a quorum.</p> <p>(4) The Task Force shall meet not more than eight times.</p> <p>(5) The Task Force shall expire on January 16, 2022.</p> <p>(g) Assistance. The Task Force shall have the administrative, technical, and legal assistance of the Agency of Education.</p> <p style="text-align: center;">* * * Effective Date * * *</p> <p>Sec. 10. EFFECTIVE DATE</p> <p><u>This act shall take effect on passage.</u></p>