

1 **SCHOOL TURNAROUND AND LEADERSHIP DEVELOPMENT**

2 **ACT**

3 2015 GENERAL SESSION

4 STATE OF UTAH

5 **Chief Sponsor: Wayne L. Niederhauser**

6 House Sponsor: Bradley G. Last

7

8 **LONG TITLE**

9 **General Description:**

10 This bill enacts and amends provisions related to turning around low performing
11 schools and developing school leaders.

12 **Highlighted Provisions:**

13 This bill:

- 14 ▶ defines terms;
- 15 ▶ requires a local school board to take certain actions to turn around a low performing
16 district school;
- 17 ▶ requires a charter school authorizer and a charter school governing board to take
18 certain actions to turn around a low performing charter school;
- 19 ▶ directs the State Board of Education to:
- 20 • select independent school turnaround experts, through a request for proposals
21 process;
- 22 • review and approve school turnaround plans submitted by a local school board
23 or charter school governing board; and
- 24 • make rules imposing certain consequences on a school district or charter school
25 that fails to improve the school grade of a low performing school within a
26 certain amount of time;
- 27 ▶ creates the School Recognition and Reward Program to provide incentives to



28 schools and educators to improve the school grade of a low performing school;
 29 ▶ creates the School Leadership Development Program to increase the number of
 30 highly effective school leaders capable of initiating, achieving, and sustaining
 31 school improvement efforts; and
 32 ▶ makes technical and conforming changes.

33 **Money Appropriated in this Bill:**

34 This bill appropriates in fiscal year 2016:
 35 ▶ to the State Board of Education - State Office of Education - Initiative Programs, as
 36 an ongoing appropriation:
 37 • from the Education Fund, \$10,000,000.

38 **Other Special Clauses:**

39 This bill provides a special effective date.

40 **Utah Code Sections Affected:**

41 AMENDS:

42 **53A-1a-108.5**, as enacted by Laws of Utah 2002, Chapter 324
 43 **53A-1a-510**, as last amended by Laws of Utah 2014, Chapter 363

44 ENACTS:

45 **53A-1-1201**, Utah Code Annotated 1953
 46 **53A-1-1202**, Utah Code Annotated 1953
 47 **53A-1-1203**, Utah Code Annotated 1953
 48 **53A-1-1204**, Utah Code Annotated 1953
 49 **53A-1-1205**, Utah Code Annotated 1953
 50 **53A-1-1206**, Utah Code Annotated 1953
 51 **53A-1-1207**, Utah Code Annotated 1953
 52 **53A-1-1208**, Utah Code Annotated 1953

53

54 *Be it enacted by the Legislature of the state of Utah:*

55 Section 1. Section **53A-1-1201** is enacted to read:

56 **Part 12. School Turnaround and Leadership Development Act**

57 **53A-1-1201. Title.**

58 This part is known as the "School Turnaround and Leadership Development Act."

59 Section 2. Section **53A-1-1202** is enacted to read:

60 **53A-1-1202. Definitions.**

61 As used in this part:

62 (1) "Board" means the State Board of Education.

63 (2) "Charter school authorizer" means the same as that term is defined in Section
64 53A-1a-501.3.

65 (3) "District school" means a public school under the control of a local school board
66 elected under Title 20A, Chapter 14, Nomination and Election of State and Local School
67 Boards.

68 (4) "Educator" means the same as that term is defined in Section 53A-6-103.

69 (5) "Independent school turnaround expert" means a person that:

70 (a) meets the criteria described in Subsection 53A-1-1205(2); and

71 (b) is not an employee of a school district, charter school, or the Utah State Office of
72 Education.

73 (6) "Low performing school" means a district school or charter school that is in the
74 lowest performing 3% of schools statewide according to points earned under the school grading
75 system.

76 (7) "School grade" or "grade" means the letter grade assigned to a school under the
77 school grading system.

78 (8) "School grading system" means the system established under Part 11, School
79 Grading Act, of assigning letter grades to schools.

80 (9) "Statewide assessment" means a criterion-referenced test of student achievement in
81 English language arts, mathematics, or science, including a test administered in a computer
82 adaptive format, which is administered statewide under Part 6, Achievement Tests.

83 Section 3. Section **53A-1-1203** is enacted to read:

84 **53A-1-1203. Required action to turn around a low performing district school.**

85 (1) A local school board of a low performing district school shall:

86 (a) on or before October 1 of the school year following the year the school is
87 designated a low performing school, establish a school turnaround committee composed of the
88 following members:

89 (i) the local school board member who represents the voting district where the low

90 performing school is located;

91 (ii) the school principal;

92 (iii) three parents of students enrolled in the low performing school, appointed by the
93 chair of the school community council;

94 (iv) one teacher at the low performing school, appointed by the principal; and

95 (v) one teacher at the low performing school, appointed by the school district
96 superintendent; and

97 (b) on or before November 1 of the school year following the year the school is
98 designated a low performing school, in partnership with the school turnaround committee,
99 select an independent school turnaround expert from the experts identified by the board under
100 Subsection [53A-1-1205\(1\)](#).

101 (2) A school turnaround committee shall partner with the independent school
102 turnaround expert selected under Subsection (1)(b) to develop and implement a school
103 turnaround plan that includes:

104 (a) the findings of the analysis conducted by the independent school turnaround expert
105 described in Subsection [53A-1-1205\(1\)\(a\)](#);

106 (b) recommendations regarding changes to the low performing school's personnel,
107 culture, curriculum, assessments, instructional practices, governance, leadership, finances,
108 policies, or other areas that may be necessary to implement the school turnaround plan;

109 (c) measurable student achievement goals and objectives;

110 (d) a professional development plan that identifies a strategy to address problems of
111 instructional practice;

112 (e) a detailed budget specifying how the school turnaround plan will be funded;

113 (f) a plan to assess and monitor progress;

114 (g) a plan to communicate and report data on progress to stakeholders; and

115 (h) a timeline for implementation.

116 (3) (a) A local school board of a low performing school shall grant a low performing
117 school streamlined authority over staff, schedule, policies, budget, and academic programs to
118 implement the school turnaround plan.

119 (b) A low performing district school that is partnering with an independent school
120 turnaround expert under this section is exempt from Title 53A, Chapter 8a, Public Education

121 Human Resource Management Act.

122 (4) (a) On or before April 1 of the school year following the year in which a school is
123 designated a low performing school, a school turnaround committee shall submit the school
124 turnaround plan to the local school board for approval.

125 (b) On or before May 1 of the school year following the year in which a school is
126 designated a low performing school, a local school board of a low performing school shall
127 submit the school turnaround plan to the board for approval.

128 Section 4. Section **53A-1-1204** is enacted to read:

129 **53A-1-1204. Required action to terminate or turn around a low performing**
130 **charter school.**

131 (1) Immediately following the date the board releases annual school grades, a charter
132 school authorizer of a low performing charter school shall initiate a review to determine
133 whether the charter school is in compliance with the school's charter agreement described in
134 Section [53A-1a-508](#), including the school's established minimum standards for student
135 achievement.

136 (2) If a low performing charter school is found to be out of compliance with the
137 school's charter agreement, the charter school authorizer may terminate the school's charter in
138 accordance with Section [53A-1a-510](#).

139 (3) A charter school authorizer shall make a determination on the status of a school's
140 charter under Subsection (2) on or before September 30 of the school year following the year
141 the charter school is designated a low performing school.

142 (4) If a charter school authorizer does not terminate a low performing school's charter
143 under Subsection (2), a charter school governing board of a low performing charter school
144 shall:

145 (a) on or before October 1 of the school year following the year the school is
146 designated a low performing school, establish a school turnaround committee composed of the
147 following members:

148 (i) a member of the charter school governing board, appointed by the chair of the
149 charter school governing board;

150 (ii) the school principal;

151 (iii) three parents of students enrolled in the low performing school, appointed by the

152 chair of the charter school governing board; and

153 (iv) two teachers at the low performing school, appointed by the school principal; and

154 (b) on or before November 1 of the school year following the year the school is

155 designated a low performing school, in partnership with the school turnaround committee,

156 select an independent school turnaround expert from the experts identified by the board under

157 Section [53A-1-1205](#).

158 (5) A school turnaround committee shall partner with the independent school

159 turnaround expert selected under Subsection (4)(b) to develop and implement a school

160 turnaround plan that includes the elements described in Subsection [53A-1-1203](#)(2).

161 (6) (a) On or before April 1 of the school year following the year in which a school is

162 designated a low performing school, a school turnaround committee shall submit the school

163 turnaround plan to the charter school governing board for approval.

164 (b) On or before May 1 of the school year following the year in which a school is

165 designated a low performing school, a charter school governing board of a low performing

166 school shall submit the school turnaround plan to the board for approval.

167 Section 5. Section **53A-1-1205** is enacted to read:

168 **53A-1-1205. State Board of Education to identify independent school turnaround**
169 **experts -- Review and approval of school turnaround plans.**

170 (1) On or before August 1, 2015, the board shall identify one or more approved

171 independent school turnaround experts, through a request for proposals process, that a low

172 performing school may select from to partner with to:

173 (a) collect and analyze data on the low performing school's student achievement,

174 personnel, culture, curriculum, assessments, instructional practices, governance, leadership,

175 finances, and policies;

176 (b) recommend changes to the low performing school's culture, curriculum,

177 assessments, instructional practices, governance, finances, policies, or other areas based on

178 data collected under Subsection (1)(a);

179 (c) develop and implement, in partnership with the school turnaround committee, a

180 school turnaround plan that meets the criteria described in Subsection [53A-1-1203](#)(2);

181 (d) monitor the effectiveness of a school turnaround plan through reliable means of

182 evaluation, including on-site visits, observations, surveys, analysis of student achievement data,

183 and interviews;

184 (e) provide project management for a school turnaround plan;

185 (f) provide high-quality professional development to school staff that is designed to
186 build the:

187 (i) leadership capacity of the school principal; and

188 (ii) instructional capacity of school staff; and

189 (g) leverage support from community partners to coordinate an efficient delivery of
190 supports to students both inside and outside the classroom.

191 (2) In identifying independent school turnaround experts under Subsection (1), the
192 board shall identify experts that:

193 (a) have a credible track record of improving student academic achievement in public
194 schools with various demographic characteristics, as measured by statewide assessments;

195 (b) have experience designing, implementing, and evaluating data-driven instructional
196 systems in public schools;

197 (c) have experience coaching public school administrators and teachers on designing
198 data-driven school improvement plans;

199 (d) have experience working with the various education entities that govern public
200 schools;

201 (e) have experience delivering high-quality professional development in instructional
202 effectiveness to public school administrators and teachers;

203 (f) are willing to be compensated for professional services based on performance as
204 described in Subsection (3); and

205 (g) are willing to partner with any low performing school in the state, regardless of
206 location.

207 (3) (a) When awarding a contract to a school turnaround expert selected by a local
208 school board under Subsection [53A-1-1203](#)(1)(b) or by a charter school governing board under
209 Subsection [53A-1-1204](#)(4)(b), the board shall ensure that a contract between the board and the
210 school turnaround expert specifies that the board will:

211 (i) pay a school turnaround expert no more than 50% of the expert's professional fees at
212 the beginning of the school turnaround expert's work for the low performing school; and

213 (ii) pay the remainder of the school turnaround expert's professional fees upon the

214 school turnaround expert successfully helping a low performing school improve the low
215 performing school's grade within two school years after a school is designated a low
216 performing school.

217 (b) In negotiating a contract with a school turnaround expert, the board shall offer:

218 (i) differentiated amounts of funding based on student enrollment; and

219 (ii) a higher amount of funding for schools that are in the lowest performing 1% of
220 schools statewide according to points earned under the school grading system.

221 (4) The board shall:

222 (a) review a school turnaround plan submitted for approval under Subsection
223 53A-1-1203(4)(b) or under Subsection 53A-1-1204(6)(b);

224 (b) approve a school turnaround plan that:

225 (i) is timely;

226 (ii) is well-developed; and

227 (iii) meets the criteria described in Subsection 53A-1-1203(2); and

228 (c) subject to legislative appropriations, provide funding to low performing schools for
229 interventions identified in an approved school turnaround plan if the local school board or
230 charter school governing board provides matching funds or an in-kind contribution of goods or
231 services in an amount equal to the funding the low performing school would receive from the
232 board.

233 Section 6. Section 53A-1-1206 is enacted to read:

234 **53A-1-1206. Consequences for failing to improve the school grade of a low**
235 **performing school.**

236 (1) As used in this section, "high performing charter school" means a charter school
237 that:

238 (a) satisfies all requirements of state law and board rules;

239 (b) has met the terms of its charter agreement for at least three years; and

240 (c) has received at least a "B" grade under the school grading system in the previous
241 two school years.

242 (2) (a) A low performing school that does not improve the low performing school's
243 grade within two school years after the school is designated a low performing school may
244 petition the board for an extension to continue school improvement efforts for up to two years.

245 (b) The board may only grant an extension under Subsection (2)(a) if the low
246 performing school has increased the number of points awarded under the school grading
247 system by at least 50%.

248 (c) The board may extend the contract of an independent school turnaround expert of a
249 low performing school that is granted an extension under this Subsection (2).

250 (d) A school that has been granted an extension under this Subsection (2) is eligible
251 for:

252 (i) continued funding under Subsection [53A-1-1205\(4\)\(c\)](#); and

253 (ii) the School Recognition and Reward Program under Section [53A-1-1207](#).

254 (3) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
255 board shall make rules establishing consequences for a low performing school that:

256 (a) (i) does not improve the school's grade within two school years after the school is
257 designated a low performing school; and

258 (ii) is not granted an extension under Subsection (2); or

259 (b) (i) is granted an extension under Subsection (2); and

260 (ii) does not improve the school's grade within two school years after the low
261 performing school is granted an extension.

262 (4) The board shall ensure that the rules established under Subsection (3) include a
263 mechanism for:

264 (a) restructuring a district school, including:

265 (i) contract management;

266 (ii) conversion to a charter school; or

267 (iii) state takeover; and

268 (b) restructuring a charter school, including:

269 (i) termination of a school's charter;

270 (ii) closure of a charter school; or

271 (iii) transferring operation and control of the charter school to a high performing
272 charter school.

273 Section 7. Section **53A-1-1207** is enacted to read:

274 **53A-1-1207. School Recognition and Reward Program.**

275 (1) As used in this section, "eligible school" means a low performing school that:

276 (a) improves the school's grade within two school years after the school is designated a
277 low performing school; or

278 (b) (i) has been granted an extension under Subsection 53A-1-1206(2); and

279 (ii) improves the school's grade within the extension period.

280 (2) The School Recognition and Reward Program is created to provide incentives to
281 schools and educators to improve the school grade of a low performing school.

282 (3) Subject to appropriations by the Legislature, upon the annual release of school
283 grades by the board, the board shall distribute a reward equal to:

284 (a) for an eligible school that improves the eligible school's grade one grade level:

285 (i) \$100 per tested student; and

286 (ii) \$1,000 per educator;

287 (b) for an eligible school that improves the eligible school's grade two grade levels:

288 (i) \$200 per tested student; and

289 (ii) \$2,000 per educator;

290 (c) for an eligible school that improves the eligible school's grade three grade levels:

291 (i) \$300 per tested student; and

292 (ii) \$3,000 per educator; and

293 (d) for an eligible school that improves the eligible school's grade four grade levels:

294 (i) \$500 per tested student; and

295 (ii) \$5,000 per educator.

296 (4) The principal of an eligible school that receives a reward under Subsection (3) may
297 determine how to use the money in the best interest of the school, including providing bonuses
298 to educators.

299 (5) The board may reduce the amounts specified in Subsection (3) if the number of
300 qualifying eligible schools exceeds available funds.

301 Section 8. Section **53A-1-1208** is enacted to read:

302 **53A-1-1208. School Leadership Development Program.**

303 (1) As used in this section, "school leader" means a school principal or assistant
304 principal.

305 (2) There is created the School Leadership Development Program to increase the
306 number of highly effective school leaders capable of initiating, achieving, and sustaining

307 school improvement efforts.

308 (3) The board shall identify approved providers, through a request for proposals
309 process, to provide leadership development training for school leaders that:

310 (a) emphasizes hands-on and job-embedded learning;

311 (b) is aligned to the state's leadership standards established by board rule;

312 (c) reflects the needs of the school districts and charter schools where a school leader
313 serves;

314 (d) includes training on using student achievement data to drive decisions;

315 (e) develops skills in implementing and evaluating evidence-based instructional
316 practices; and

317 (f) develops skills in leading collaborative school improvement structures, including
318 professional learning communities.

319 (4) Subject to legislative appropriations, the State Board of Education shall provide
320 incentive pay to a school leader who:

321 (a) completes leadership development training under this section; and

322 (b) agrees to work, for at least five years, in a school that received an "F" grade or "D"
323 grade under the school grading system in the school year previous to the first year the school
324 leader:

325 (i) completes leadership development training; and

326 (ii) begins to work, or continues to work, in a school described in Subsection (4)(b).

327 (5) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, the
328 board shall make rules specifying:

329 (a) eligibility criteria for a school leader to participate in the School Leadership
330 Development Program;

331 (b) application procedures for the School Leadership Development Program;

332 (c) criteria for selecting school leaders from the application pool; and

333 (d) procedures for awarding incentive pay under Subsection (4).

334 Section 9. Section **53A-1a-108.5** is amended to read:

335 **53A-1a-108.5. School improvement plan.**

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

338 (b) In evaluating U-PASS test results and developing a school improvement plan, a
339 school community council may not have access to data that reveal the identity of students.

340 (2) ~~[Each]~~ A school community council shall develop a school improvement plan
341 ~~[shall]~~ that:

342 (a) ~~[identify]~~ identifies the school's most critical academic needs;

343 (b) ~~[recommend]~~ recommends a course of action to meet the identified needs;

344 (c) ~~[list]~~ lists any programs, practices, materials, or equipment that the school will need
345 to implement its action plan to have a direct impact on the instruction of students and result in
346 measurable increased student performance; and

347 (d) ~~[describe]~~ describes how the school intends to enhance or improve academic
348 achievement, including how financial resources available to the school, such as School LAND
349 Trust Program money received under Section [53A-16-101.5](#) and state and federal grants, will
350 be used to enhance or improve academic achievement.

351 (3) ~~[The]~~ Although a school improvement plan ~~[shall focus]~~ focuses on the school's
352 most critical academic needs ~~[but]~~, the plan may include other actions to enhance or improve
353 academic achievement and the community environment for students.

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

356 (5) The school improvement plan ~~[shall be]~~ is subject to the approval of the local
357 school board of the school district in which the school is located.

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

360 (7) Each school shall:

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

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

364 (c) meet local school board reporting requirements regarding performance and
365 accountability.

366 (8) The school community council of a low performing school, as defined in Section
367 [53A-1-1202](#), shall develop a school improvement plan that is consistent with the school
368 turnaround plan developed by the school turnaround committee under Chapter 1, Part 12,

369 School Turnaround and Leadership Development Act.

370 Section 10. Section **53A-1a-510** is amended to read:

371 **53A-1a-510. Termination of a charter.**

372 (1) Subject to the requirements of Subsection (3), a charter school authorizer may
373 terminate a school's charter for any of the following reasons:

374 (a) failure of the charter school to meet the requirements stated in the charter;

375 (b) failure to meet generally accepted standards of fiscal management;

376 (c) subject to Subsection (8), failure to make adequate yearly progress under the No
377 Child Left Behind Act of 2001, 20 U.S.C. Sec. 6301 et seq.;

378 (d) (i) designation as a low performing school under Chapter 1, Part 11, School
379 Grading Act; and

380 (ii) failure to improve the school's grade under the conditions described in Chapter 1,
381 Part 12, School Turnaround and Leadership Development Act;

382 ~~[(d)]~~ (e) violation of requirements under this part or another law; or

383 ~~[(e)]~~ (f) other good cause shown.

384 (2) (a) The authorizer shall notify the following of the proposed termination in writing,
385 state the grounds for the termination, and stipulate that the governing board may request an
386 informal hearing before the authorizer:

387 (i) the governing board of the charter school; and

388 (ii) if the charter school is a qualifying charter school with outstanding bonds issued in
389 accordance with Chapter 20b, Part 2, Charter School Credit Enhancement Program, the Utah
390 Charter School Finance Authority.

391 (b) Except as provided in Subsection (2)(e), the authorizer shall conduct the hearing in
392 accordance with Title 63G, Chapter 4, Administrative Procedures Act, within 30 days after
393 receiving a written request under Subsection (2)(a).

394 (c) If the authorizer, by majority vote, approves a motion to terminate a charter school,
395 the governing board of the charter school may appeal the decision to the State Board of
396 Education.

397 (d) (i) The State Board of Education shall hear an appeal of a termination made
398 pursuant to Subsection (2)(c).

399 (ii) The State Board of Education's action is final action subject to judicial review.

400 (e) (i) If the authorizer proposes to terminate the charter of a qualifying charter school
401 with outstanding bonds issued in accordance with Chapter 20b, Part 2, Charter School Credit
402 Enhancement Program, the authorizer shall conduct a hearing described in Subsection (2)(b)
403 120 days or more after notifying the following of the proposed termination:

- 404 (A) the governing board of the qualifying charter school; and
- 405 (B) the Utah Charter School Finance Authority.

406 (ii) Prior to the hearing described in Subsection (2)(e)(i), the Utah Charter School
407 Finance Authority shall meet with the authorizer to determine whether the deficiency may be
408 remedied in lieu of termination of the qualifying charter school's charter.

409 (3) An authorizer may not terminate the charter of a qualifying charter school with
410 outstanding bonds issued in accordance with Chapter 20b, Part 2, Charter School Credit
411 Enhancement Program, without mutual agreement of the Utah Charter School Finance
412 Authority and the authorizer.

413 (4) (a) In accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act,
414 the State Board of Education shall make rules that require a charter school to report any threats
415 to the health, safety, or welfare of its students to the State Charter School Board in a timely
416 manner.

417 (b) The rules under Subsection (4)(a) shall also require the charter school report to
418 include what steps the charter school has taken to remedy the threat.

419 (5) Subject to the requirements of Subsection (3), the authorizer may terminate a
420 charter immediately if good cause has been shown or if the health, safety, or welfare of the
421 students at the school is threatened.

422 (6) If a charter is terminated during a school year, the following entities may apply to
423 the charter school's authorizer to assume operation of the school:

- 424 (a) the school district where the charter school is located;
- 425 (b) the governing board of another charter school; or
- 426 (c) a private management company.

427 (7) (a) If a charter is terminated, a student who attended the school may apply to and
428 shall be enrolled in another public school under the enrollment provisions of Chapter 2, Part 2,
429 District of Residency, subject to space availability.

430 (b) Normal application deadlines shall be disregarded under Subsection (7)(a).

431 (8) Subject to the requirements of Subsection (3), an authorizer may terminate a charter
 432 pursuant to Subsection (1)(c) under the same circumstances that local educational agencies are
 433 required to implement alternative governance arrangements under 20 U.S.C. Sec. 6316.

434 Section 11. **Appropriation.**

435 Under the terms and conditions of Title 63J, Chapter 1, Budgetary Procedures Act, for
 436 the fiscal year beginning July 1, 2015, and ending June 30, 2016, the following sums of money
 437 are appropriated from resources not otherwise appropriated, or reduced from amounts
 438 previously appropriated, out of the funds or accounts indicated. These sums of money are in
 439 addition to any amounts previously appropriated for fiscal year 2016.

440 To State Board of Education - State Office of Education - Initiative Programs
 441 From Education Fund \$10,000,000

442 Schedule of Programs:

443 Contracts and Grants - Low Performing Schools \$10,000,000

444 The Legislature intends that:

445 (1) the State Board of Education:

446 (a) may use up to \$1,000,000 of the appropriation under this section to provide funds to
 447 low performing schools for interventions identified in an approved school turnaround plan
 448 under Subsection [53A-1-1205\(4\)](#);

449 (b) may use up to \$500,000 of the appropriation under this section for the School
 450 Leadership Development Program created under Section [53A-1-1208](#); and

451 (c) shall use the remaining funds to contract with independent school turnaround
 452 experts under Subsection [53A-1-1205\(3\)](#) and for the School Recognition and Reward Program
 453 created under Section [53A-1-1207](#), prioritizing funding for contracts with independent school
 454 turnaround experts under Subsection [53A-1-1205\(3\)](#); and

455 (2) the appropriations under this section are:

456 (a) ongoing; and

457 (b) non-lapsing.

458 Section 12. **Effective date.**

459 (1) Except as provided in Subsection (2), if approved by two-thirds of all the members
 460 elected to each house, this bill takes effect upon approval by the governor, or the day following
 461 the constitutional time limit of Utah Constitution, Article VII, Section 8, without the governor's

462 signature, or in the case of a veto, the date of veto override.

463 (2) Uncodified Section 11, Appropriation, takes effect on July 1, 2015.

Legislative Review Note
as of 2-19-15 9:22 AM

Office of Legislative Research and General Counsel