

112TH CONGRESS
1ST SESSION

S. 1439

To amend the Elementary and Secondary Education Act of 1965 regarding ready school needs reviews.

IN THE SENATE OF THE UNITED STATES

JULY 28, 2011

Mr. BROWN of Ohio (for himself and Mrs. HAGAN) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Elementary and Secondary Education Act of 1965 regarding ready school needs reviews.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Ready Schools Act of
5 2011”.

6 **SEC. 2. READY SCHOOLS.**

7 Section 1112(b)(1)(E) of the Elementary and Sec-
8 ondary Education Act of 1965 (20 U.S.C. 6312(b)(1)(E))
9 is amended to read as follows:

1 “(E) a description of how the local edu-
2 cational agency will assist each elementary
3 school that is served by the local educational
4 agency and that receives assistance under this
5 part, in conducting, not less often than once
6 every 3 years (depending on the needs of the
7 school), a ready school needs review that—

8 “(i) will be used by the school in de-
9 veloping and implementing policies and
10 procedures that create a school environ-
11 ment and classroom practices that—

12 “(I) support each child in meet-
13 ing State and grade level expectations
14 and challenges, including the aca-
15 demic content standards and academic
16 achievement standards under section
17 1111(b); and

18 “(II) support successful transi-
19 tions for children; and

20 “(ii) includes, at a minimum, the
21 needs of the school regarding—

22 “(I) the use of developmentally
23 appropriate (including culturally and
24 linguistically appropriate) curricula,
25 classroom materials, teaching prac-

1 tices, instructional assessments, and
2 accommodations;

3 “(II) appropriate services and
4 supports for children with disabilities
5 and children who are limited English
6 proficient;

7 “(III) family and community en-
8 gagement policies and practices;

9 “(IV) building and maintaining a
10 school climate that supports positive
11 development and learning;

12 “(V) leadership and support for
13 school staff, including—

14 “(aa) professional develop-
15 ment for elementary school prin-
16 cipals, other school leaders,
17 teachers, and specialized instruc-
18 tional support personnel in the
19 development and learning of
20 young children and develop-
21 mentally appropriate practice;

22 “(bb) the assignment of
23 teachers based on degrees and
24 certification or licensure for
25 teaching children in prekind-

1 garten through grade 3 and ap-
2 propriate student-to-teacher ra-
3 tios for such children; and

4 “(cc) teacher and student
5 interactions in the classroom that
6 improve instruction and learning;
7 and

8 “(VI) outreach and collaboration
9 with—

10 “(aa) early childhood care
11 and education providers in the
12 school attendance area, including
13 ongoing channels of communica-
14 tion on—

15 “(AA) issues relating to
16 continuity of high-quality,
17 developmentally appropriate,
18 and well-aligned standards,
19 curricula, classroom prac-
20 tices, and instructional as-
21 sessment and supports;

22 “(BB) transitions be-
23 tween program settings; and

1 “(CC) other services to
2 support learning and devel-
3 opment; and

4 “(bb) other providers of
5 services that support learning
6 and development, such as nutri-
7 tion, health, and mental health
8 services;”.

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