



General Assembly

February Session, 2008

Raised Bill No. 270

LCO No. 1569

01569_____KID

Referred to Committee on Select Committee on Children

Introduced by:
(KID)

AN ACT CONCERNING SCHOOL-FAMILY PARTNERSHIPS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1 Section 1. Section 10-223e of the 2008 supplement to the general
2 statutes is repealed and the following is substituted in lieu thereof
3 (*Effective July 1, 2008*):

4 (a) In conformance with the No Child Left Behind Act, P.L. 107-110,
5 the Commissioner of Education shall prepare a state-wide education
6 accountability plan, consistent with federal law and regulation. Such
7 plan shall identify the schools and districts in need of improvement,
8 require the development and implementation of improvement plans
9 and utilize rewards and consequences.

10 (b) Public schools identified by the State Board of Education
11 pursuant to section 10-223b of the general statutes, revision of 1958,
12 revised to January 1, 2001, as schools in need of improvement shall: (1)
13 Continue to be identified as schools in need of improvement, and
14 continue to operate under school improvement plans developed
15 pursuant to said section 10-223b through June 30, 2004; (2) on or before
16 February 1, 2003, be evaluated by the local board of education and

17 determined to be making sufficient or insufficient progress; (3) if found
18 to be making insufficient progress by a local board of education, be
19 subject to a new remediation and organization plan developed by the
20 local board of education; (4) continue to be eligible for available federal
21 or state aid; (5) beginning in February, 2003, be monitored by the
22 Department of Education for adequate yearly progress, as defined in
23 the state accountability plan prepared in accordance with subsection
24 (a) of this section; and (6) be subject to rewards and consequences as
25 defined in said plan.

26 (c) (1) Any school or school district identified as in need of
27 improvement pursuant to subsection (a) of this section and requiring
28 corrective action pursuant to the requirements of the No Child Left
29 Behind Act, P.L. 107-110, shall be designated and listed as a low
30 achieving school or school district and shall be subject to intensified
31 supervision and direction by the State Board of Education.

32 (2) Notwithstanding any provision of this title or any regulation
33 adopted pursuant to said statutes, in carrying out the provisions of
34 subdivision (1) of this subsection, the State Board of Education shall
35 take any of the following actions to improve student performance and
36 remove the school or district from the list of schools or districts
37 designated and listed as a low achieving school or district pursuant to
38 said subdivision (1), and to address other needs of the school or
39 district: (A) Require an operations audit to identify possible
40 programmatic savings and an instructional audit to identify any
41 deficits in curriculum and instruction or in the learning environment of
42 the school or district; (B) require the local or regional board of
43 education for such school or district to use state and federal funds for
44 critical needs, as directed by the State Board of Education; (C) provide
45 incentives to attract highly qualified teachers and principals; (D) direct
46 the transfer and assignment of teachers and principals; (E) require
47 additional training and technical assistance for families, teachers,
48 principals and central office staff members hired by the district; (F)
49 require the local or regional board of education for the school or

50 district to implement model curriculum, including, but not limited to,
51 recommended textbooks, materials and supplies approved by the
52 Department of Education; (G) identify schools for reconstitution, as
53 may be phased-in by the commissioner, as state or local charter
54 schools, schools established pursuant to section 10-74g of the 2008
55 supplement to the general statutes, or schools based on other models
56 for school improvement, or for management by an entity other than
57 the local or regional board of education for the district in which the
58 school is located; (H) direct the local or regional board of education for
59 the school or district to develop and implement a plan addressing
60 deficits in achievement and in the learning environment as
61 recommended in the instructional audit; (I) assign a technical
62 assistance team to the school or district to guide school or district
63 initiatives and report progress to the Commissioner of Education; (J)
64 establish instructional and learning environment benchmarks for the
65 school or district to meet as it progresses toward removal from the list
66 of low achieving schools or districts; (K) provide funding to any
67 proximate district to a district designated as a low achieving school
68 district so that students in a low achieving district may attend public
69 school in a neighboring district; (L) direct the establishment of learning
70 academies within schools that require continuous monitoring of
71 student performance by teacher groups; (M) develop and oversee
72 administration of a family-school partnership survey of families,
73 teachers and administrators; or [(M)] (N) any combination of the above
74 actions or similar, closely related actions.

75 (3) The Comptroller shall, pursuant to the provisions of section 10-
76 262i of the 2008 supplement to the general statutes, withhold any grant
77 funds that a town is otherwise required to appropriate to a local or
78 regional board of education due to low academic achievement in the
79 school district pursuant to section 10-262h of the 2008 supplement to
80 the general statutes. Said funds shall be transferred to the Department
81 of Education and shall be expended by the department on behalf of the
82 identified school district. Said funds shall be used to implement the
83 provisions of subdivision (2) of this subsection and to offset such other

84 local education costs that the Commissioner of Education deems
85 appropriate to achieve school improvements. These funds shall be
86 awarded by the commissioner to the local or regional board of
87 education for such identified school district upon condition that said
88 funds shall be spent in accordance with the directives of the
89 commissioner.

90 (d) The State Board of Education shall monitor the progress of each
91 school or district designated as a low achieving school or district
92 pursuant to subdivision (1) of subsection (c) of this section and provide
93 notice to the local or regional board of education for each such school
94 or district of the school or district's progress toward meeting the
95 benchmarks established by the State Board of Education pursuant to
96 subsection (c) of this section. If a district fails to make acceptable
97 progress toward meeting such benchmarks established by the State
98 Board of Education and fails to make adequate yearly progress
99 pursuant to the requirements of the No Child Left Behind Act, P.L.
100 107-110, for two consecutive years while designated as a low achieving
101 school district, the State Board of Education, after consultation with the
102 Governor and chief elected official or officials of the district, may
103 request that the General Assembly enact legislation authorizing that
104 control of the district be reassigned to the State Board of Education or
105 other authorized entity.

106 (e) Any school district or elementary school after two successive
107 years of failing to make adequate yearly progress shall be designated
108 as a low achieving school district or school and shall be evaluated by
109 the Commissioner of Education. After such evaluation, the
110 commissioner may require that such school district or school provide
111 full-day kindergarten classes, summer school, extended school day,
112 weekend classes, tutorial assistance to its students or professional
113 development to its administrators, principals, teachers and
114 paraprofessional teacher aides if (1) on any subpart of the third grade
115 state-wide mastery examination, thirty per cent or more of the students
116 in any subgroup, as defined by the No Child Left Behind Act, P.L. 107-

117 110, do not achieve the level of proficiency or higher, or (2) the
118 commissioner determines that it would be in the best educational
119 interests of the school or the school district to have any of these
120 programs. In ordering any educational program authorized by this
121 subsection, the commissioner may limit the offering of the program to
122 the subgroup of students that have failed to achieve proficiency as
123 determined by this subsection, those in particular grades or those who
124 are otherwise at substantial risk of educational failure. The costs of
125 instituting the ordered educational programs shall be borne by the
126 identified low achieving school district or the school district in which
127 an identified low achieving school is located. The commissioner shall
128 not order an educational program that costs more to implement than
129 the total increase in the amount of the grant that a town receives
130 pursuant to section 10-262i of the 2008 supplement to the general
131 statutes in any fiscal year above the prior fiscal year.

132 (f) The Commissioner of Education shall conduct a study, within the
133 limits of the capacity of the Department of Education to perform such
134 study, of academic achievement of individual students over time as
135 measured by performance on the state-wide mastery examination in
136 grades three to eight, inclusive. If this study evidences a pattern of
137 continuous and substantial growth in educational performance on said
138 examinations for individual students, then the commissioner may
139 determine that the school district or elementary school shall not be
140 subject to the requirements of subsection (e) of this section, but shall
141 still comply with the requirements of the No Child Left Behind Act,
142 P.L. 107-110, if applicable.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2008	10-223e

Statement of Purpose:

To elevate the importance of school-family partnerships in schools and districts in need of corrective action by improving school-family

partnerships through the implementation of best practice initiatives and training for parents, professional development and technical assistance for teachers and administrators at the school and district level.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]