"AN ACT CONCERNING CHARTER SCHOOLS."

Strike subparagraph (A) of subdivision (1) of subsection (c) of section 3 and insert the following in lieu thereof:

"(A) In addition to performance on state-wide mastery examinations pursuant to subsection (b) of this section, data relating to students shall include, but not be limited to, (i) the primary language spoken at the home of a student, (ii) student transcripts, (iii) student attendance and
student mobility, and (iv) reliable, valid assessments of a student's readiness to enter public school at the kindergarten level;"

Strike section 7 in its entirety and renumber the remaining sections and internal references accordingly

After the last section, add the following and renumber sections and internal references accordingly:

"Sec. 501. Section 10-223e of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2010):

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

(b) Public schools identified by the State Board of Education pursuant to section 10-223b of the general statutes, revision of 1958, revised to January 1, 2001, as schools in need of improvement shall: (1) Continue to be identified as schools in need of improvement, and continue to operate under school improvement plans developed pursuant to said section 10-223b through June 30, 2004; (2) on or before February 1, 2003, be evaluated by the local board of education and determined to be making sufficient or insufficient progress; (3) if found to be making insufficient progress by a local board of education, be subject to a new remediation and organization plan developed by the local board of education; (4) continue to be eligible for available federal or state aid; (5) beginning in February, 2003, be monitored by the Department of Education for adequate yearly progress, as defined in the state accountability plan prepared in accordance with subsection (a) of this section; and (6) be subject to rewards and consequences as defined in said plan.

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

(2) Notwithstanding any provision of this title or any regulation
adopted pursuant to said statutes, except as provided in subdivision
(3) of this subsection, in carrying out the provisions of subdivision (1)
of this subsection, the State Board of Education shall take any of the
following actions to improve student performance and remove the
school or district from the list of schools or districts designated and
listed as a low achieving school or district pursuant to said subdivision
(1), and to address other needs of the school or district: (A) Require an
operations audit to identify possible programmatic savings and an
instructional audit to identify any deficits in curriculum and
instruction or in the learning environment of the school or district; (B)
require the local or regional board of education for such school or
district to use state and federal funds for critical needs, as directed by
the State Board of Education; (C) provide incentives to attract highly
qualified teachers and principals; (D) direct the transfer and
assignment of teachers and principals; (E) require additional training
and technical assistance for parents and guardians of children
attending the school or a school in the district and for teachers,
principals, and central office staff members hired by the district; (F)
require the local or regional board of education for the school or
district to implement model curriculum, including, but not limited to,
recommended textbooks, materials and supplies approved by the
Department of Education; (G) identify schools for reconstitution, as
may be phased in by the commissioner, as state or local charter
schools, schools established pursuant to section 10-74g, innovation
schools established pursuant to section 6 of this act, or schools based
on other models for school improvement, or for management by an
entity other than the local or regional board of education for the
district in which the school is located; (H) direct the local or regional
board of education for the school or district to develop and implement
a plan addressing deficits in achievement and in the learning
environment as recommended in the instructional audit; (I) assign a
technical assistance team to the school or district to guide school or
district initiatives and report progress to the Commissioner of
Education; (J) establish instructional and learning environment
benchmarks for the school or district to meet as it progresses toward
removal from the list of low achieving schools or districts; (K) provide
funding to any proximate district to a district designated as a low
achieving school district so that students in a low achieving district
may attend public school in a neighboring district; (L) direct the
establishment of learning academies within schools that require
continuous monitoring of student performance by teacher groups; (M)
require local and regional boards of education to (i) undergo training
to improve their operational efficiency and effectiveness as leaders of
their districts' improvement plans, and (ii) submit an annual action
plan to the Commissioner of Education outlining how, when and in
what manner their effectiveness shall be monitored; or (N) any
combination of the actions described in this subdivision or similar,
closely related actions.

(3) If a directive of the State Board of Education pursuant to
subparagraph (C), (D), (E), (G) or (L) of subdivision (2) of this
subsection or a directive to implement a plan pursuant to
subparagraph (H) of said subdivision affects working conditions, such
directive shall be carried out in accordance with the provisions of
sections 10-153a to 10-153n, inclusive.

(4) The Comptroller shall, pursuant to the provisions of section 10-
262i, withhold any grant funds that a town is otherwise required to
appropriate to a local or regional board of education due to low
academic achievement in the school district pursuant to section 10-
262h. Said funds shall be transferred to the Department of Education
and shall be expended by the department on behalf of the identified
school district. Said funds shall be used to implement the provisions of
subdivision (2) of this subsection and to offset such other local
education costs that the Commissioner of Education deems appropriate to achieve school improvements. These funds shall be awarded by the commissioner to the local or regional board of education for such identified school district upon condition that said funds shall be spent in accordance with the directives of the commissioner.

(d) The State Board of Education shall monitor the progress of each school or district designated as a low achieving school or district pursuant to subdivision (1) of subsection (c) of this section and provide notice to the local or regional board of education for each such school or district's progress toward meeting the benchmarks established by the State Board of Education pursuant to subsection (c) of this section. If a district fails to make acceptable progress toward meeting such benchmarks established by the State Board of Education and fails to make adequate yearly progress pursuant to the requirements of the No Child Left Behind Act, P.L. 107-110, for two consecutive years while designated as a low achieving school district, the State Board of Education, after consultation with the Governor and chief elected official or officials of the district, may (1) request that the General Assembly enact legislation authorizing that control of the district be reassigned to the State Board of Education or other authorized entity, or (2) notwithstanding the provisions of chapter 146, any special act, charter or ordinance, grant the Commissioner of Education the authority to reconstitute the local or regional board of education for such school district in accordance with the provisions of subsection (h) of this section.

(e) Any school district or elementary school after two successive years of failing to make adequate yearly progress shall be designated as a low achieving school district or school and shall be evaluated by the Commissioner of Education. After such evaluation, the commissioner may require that such school district or school provide full-day kindergarten classes, summer school, extended school day, weekend classes, tutorial assistance to its students or professional development to its administrators, principals, teachers and
paraprofessional teacher aides if (1) on any subpart of the third grade state-wide mastery examination, thirty per cent or more of the students in any subgroup, as defined by the No Child Left Behind Act, P.L. 107-110, do not achieve the level of proficiency or higher, or (2) the commissioner determines that it would be in the best educational interests of the school or the school district to have any of these programs. In ordering any educational program authorized by this subsection, the commissioner may limit the offering of the program to the subgroup of students that have failed to achieve proficiency as determined by this subsection, those in particular grades or those who are otherwise at substantial risk of educational failure. The costs of instituting the ordered educational programs shall be borne by the identified low achieving school district or the school district in which an identified low achieving school is located. The commissioner shall not order an educational program that costs more to implement than the total increase in the amount of the grant that a town receives pursuant to section 10-262i in any fiscal year above the prior fiscal year.

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

(g) (1) (A) On and after July 1, 2010, the local or regional board of education for a school that has been identified as in need of improvement pursuant to subsection (a) of this section may establish a school governance council for each school so identified.
(B) On and after July 1, 2010, the local or regional board of education for a school that has been designated as a low achieving school, pursuant to subdivision (1) of subsection (c) of this section, due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level shall establish a school governance council for each school so designated.

(2) (A) The school governance council for high schools shall consist of (i) seven members who shall be parents or guardians of students attending the school, (ii) two members who shall be community leaders within the school district, (iii) five members who shall be teachers at the school, (iv) one nonvoting member who is the principal of the school, or his or her designee, and (v) two nonvoting student members who shall be students at the school. The parent or guardian members shall be elected by the parents or guardians of students attending the school, provided, for purposes of the election, each household with a student attending the school shall have one vote. The community leader members shall be elected by the parent or guardian members and teacher members of the school governance council. The teacher members shall be elected by the teachers of the school. The nonvoting student members shall be elected by the student body of the school.

(B) The school governance council for elementary and middle schools shall consist of (i) seven members who shall be parents or guardians of students attending the school, (ii) two members who shall be community leaders within the school district, (iii) five members who shall be teachers at the school, and (iv) one nonvoting member who is the principal of the school, or his or her designee. The parent or guardian members shall be elected by the parents or guardians of students attending the school, provided, for purposes of the election, each household with a student attending the school shall have one vote. The community leader members shall be elected by the parent or guardian members and teacher members of the school governance council. The teacher members shall be elected by the teachers of the school.
(C) Terms of voting members elected pursuant to this subdivision shall be for two years and no members shall serve more than two terms on the council. The nonvoting student members shall serve one year and no student member shall serve more than two terms on the council.

(D) (i) Schools that have been designated as a low achieving school pursuant to subdivision (1) of subsection (c) of this section due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level prior to July 1, 2010, and are among the lowest five per cent of schools in the state based on achievement shall establish a school governance council for the school not later than January 15, 2011.

(ii) Schools that have been designated as a low achieving school, pursuant to subdivision (1) of subsection (c) of this section, due to such school failing to make adequate yearly progress in mathematics and reading at the whole school level prior to July 1, 2010, but are not among the lowest five per cent of schools in the state based on achievement, shall establish a school governance council for the school not later than November 1, 2011.

(3) The school governance council shall have the following responsibilities: (A) Analyzing school achievement data and school needs relative to the improvement plan for the school prepared pursuant to this section; (B) reviewing the fiscal objectives of the draft budget for the school and providing advice to the principal of the school before such school's budget is submitted to the superintendent of schools for the district; (C) participating in the hiring process of the school principal or other administrators of the school by conducting interviews of candidates and reporting on such interviews to the superintendent of schools for the school district and the local and regional board of education; (D) assisting the principal of the school in making programmatic and operational changes for improving the school's achievement, including program changes, adjusting school hours and days of operation, and enrollment goals for the school; (E)
working with the school administration to develop and approve a
school compact for parents, legal guardians and students that includes
an outline of the criteria and responsibilities for enrollment and school
membership consistent with the school's goals and academic focus,
and the ways that parents and school personnel can build a
partnership to improve student learning; (F) developing and
approving a written parent involvement policy that outlines the role of
parents and legal guardians in the school; (G) utilizing records relating
to information about parents and guardians of students maintained by
the local or regional board of education for the sole purpose of the
election described in subdivision (2) of this subsection. Such
information shall be confidential and shall only be disclosed as
provided in this subparagraph and shall not be further disclosed; and
(H) if the council determines it necessary and subject to the provisions
of subdivision (9) of this subsection recommending reconstitution of
the school in accordance with the provisions of subdivision (6) of this
subsection.

(4) The school governance council may: (A) In those schools that
require an improvement plan, review the annual draft report detailing
the goals set forth in the state accountability plan prepared in
accordance with subsection (a) of this section and provide advice to the
principal of the school prior to submission of the report to the
superintendent of schools; (B) in those schools where an improvement
plan becomes required pursuant to subsection (a) of this section, assist
the principal of the school in developing such plan prior to its
submission to the superintendent of schools; (C) work with the
principal of the school to develop, conduct and report the results of an
annual survey of parents, guardians and teachers on issues related to
the school climate and conditions; and (D) provide advice on any other
major policy matters affecting the school to the principal of the school,
except on any matters relating to provisions of any collective
bargaining agreement between the exclusive bargaining unit for
teachers pursuant to section 10-153b and local or regional boards of
education.
(5) The local or regional board of education shall provide appropriate training and instruction to members of the school governance council to aid them in the execution of their duties.

(6) (A) The school governance council may, by an affirmative vote of the council, recommend the reconstitution of the school into one of the following models: (i) The turnaround model, as described in the Federal Register of December 10, 2009; (ii) the restart model, as described in the Federal Register of December 10, 2009; (iii) the transformation model, as described in the Federal Register of December 10, 2009; (iv) any other model that may be developed by federal law; (v) a CommPACT school, pursuant to section 10-74g; or (vi) an innovation school, pursuant to section 6 of this act. Not later than ten days after the school governance council informs the local or regional board of education of its recommendation for the school, such board shall hold a public hearing to discuss such vote of the school governance council and shall, at the next regularly scheduled meeting of such board or ten days after such public hearing, whichever is later, conduct a vote to accept the model recommended by the school governance council, select an alternative model described in this subdivision or maintain the current school status. If the board selects an alternative model, the board shall meet with such school governance council to discuss an agreement on which alternative to adopt not later than ten days after such vote of the board. If no such agreement can be achieved, not later than forty-five days after the last such meeting between the board and the school governance council, the Commissioner of Education shall decide which of the alternatives to implement. If the board votes to maintain the current school status, not later than forty-five days after such vote of the board, the Commissioner of Education shall decide whether to implement the model recommended by the school governance council or to maintain the current school status. If the final decision pursuant to this subdivision is adoption of a model, the local or regional board of education shall implement such model during the subsequent school year in conformance with the general statutes and applicable...
308 regulations, and the provisions specified in federal regulations and
309 guidelines for schools subject to restructuring pursuant to Section
310 1116(b)(8) of the No Child Left Behind Act, P.L. 107-110 or any other
311 applicable federal laws or regulations.

312 (B) Any school governance council for a school may recommend
313 reconstitution, pursuant to subparagraph (H) of subdivision (3) of this
314 subsection, during the third year after such school governance council
315 was established if the school for such governance council has not
316 reconstituted as a result of receiving a school improvement grant
317 pursuant to Section 1003(g) of Title I of the Elementary and Secondary
318 Education Act, 20 USC 6301 et seq., or such reconstitution was initiated
319 by a source other than the school governance council.

320 (7) A school governance council shall be considered a component of
321 parental involvement for purposes of federal funding pursuant to
322 Section 1118 of the No Child Left Behind Act, P.L. 107-110.

323 (8) The Commissioner of Education shall evaluate the school
324 governance councils established on or before January 15, 2011, based
325 on the criteria described in subsection (a) of section 502 of this act. On
326 or before October 1, 2014, the commissioner shall report, in accordance
327 with the provisions of section 11-4a, to the joint standing committee of
328 the General Assembly having cognizance of matters relating to
329 education on the evaluation conducted pursuant to this subdivision.
330 Such report shall also include recommendations whether to continue
331 to allow school governance councils to recommend reconstitution
332 pursuant to this subsection.

333 (9) The department shall allow not more than twenty-five schools
334 per school year to reconstitute pursuant to this subsection. The
335 department shall notify school districts and school governance
336 councils when this limit has been reached. For purposes of this
337 subdivision, a reconstitution shall be counted towards this limit upon
338 receipt by the department of notification of a final decision regarding
339 reconstitution by the local or regional board of education.
(h) The State Board of Education may authorize the Commissioner of Education to reconstitute a local or regional board of education pursuant to subdivision (2) of subsection (d) of this section for a period of not more than five years. The board shall not grant such authority to the commissioner unless the board has required the local or regional board of education to complete the training described in subparagraph (M) of subdivision (2) of subsection (c) of this section. Upon such authorization by the board, the commissioner shall terminate the existing local or regional board of education and appoint the members of a new local or regional board of education for the school district. Such appointed members may include members of the board of education that was terminated. The terms of the members of the new board of education shall be three years. The department of education shall offer training to the members of the new board of education. The new board of education shall annually report to the commissioner regarding the district's progress toward meeting the benchmarks established by the State Board of Education pursuant to subsection (c) of this section and making adequate yearly progress, as defined in the state accountability plan prepared in accordance with subsection (a) of this section. If the district fails to show adequate improvement, as determined by the State Board of Education, after three years, the commissioner may reappoint the members of the new board of education or appoint new members to such board of education for terms of two years.

Sec. 502. (NEW) (Effective July 1, 2010) (a) The Department of Education shall monitor, within available appropriations, those schools that have reconstituted pursuant to subsection (g) of section 10-223e of the general statutes, as amended by this act, to determine whether such schools have demonstrated progress with regard to the following indicators: (1) The reconstitution model adopted by the school; (2) the length of the school day and school year; (3) the number and type of disciplinary incidents; (4) the number of truants; (5) the dropout rate; (6) the student attendance rate; (7) the average scale scores on the state-wide mastery examination pursuant to section 10-373
14n of the general statutes; (8) for high schools, the number and percentage of students completing advanced placement coursework; (9) the teacher attendance rate; and (10) the existence and size of the parent-teacher organization for the school. Such monitoring shall be conducted over the two-year period following such reconstitution.

(b) On or before January 1, 2012, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on (1) the number of school governance councils established pursuant to subsection (g) of section 10-223e of the general statutes, as amended by this act, and (2) the number of schools that have been reconstituted and the models, as described in said subsection (g), that have been adopted as part of such reconstitution.

(c) On or before January 1, 2013, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on (1) the monitoring conducted pursuant to subsection (a) of this section, (2) recommendations relating to changes in the reconstitution options available to schools, including whether school governance councils may continue to recommend reconstitution pursuant to subsection (g) of section 10-223e of the general statutes, as amended by this act, (3) comparison of the models adopted, and (4) the level of progress of schools adopting each model in relation to the indicators described in subsection (a) of this section.

Sec. 503. (NEW) (Effective July 1, 2010) (a) On or before July 1, 2011, and biennially thereafter, the Department of Education shall report, within available appropriations, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on (1) the number of such school governance councils that have initiated reconstitution pursuant to subsection (g) of section 10-
223 of the general statutes, (2) a comparison of those school governance councils that have initiated such reconstitution and those that have not, and (3) whether parental involvement has increased at those schools with school governance councils.

(b) On or before July 1, 2011, and annually thereafter, the department shall report, in accordance with the provisions of section 11-4a of the general statutes, to the joint standing committee of the General Assembly having cognizance of matters relating to education on the evaluations conducted pursuant to subsection (a) of this section.

Sec. 504. Section 17b-751 of the 2010 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective from passage):

(a) There is established a Children's Trust Fund, the resources of which shall be used by the council established pursuant to subsection (b) of this section and the Commissioner of Social Services with the advice of the Children's Trust Fund Council to fund programs aimed at preventing child abuse and neglect and family resource programs. Said fund is intended to be in addition to those resources that would otherwise be appropriated by the state for programs aimed at preventing child abuse and neglect and family resource programs. The Children's Trust Fund Council and the commissioner may apply for and accept any federal funds which are available for a Children's Trust Fund and shall administer such funds in the manner required by federal law. The fund shall receive money from grants and gifts made pursuant to section 17a-18. The Children's Trust Fund Council and the commissioner may solicit and accept funds, on behalf of the Children's Trust Fund, to be used for the prevention of child abuse and neglect and family resource programs. The Commissioner of Social Services, with the advice of the Children's Trust Fund Council, shall adopt regulations, in accordance with the provisions of chapter 54, to administer the fund and to set eligibility requirements for programs seeking funding. Youth service bureaus may receive funds from the Children's Trust Fund. [The Parent Trust Fund, established pursuant
to subsection (c) of this section, may receive funds directed to it through the Children's Trust Fund.]

(b) There shall be established, within existing resources, a Children's Trust Fund Council which shall be within the Department of Social Services. The council shall be composed of sixteen members as follows: (1) The Commissioners of Social Services, Education, Children and Families and Public Health, or their designees; (2) a representative of the business community with experience in fund-raising, appointed by the president pro tempore of the Senate; (3) a representative of the business community with experience in fund-raising, appointed by the speaker of the House of Representatives; (4) a representative of the business community with experience in fund-raising, appointed by the minority leader of the House of Representatives; (5) a representative of the business community with experience in fund-raising, appointed by the minority leader of the Senate; (6) a parent, appointed by the majority leader of the House of Representatives; (7) a parent, appointed by the majority leader of the Senate; (8) a parent, appointed by the president pro tempore of the Senate; (9) a person with expertise in child abuse prevention, appointed by the speaker of the House of Representatives; (10) a person with expertise in child abuse prevention, appointed by the minority leader of the House of Representatives; (11) a staff member of a child abuse prevention program, appointed by the minority leader of the Senate; (12) a staff member of a child abuse prevention program, appointed by the majority leader of the House of Representatives; and (13) a pediatrician, appointed by the majority leader of the Senate. The council shall solicit and accept funds, on behalf of the Children's Trust Fund, to be used for the prevention of child abuse and neglect and family resource programs, [or on behalf of the Parent Trust Fund, to be used for parent community involvement to improve the health, safety and education of children.] and shall make grants to programs pursuant to [subsections] subsection (a) [and (c)] of this section.

(c) There is established a Parent Trust Fund which shall be used to fund programs aimed at improving the health, safety and education of
children by training parents in civic leadership skills and supporting increased, sustained, quality parental engagement in community affairs. The fund shall receive federal or private money from grants and gifts made pursuant to section 17a-18.]

[(d) (c) On or before July 1, 2010, and annually thereafter, the Children's Trust Fund Council and the commissioner shall report, in accordance with the provisions of section 11-4a, to the Governor and the joint standing committees of the General Assembly having cognizance of matters relating to human services, public health and education concerning the source and amount of funds received by the Children's Trust Fund, and the Parent Trust Fund, and the manner in which such funds were administered and disbursed.

Sec. 505. Section 17b-12 of the 2010 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective from passage):

The Commissioner of Social Services may accept and receive, on behalf of the Department of Social Services or on behalf of the Children's Trust Fund or the Parent Trust Fund established pursuant to section 17b-751, as amended by this act, any bequest or gift of personal property for services for a person who is, or members of whose immediate family are, receiving assistance or services from the Department of Social Services, or both, or for services for a former or potential recipient of assistance from the Department of Social Services or for programs or services described in section 17b-751, as amended by this act. Any federal funds generated by virtue of any such bequest or gift may be used for the extension of services to such person or family members.

Sec. 506. (NEW) (Effective from passage) There is established a Parent Trust Fund, the resources of which shall be used by the Commissioner of Education to fund programs aimed at improving the health, safety and education of children by training parents in civic leadership skills and supporting increased, sustained, quality parental engagement in
community affairs. The commissioner may accept on behalf of the fund any federal funds or private grants or gifts made for purposes of this section. The fund may receive state funds. The commissioner shall use such funds to make grants to programs for purposes described in this section.

Sec. 507. (Effective from passage) The unexpended balance of funds in the Parent Trust Fund, established under section 17b-751 of the general statutes, revision of January 1, 2009, shall be transferred to the Parent Trust Fund established under section 506 of this act.

Sec. 508. (NEW) (Effective July 1, 2010) A local or regional board of education for a school district with a dropout rate of eight per cent or greater in the previous school year, shall establish an online credit recovery program. Such program shall allow those students who are identified by certified personnel as in danger of failing to graduate to complete on-line coursework approved by the local or regional board of education for credit toward meeting the high school graduation requirement pursuant to section 10-221a of the general statutes, as amended by this act. Each school in the school district shall designate, from among existing staff, an online learning coordinator who shall administer and coordinate the online credit recovery program pursuant to this section.

Sec. 509. Subsection (f) of section 10-221 of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2010):

(f) Not later than September 1, 1998, each local and regional board of education shall develop, adopt and implement written policies and procedures to encourage parent-teacher communication. These policies and procedures may include monthly newsletters, required regular contact with all parents, flexible parent-teacher conferences, drop-in hours for parents, home visits and the use of technology such as homework hot lines to allow parents to check on their children's assignments and students to get assistance if needed. For the school
year commencing July 1, 2010, and each school year thereafter, such policies and procedures shall require the district to conduct two flexible parent-teacher conferences for each school year.

Sec. 510. (Effective July 1, 2010) (a) There is established a task force to study and monitor the academic achievement gap between racial and socioeconomic groups in Connecticut by considering effective approaches to closing the achievement gap in elementary, middle and high schools. The task force shall consider, but not be limited to, the following: (1) Systematic education planning; (2) best practices in public education; (3) professional development for teachers; and (4) parental involvement in public education.

(b) The task force shall consist of the following members:

(1) Two appointed by the speaker of the House of Representatives;

(2) Two appointed by the president pro tempore of the Senate;

(3) One appointed by the majority leader of the House of Representatives;

(4) One appointed by the majority leader of the Senate;

(5) One appointed by the minority leader of the House of Representatives;

(6) One appointed by the minority leader of the Senate; and

(7) The Commissioner of Education, or the commissioner's designee.

(c) Any member of the task force appointed under subdivision (1), (2), (3), (4), (5) or (6) of subsection (b) of this section may be a member of the General Assembly.

(d) All appointments to the task force shall be made no later than August 1, 2010, and shall reflect the geographic and cultural diversity of the state and shall have experience in business, education and philanthropic organizations. Any vacancy shall be filled by the
appointing authority.

(e) The speaker of the House of Representatives and the president pro tempore of the Senate shall select the chairpersons of the task force, from among the members of the task force. Such chairpersons shall schedule the first meeting of the task force, which shall be held no later than September 1, 2010.

(f) The administrative staff of the joint standing committee of the General Assembly having cognizance of matters relating to education shall serve as administrative staff of the task force.

(g) Not later than January 1, 2011, the task force shall submit a report on its findings and recommendations to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes. The task force shall terminate on the date that it submits such report or January 1, 2011, whichever is later.

Sec. 511. (NEW) (Effective July 1, 2010) (a) For the school year commencing July 1, 2011, and each school year thereafter, each local and regional board of education shall provide an advanced placement course program. For purposes of this section, "advanced placement course program" means a program that provides courses at the high school level for which an advanced placement examination is available through the College Board.

(b) The State Board of Education shall develop guidelines to aid local and regional boards of education in training teachers for teaching advanced placement courses to a diverse student body."