AN ACT CONCERNING EDUCATIONAL COMPETITIVENESS.

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

Section 1. Section 10-262f of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

Whenever used in this section and sections 10-262h to 10-262j, inclusive, as amended by this act:

(1) "Adjusted equalized net grand list" means the equalized net grand list of a town multiplied by its income adjustment factor.

(2) "Base aid ratio" means one minus the ratio of a town's wealth to the state guaranteed wealth level, provided (A) for the fiscal years ending June 30, 2008, to June 30, 2012, inclusive, no town's aid ratio shall be less than nine one-hundredths, except for towns which rank from one to twenty when all towns are ranked in descending order.
from one to one hundred sixty-nine based on the ratio of the number
of children below poverty to the number of children age five to
seventeen, inclusive, the town's aid ratio shall not be less than thirteen
one-hundredths when based on data used to determine the grants
pursuant to section 10-262h, as amended by this act, for the fiscal year
ending June 30, 2008, and (B) for the fiscal year ending June 30, 2013,
and each fiscal year thereafter, no town's aid ratio shall be less than
zero, except for towns designated as a conditional funding district, the
town's aid ratio shall not be less than twenty one-hundredths.

(3) "Income adjustment factor" means the average of a town's per
capita income divided by the per capita income of the town with the
highest per capita income in the state and a town's median household
income divided by the median household income of the town with the
highest median household income in the state.

(4) "Median household income" for each town means (A) for the
fiscal year ending June 30, 2012, that enumerated in the most recent
federal decennial census of population or that enumerated in the
current population report series issued by the United States
Department of Commerce, Bureau of the Census, whichever is more
recent and available on January first of the fiscal year two years prior
to the fiscal year in which payment is to be made pursuant to section
10-262i, as amended by this act, and (B) for the fiscal year ending June
30, 2013, and each fiscal year thereafter, that enumerated by the
Department of Economic and Community Development available on
July first of the fiscal year prior to the fiscal year in which the grant is
to be paid, such number to be certified and submitted annually by the
Commissioner of Economic and Community Development to the
Commissioner of Education on or before August first of the fiscal year
prior to the fiscal year in which the grant is to be paid.

(5) "Supplemental aid factor" means for each town the average of its
percentage of children eligible under the temporary family assistance
program and its grant mastery percentage.
(6) "Percentage of children eligible under the temporary family assistance program" means the town's number of children under the temporary family assistance program divided by the number of children age five to seventeen, inclusive, in the town.

(7) "Average mastery percentage" means for each school year the average of the three most recent mastery percentages available on December first of the school year.

(8) "Equalized net grand list", for purposes of calculating the amount of grant to which any town is entitled in accordance with section 10-262h, as amended by this act, means the average of the net grand lists of the town upon which taxes were levied for the general expenses of the town two, three and four years prior to the fiscal year in which such grant is to be paid, provided such net grand lists are equalized in accordance with section 10-261a.

(9) "Foundation" means (A) for the fiscal year ending June 30, 1990, three thousand nine hundred eighteen dollars, (B) for the fiscal year ending June 30, 1991, four thousand one hundred ninety-two dollars, (C) for the fiscal year ending June 30, 1992, four thousand four hundred eighty-six dollars, (D) for the fiscal years ending June 30, 1993, June 30, 1994, and June 30, 1995, four thousand eight hundred dollars, (E) for the fiscal years ending June 30, 1996, June 30, 1997, and June 30, 1998, five thousand seven hundred eleven dollars, (F) for the fiscal year ending June 30, 1999, five thousand seven hundred seventy-five dollars, (G) for the fiscal years ending June 30, 2000, to June 30, 2007, inclusive, five thousand eight hundred ninety-one dollars, (H) for the fiscal years ending June 30, 2008, to June 30, 2013, inclusive, nine thousand six hundred eighty-seven dollars, and (I) for the fiscal year ending June 30, 2013, and each fiscal year thereafter, twelve thousand dollars.

(10) "Number of children age five to seventeen, inclusive" means that enumerated in the most recent federal decennial census of population or enumerated in the current population report series
issued by the United States Department of Commerce, Bureau of the
Census, whichever is more recent and available on January first of the
fiscal year two years prior to the fiscal year in which payment is to be
made pursuant to section 10-262i, as amended by this act.

(11) "Supplemental aid ratio" means .04 times the supplemental aid
factor of a town divided by the highest supplemental aid factor when
all towns are ranked from low to high, provided any town whose
percentage of children eligible under the temporary family assistance
program exceeds twenty-five shall have a supplemental aid ratio of
.04.

(12) "Grant mastery percentage" means (A) for the school year
ending June 30, 1989, average mastery percentage, and (B) for the
school years ending June 30, 1990, through the school year ending June
30, 1995, the average mastery percentage plus the mastery
improvement bonus, and (C) for each school year thereafter, the
average mastery percentage.

(13) "Mastery count" of a town means for each school year the grant
mastery percentage of the town multiplied by the number of resident
students.

(14) "Mastery improvement bonus" means for each school year
through the school year ending June 30, 1995, seventy-five per cent of
the difference between (A) the grant mastery percentage for the
previous school year, and (B) the average mastery percentage for the
school year, but not less than zero.

(15) "Mastery percentage" of a town for any school year means,
using the mastery test data of record for the examination administered
in such year, the number obtained by dividing (A) the total number of
valid tests with scores below the state-wide standard for remedial
assistance as determined by the Department of Education in each
subject of the examinations pursuant to subdivisions (1) and (2) of
subsection (a) of section 10-14n taken by resident students, by (B) the
total number of such valid tests taken by such students.

(16) "Mastery test data of record" means (A) for any examination administered prior to the 2005-2006 school year, the data of record on the April thirtieth subsequent to the administration of the examinations pursuant to subdivisions (1) and (2) of subsection (a) of section 10-14n, except that school districts may, not later than the March first following the administration of an examination, file a request with the Department of Education for an adjustment of the mastery test data from such examination, and (B) for examinations administered in the 2005-2006 school year and each school year thereafter, the data of record on the December thirty-first subsequent to the administration of the examinations pursuant to subdivisions (1) and (2) of subsection (c) of section 10-14n, or such data adjusted by the Department of Education pursuant to a request by a local or regional board of education for an adjustment of the mastery test data from such examination filed with the department not later than the November thirtieth following the administration of the examination.

(17) "Number of children under the temporary family assistance program" means the number obtained by adding together the unduplicated aggregate number of children five to eighteen years of age eligible to receive benefits under the temporary family assistance program or its predecessor federal program, as appropriate, in October and May of each fiscal year, and dividing by two, such number to be certified and submitted annually, no later than the first day of July of the succeeding fiscal year, to the Commissioner of Education by the Commissioner of Social Services.

(18) "Per capita income" for each town means that enumerated in the most recent federal decennial census of population or that enumerated in the current population report series issued by the United States Department of Commerce, Bureau of the Census, whichever is more recent and available on January first of the fiscal year two years prior to the fiscal year in which payment is to be made pursuant to section
10-262i, as amended by this act.

(19) "Regional bonus" means, for any town which is a member of a regional school district and has students who attend such regional school district, an amount equal to one hundred dollars for each such student enrolled in the regional school district on October first or the full school day immediately preceding such date for the school year prior to the fiscal year in which the grant is to be paid multiplied by the ratio of the number of grades, kindergarten to grade twelve, inclusive, in the regional school district to thirteen.

(20) "Regular program expenditures" means (A) total current educational expenditures less (B) expenditures for (i) special education programs pursuant to subsection (h) of section 10-76f, (ii) pupil transportation eligible for reimbursement pursuant to section 10-266m, (iii) land and capital building expenditures, and equipment otherwise supported by a state grant pursuant to chapter 173, including debt service, (iv) health services for nonpublic school children, (v) adult education, (C) expenditures directly attributable to (i) state grants received by or on behalf of school districts except grants for the categories of expenditures listed in subparagraphs (B)(i) to (B)(v), inclusive, of this subdivision and except grants received pursuant to section 10-262i, as amended by this act, and section 10-262c of the general statutes, revision of 1958, revised to January 1, 1987, and except grants received pursuant to chapter 173, (ii) federal grants received by or on behalf of school districts except for adult education and federal impact aid, and (iii) receipts from the operation of child nutrition services and student activities services, (D) expenditures of funds from private and other sources, and (E) tuition received on account of nonresident students. The town of Woodstock may include as part of the current expenses of its public schools for each school year the amount expended for current expenses in that year by Woodstock Academy from income from its endowment funds upon receipt from said academy of a certified statement of such current expenses. The town of Winchester may include as part of the current expenses of its
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public school for each school year the amount expended for current
expenses in that year by the Gilbert School from income from its
endowment funds upon receipt from said school of a certified
statement of such current expenses.

(21) "Regular program expenditures per need student" means, in
any year, the regular program expenditures of a town for such year
divided by the number of total need students in the town for such
school year, provided for towns which are members of a kindergarten
to grade twelve, inclusive, regional school district and for such
regional school district, "regular program expenditures per need
student" means, in any year, the regular program expenditures of such
regional school district divided by the sum of the number of total need
students in all such member towns.

(22) "Resident students" means the number of pupils of the town
enrolled in public schools at the expense of the town on October first
or the full school day immediately preceding such date, provided the
number shall be decreased by the Department of Education for failure
to comply with the provisions of section 10-16 and shall be increased
by one one-hundred-eightieth for each full-time equivalent school day
in the school year immediately preceding such date of at least five
hours of actual school work in excess of one hundred eighty days and
nine hundred hours of actual school work and be increased by the full-
time equivalent number of such pupils attending the summer sessions
immediately preceding such date at the expense of the town; "enrolled"
shall include pupils who are scheduled for vacation on the above date
and who are expected to return to school as scheduled. Pupils
participating in the program established pursuant to section 10-266aa
shall be counted in accordance with the provisions of subsection (h) of
section 10-266aa.

(23) "Schools" means nursery schools, kindergarten and grades one
to twelve, inclusive.

(24) "State guaranteed wealth level" means (A) for the fiscal year
ending June 30, 1990, 1.8335 times the town wealth of the town with 
the median wealth as calculated using the data of record on December 
first of the fiscal year prior to the year in which the grant is to be paid 
pursuant to section 10-262i, as amended by this act, (B) for the fiscal 
years ending June 30, 1991, and 1992, 1.6651 times the town wealth of 
the town with such median wealth, (C) for the fiscal years ending June 
30, 1993, June 30, 1994, and June 30, 1995, 1.5361 times the town wealth 
of the town with the median wealth, (D) for the fiscal years ending 
June 30, 1996, to June 30, 2007, inclusive, 1.55 times the town wealth of 
the town with the median wealth, and (E) for the fiscal year ending 
June 30, 2008, and each fiscal year thereafter, 1.75 times the town 
wealth of the town with the median wealth.

(25) "Total need students" means the sum of (A) the number of 
resident students of the town for the school year, (B) (i) for any school 
year commencing prior to July 1, 1998, one-quarter the number of 
children under the temporary family assistance program for the prior 
fiscal year, and (ii) for the school years commencing July 1, 1998, to 
July 1, 2006, inclusive, one-quarter the number of children under the 
temporary family assistance program for the fiscal year ending June 
30, 1997, (C) for school years commencing July 1, 1995, to July 1, 2006, 
inclusive, one-quarter of the mastery count for the school year, (D) for 
school years commencing July 1, 1995, to July 1, 2006, inclusive, ten per 
cent of the number of eligible children, as defined in subdivision (1) of 
section 10-17e, for whom the board of education is not required to 
provide a program pursuant to section 10-17f, (E) for the school [year] 
years commencing July 1, 2007, [and each school year thereafter,] to 
July 1, 2011, inclusive, fifteen per cent of the number of eligible 
students, as defined in subdivision (1) of section 10-17e, for whom the 
board of education is not required to provide a program pursuant to 
section 10-17f, [and] (F) for the school year commencing July 1, 2012, 
and each school year thereafter, fifteen per cent of the number of 
eligible students, as defined in subdivision (1) of section 10-17e, (G) for 
the school [year] years commencing July 1, 2007, [and each school year 
thereafter] to July 1, 2011, inclusive, thirty-three per cent of the number
of children below the level of poverty, and (H) for the school year
commencing July 1, 2012, and each school year thereafter, thirty-three
per cent of the number of children in poverty.

(26) "Town wealth" means the average of a town's adjusted
equalized net grand list divided by its total need students for the fiscal
year prior to the year in which the grant is to be paid and its adjusted
equalized net grand list divided by its population.

(27) "Population" of a town means that enumerated in the most
recent federal decennial census of population or that enumerated in
the current population report series issued by the United States
Department of Commerce, Bureau of the Census available on January
first of the fiscal year two years prior to the fiscal year in which a grant
is to be paid, whichever is most recent; except that any town whose
enumerated population residing in state and federal institutions within
such town and attributed to such town by the census exceeds forty per
cent of such "population" shall have its population adjusted as follows:
Persons who are incarcerated or in custodial situations, including, but
not limited to jails, prisons, hospitals or training schools or persons
who reside in dormitory facilities in schools, colleges, universities or
on military bases shall not be counted in the "population" of a town.

(28) "Base revenue" for the fiscal year ending June 30, 1995, means
the sum of the grant entitlements for the fiscal year ending June 30,
1995, of a town pursuant to section 10-262h, as amended by this act,
and subsection (a) of section 10-76g, including its proportional share,
based on enrollment, of the revenue paid pursuant to section 10-76g, to
the regional district of which the town is a member, and for each fiscal
year thereafter means the amount of each town's entitlement pursuant
to section 10-262h, as amended by this act, minus its density
supplement, as determined pursuant to subdivision (6) of subsection
(a) of section 10-262h, as amended by this act, except that for the fiscal
year ending June 30, 2003, each town's entitlement shall be determined
without using the adjustments made to the previous year's grant
pursuant to subparagraph (M) of subdivision (6) of subsection (a) of section 10-262h, as amended by this act, except that for the fiscal year ending June 30, 2004, each town's entitlement shall be determined without using the adjustments made to the previous year's grant pursuant to subparagraph (N) of subdivision (6) of subsection (a) of section 10-262h, as amended by this act.

(29) "Density" means the population of a town divided by the square miles of a town.

(30) "Density aid ratio" means the product of (A) the density of a town divided by the density of the town in the state with the highest density, and (B) .006273.

(31) "Mastery goal improvement count" means the product of (A) the difference between the percentage of state-wide mastery examination scores, pursuant to subdivisions (1) and (2) of subsection (a) of section 10-14n, at or above the mastery goal level for the most recently completed school year and the percentage of such scores for the prior school year, and (B) the resident students of the town, or zero, whichever is greater.

(32) "Target aid" means the sum of (A) the product of a town's base aid ratio, the foundation level and the town's total need students for the fiscal year prior to the year in which the grant is to be paid, (B) the product of a town's supplemental aid ratio, the foundation level and the sum of the portion of its total need students count described in subparagraphs (B) and (C) of subdivision (25) of this section for the fiscal year prior to the fiscal year in which the grant is to be paid, and the adjustments to its resident student count described in subdivision (22) of this section relative to length of school year and summer school sessions, and (C) the town's regional bonus.

(33) "Fully funded grant" means the sum of (A) the product of a town's base aid ratio, the foundation level and the town's total need students for the fiscal year prior to the year in which the grant is to be
paid, and (B) the town's regional bonus.

(34) "Number of children below the level of poverty" means the number of children, ages five to seventeen, inclusive, in families in poverty, as determined under Part A of Title I of the No Child Left Behind Act, P.L. 107-110. The count for member towns of regional school districts shall be the sum of towns' initial determination under Title I and the proportionate share of the regional districts' determination based on member enrollment in the regional district.

(35) "Current program expenditures" means (A) total current educational expenditures less (B) expenditures for (i) land and capital building expenditures, and equipment otherwise supported by a state grant pursuant to chapter 173, including debt service, (ii) health services for nonpublic school children, and (iii) adult education, (C) expenditures directly attributable to (i) state grants received by or on behalf of school districts except grants for the categories of expenditures listed in subparagraphs (B)(i) to (B)(iii), inclusive, of this subdivision and except grants received pursuant to section 10-262i, as amended by this act, and section 10-262c of the general statutes, revision of 1958, revised to January 1, 1987, and except grants received pursuant to chapter 173, (ii) federal grants received by or on behalf of school districts except for adult education and federal impact aid, and (iii) receipts from the operation of child nutrition services and student activities services, (D) expenditures of funds from private and other sources, and (E) tuition received on account of nonresident students. The town of Woodstock may include as part of the current expenses of its public schools for each school year the amount expended for current expenses in that year by Woodstock Academy from income from its endowment funds upon receipt from said academy of a certified statement of such current expenses. The town of Winchester may include as part of the current expenses of its public school for each school year the amount expended for current expenses in that year by the Gilbert School from income from its endowment funds upon receipt from said school of a certified statement of such current expenses.
expenses.

(36) "Current program expenditures per resident student" means, in any year, the current program expenditures of a town for such year divided by the number of resident students in the town for such school year.

(37) "Base aid" means (A) for the fiscal years ending June 30, 2008, and June 30, 2009, the amount of the grant pursuant to section 10-262h, as amended by this act, that a town was eligible to receive for the fiscal year ending June 30, 2007, and (B) for the fiscal year ending June 30, 2013, and each fiscal year thereafter, the amount of the grant pursuant to subsection (d) of section 10-262h, as amended by this act, that a town was eligible to receive for the fiscal year ending June 30, 2012.

(38) "Number of children in poverty" means the number of children, ages five to seventeen, inclusive, in families whose incomes are at or below one hundred eighty-five per cent of the federal poverty level, such number to be certified and submitted annually by the Commissioner of Social Services to the Commissioner of Education, on or before July first of the following fiscal year.

(39) "District performance index" means the number obtained when using the mastery test data of record by (A) weighting the performance in each subject area as follows: (i) Zero for below basic, (ii) twenty-five per cent for basic, (iii) fifty per cent for proficient, (iv) seventy-five per cent for goal, and (v) one hundred per cent for advanced, and (B) adding such results and dividing by the number of subject areas.

(40) "Conditional funding district" means a school district that is in a town that is among the towns with the lowest district performance indexes. For the fiscal year ending June 30, 2013, the number of conditional funding districts shall not exceed thirty school districts. Any school district designated as a conditional funding district shall be so designated for a period of five years, except the Commissioner of Education may remove such designation from a school district prior to
July first of the fiscal year following a determination by the commissioner that such school district is in violation of the provisions of subdivision (7) of subsection (g) of section 10-262i, as amended by this act. On or before June 30, 2016, the Department of Education shall determine if there are any additional conditional funding districts.

(41) "Local funding percentage" means that for the fiscal year two years prior to the fiscal year in which the grant is to be paid pursuant to section 10-262i, as amended by this act, the number obtained by dividing (A) total current educational expenditures less (i) expenditures for (I) land and capital building expenditures, and equipment otherwise supported by a state grant pursuant to chapter 173, including debt service, (II) health services for nonpublic school children, and (III) adult education, (ii) expenditures directly attributable to (I) state grants received by or on behalf of school districts, except those grants for the categories of expenditures described in subparagraphs (A)(i)(I) to (A)(i)(III), inclusive, of this subdivision, and except grants received pursuant to chapter 173, (II) federal grants received by or on behalf of local or regional boards of education, except those grants for adult education and federal impact aid, and (III) receipts from the operation of child nutrition services and student activities services, (iii) expenditures of funds from private and other sources, and (iv) tuition received on account of nonresident students, by (B) total current educational expenditures less expenditures for (i) land and capital building expenditures, and equipment otherwise supported by a state grant pursuant to chapter 173, including debt service, (ii) health services for nonpublic school children, and (iii) adult education.

(42) "Minimum local funding percentage" means (A) for the fiscal year ending June 30, 2013, twenty per cent, (B) for the fiscal year ending June 30, 2014, twenty-two and one-half per cent, (C) for the fiscal year ending June 30, 2015, twenty-five per cent, and (D) for the fiscal year ending June 30, 2016, and each fiscal year thereafter, thirty per cent.
Sec. 2. Subdivision (6) of subsection (a) of section 10-262h of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(6) For the fiscal year ending June 30, 1996, and each fiscal year thereafter, a grant in an amount equal to the amount of its target aid as described in subdivision (32) of section 10-262f, as amended by this act, except that such amount shall be capped in accordance with the following: (A) For the fiscal years ending June 30, 1996, June 30, 1997, June 30, 1998, and June 30, 1999, for each town, the maximum percentage increase over its previous year's base revenue shall be the product of five per cent and the ratio of the wealth of the town ranked one hundred fifty-third when all towns are ranked in descending order to each town's wealth, provided no town shall receive an increase greater than five per cent. (B) For the fiscal years ending June 30, 2000, June 30, 2001, June 30, 2002, June 30, 2003, and June 30, 2004, for each town, the maximum percentage increase over its previous year's base revenue shall be the product of six per cent and the ratio of the wealth of the town ranked one hundred fifty-third when all towns are ranked in descending order to each town's wealth, provided no town shall receive an increase greater than six per cent. (C) No such cap shall be used for the fiscal year ending June 30, 2005, or any fiscal year thereafter. (D) For the fiscal year ending June 30, 1996, for each town, the maximum percentage reduction from its previous year's base revenue shall be equal to the product of three per cent and the ratio of each town's wealth to the wealth of the town ranked seventeenth when all towns are ranked in descending order, provided no town's grant shall be reduced by more than three per cent. (E) For the fiscal years ending June 30, 1997, June 30, 1998, and June 30, 1999, for each town, the maximum percentage reduction from its previous year's base revenue shall be equal to the product of five per cent and the ratio of each town's wealth to the wealth of the town ranked seventeenth when all towns are ranked in descending order, provided no town's grant shall be reduced by more than five per cent. (F) For the fiscal year ending June 30, 2000, and each fiscal year thereafter, no town's grant...
shall be less than the grant it received for the prior fiscal year. (G) For each fiscal year prior to the fiscal year ending June 30, 2008, except for the fiscal year ending June 30, 2004, in addition to the amount determined pursuant to this subdivision, a town shall be eligible for a density supplement if the density of the town is greater than the average density of all towns in the state. The density supplement shall be determined by multiplying the density aid ratio of the town by the foundation level and the town's total need students for the prior fiscal year provided, for the fiscal year ending June 30, 2000, and each fiscal year thereafter, no town's density supplement shall be less than the density supplement such town received for the prior fiscal year. (H) For the fiscal year ending June 30, 1997, the grant determined in accordance with this subdivision for a town ranked one to forty-two when all towns are ranked in descending order according to town wealth shall be further reduced by one and two-hundredths of a per cent and such grant for all other towns shall be further reduced by fifty-six-hundredths of a per cent. (I) For the fiscal year ending June 30, 1998, and each fiscal year thereafter, no town whose school district is a priority school district shall receive a grant pursuant to this subdivision in an amount that is less than the amount received under such grant for the prior fiscal year. (J) For the fiscal year ending June 30, 2000, and each fiscal year through the fiscal year ending June 30, 2003, no town whose school district is a priority school district shall receive a grant pursuant to this subdivision that provides an amount of aid per resident student that is less than the amount of aid per resident student provided under the grant received for the prior fiscal year. (K) For the fiscal year ending June 30, 1998, and each fiscal year thereafter, no town whose school district is a priority school district shall receive a grant pursuant to this subdivision in an amount that is less than seventy per cent of the sum of (i) the product of a town's base aid ratio, the foundation level and the town's total need students for the fiscal year prior to the year in which the grant is to be paid, (ii) the product of a town's supplemental aid ratio, the foundation level and the sum of the portion of its total need students count described in subparagraphs
(B) and (C) of subdivision (25) of section 10-262f, as amended by this act, for the fiscal year prior to the fiscal year in which the grant is to be paid, and the adjustments to its resident student count described in subdivision (22) of said section 10-262f, as amended by this act, relative to length of school year and summer school sessions, and (iii) the town's regional bonus. (L) For the fiscal year ending June 30, 2000, and each fiscal year thereafter, no town whose school district is a transitional school district shall receive a grant pursuant to this subdivision in an amount that is less than forty per cent of the sum of (i) the product of a town's base aid ratio, the foundation level and the town's total need students for the fiscal year prior to the fiscal year in which the grant is to be paid, (ii) the product of a town's supplemental aid ratio, the foundation level and the sum of the portion of its total need students count described in subparagraphs (B) and (C) of subdivision (25) of section 10-262f, as amended by this act, for the fiscal year prior to the fiscal year in which the grant is to be paid, and the adjustments to its resident student count described in subdivision (22) of said section 10-262f, as amended by this act, relative to length of school year and summer school sessions, and (iii) the town's regional bonus. (M) For the fiscal year ending June 30, 2002, (i) each town whose target aid is capped pursuant to this subdivision shall receive a grant that includes a pro rata share of twenty-five million dollars based on the difference between its target aid and the amount of the grant determined with the cap, and (ii) all towns shall receive a grant that is at least 1.68 per cent greater than the grant they received for the fiscal year ending June 30, 2001. (N) For the fiscal year ending June 30, 2003, (i) each town whose target aid is capped pursuant to this subdivision shall receive a pro rata share of fifty million dollars based on the difference between its target aid and the amount of the grant determined with the cap, and (ii) each town shall receive a grant that is at least 1.2 per cent more than its base revenue, as defined in subdivision (28) of section 10-262f, as amended by this act. (O) For the fiscal year ending June 30, 2003, each town shall receive a grant that is at least equal to the grant it received for the prior fiscal year. (P) For
the fiscal year ending June 30, 2004, (i) each town whose target aid is
cAPPED pursuant to this subdivision shall receive a grant that includes
a pro rata share of fifty million dollars based on the difference between
its target aid and the amount of the grant determined with the cap, (ii)
each town's grant including the cap supplement shall be reduced by
three per cent, (iii) the towns of Bridgeport, Hartford and New Haven
shall each receive a grant that is equal to the grant such towns received
for the prior fiscal year plus one million dollars, (iv) those towns
described in clause (i) of this subparagraph shall receive a grant that
includes a pro rata share of three million dollars based on the same pro
rata basis as used in said clause (i), (v) towns whose school districts are
priority school districts pursuant to subsection (a) of section 10-266p, as
amended by this act, or transitional school districts pursuant to
section 10-263c or who are eligible for grants under section 10-276a or
10-263d for the fiscal years ending June 30, 2002, to June 30, 2004,
inclusive, shall receive grants that are at least equal to the grants they
received for the prior fiscal year, (vi) towns not receiving funds under
clause (iii) of this subparagraph shall receive a pro rata share of any
remaining funds based on their grant determined under this
subparagraph. (Q) For the fiscal year ending June 30, 2005, (i) no town
shall receive a grant pursuant to this subparagraph in an amount that
is less than sixty per cent of the amount determined pursuant to the
previous subparagraphs of this subdivision, (ii) notwithstanding the
provisions of subparagraph (B) of this subdivision, each town shall
receive a grant that is equal to the amount the town received for the
prior fiscal year increased by twenty-three and twenty-seven
hundredths per cent of the difference between the grant amount
calculated pursuant to this subdivision and the amount the town
received for the prior fiscal year, (iii) no town whose school district is a
priority school district pursuant to subsection (a) of section 10-266p, as
amended by this act, shall receive a grant pursuant to this subdivision
that is less than three hundred seventy dollars per resident student,
and (iv) each town shall receive a grant that is at least the greater of the
amount of the grant it received for the fiscal year ending June 30, 2003,
or the amount of the grant it received for the fiscal year ending June 30, 2004, increased by seven-tenths per cent, except that the town of Winchester shall not receive less than its fixed entitlement for the fiscal year ending June 30, 2003. (R) Notwithstanding the provisions of this subdivision, for the fiscal years ending June 30, 2006, and June 30, 2007, each town shall receive a grant that is equal to the amount of the grant the town received for the fiscal year ending June 30, 2005, increased by two per cent plus the amount specified in section 33 of public act 05-245, provided for the fiscal year ending June 30, 2007, no town shall receive a grant in an amount that is less than sixty per cent of the amount of its target aid as described in subdivision (32) of section 10-262f, as amended by this act. (S) For the fiscal year ending June 30, 2008, a grant in an amount equal to the sum of (i) the town's base aid, and (ii) seventeen and thirty-one one-hundredths per cent of the difference between the town's fully funded grant as described in subdivision (33) of section 10-262f, as amended by this act, and its base aid, except that such per cent shall be adjusted for all towns so that no town shall receive a grant that is less than the amount of the grant the town received for the fiscal year ending June 30, 2007, increased by four and four-tenths per cent. (T) For the fiscal year ending June 30, 2009, a grant in an amount equal to the sum of (i) the town's base aid, and (ii) twenty-two and two one-hundredths per cent of the difference between the fully funded grant as described in said subdivision (33) of section 10-262f, as amended by this act, and its base aid, except that such per cent shall be adjusted for all towns so that no town shall receive a grant that is less than the amount of the grant the town received for the fiscal year ending June 30, 2008, increased by four and four-tenths per cent. (U) For the fiscal year ending June 30, 2013, a grant in an amount equal to the sum of (i) the town's base aid, and (ii) one and forty-one one-hundredths per cent of the difference between the fully funded grant as described in said subdivision (33) of section 10-262f, as amended by this act, and its base aid, except that for conditional funding districts, a grant in an amount equal to the sum of (I) the town's base aid, and (II) two and forty-seven one-hundredths
per cent of the difference between the fully funded grant as described in said subdivision (33) of section 10-262f, as amended by this act, and its base aid, provided that for the fiscal year ending June 30, 2013, no town shall receive a grant that is less than the amount of the grant received for the fiscal year ending June 30, 2012;

Sec. 3. Subsection (d) of section 10-262h of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(d) (1) Notwithstanding the provisions of this section, for the fiscal year ending June 30, 2012, [and June 30, 2013] each town shall receive an equalization aid grant in an amount provided for in subdivision (2) of this subsection.

(2) Equalization aid grant amounts.

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Sec. 4. Subsections (f) and (g) of section 10-262i of the 2012 supplement to the general statutes are repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(f) (1) Except as otherwise provided under the provisions of subdivisions (3) and (4) of this subsection, for the fiscal year ending June 30, 2012, the budgeted appropriation for education shall be not less than the budgeted appropriation for education for the fiscal year ending June 30, 2011, plus any reductions made pursuant to section 19 of public act 09-1 of the June 19 special session, except that (A) for the fiscal year ending June 30, 2012, any district with a number of resident students for the school year commencing July 1, 2011, that is lower than such district's number of resident students for the school year
commencing July 1, 2010, may reduce such district's budgeted appropriation for education by the difference in number of resident students for such school years multiplied by three thousand, provided such reduction shall not exceed one-half of one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2011, and (B) for the fiscal year ending June 30, 2012, any district that (i) does not maintain a high school and pays tuition to another school district pursuant to section 10-33 for resident students to attend high school in another district, and (ii) the number of resident students attending high school for such district for the school year commencing July 1, 2011, is lower than such district's number of resident students attending high school for the school year commencing July 1, 2010, may reduce such district's budgeted appropriation for education by the difference in number of resident students attending high school for such school years multiplied by the tuition paid per student pursuant to section 10-33, provided such reduction shall not exceed one-half of one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2011.

(2) Except as otherwise provided under the provisions of subdivisions (3) [and (4)] to (5), inclusive, of this subsection, for the fiscal year ending June 30, 2013, the budgeted appropriation for education shall be not less than the budgeted appropriation for education for the fiscal year ending June 30, 2012, except that (A) for the fiscal year ending June 30, 2013, any district with a number of resident students for the school year commencing July 1, 2012, that is lower than such district's number of resident students for the school year commencing July 1, 2011, may reduce such district's budgeted appropriation for education by the difference in number of resident students for such school years multiplied by three thousand, provided such reduction shall not exceed one-half of one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2012, and (B) for the fiscal year ending June 30, 2013, any district that (i) does not maintain a high school and pays tuition to another school district pursuant to section 10-33 for resident students to attend...
high school in another district, and (ii) the number of resident students attending high school for such district for the school year commencing July 1, 2012, is lower than such district's number of resident students attending high school for the school year commencing July 1, 2011, may reduce such district's budgeted appropriation for education by the difference in number of resident students attending high school for such school years multiplied by the tuition paid per student pursuant to section 10-33 realizes new and documentable savings through increased intradistrict efficiencies or through regional collaboration may reduce such district's budgeted appropriation for education up to an amount determined by the Commissioner of Education, provided such reduction shall not exceed [one-half of] one per cent of the district's budgeted appropriation for education for the fiscal year ending June 30, 2012.

(3) The Commissioner of Education may permit a district to reduce its budgeted appropriation for education for the fiscal year ending [June 30, 2012, or] June 30, 2013, in an amount determined by the commissioner if such district has permanently ceased operations and closed one or more schools in the district due to declining enrollment at such closed school or schools in the fiscal year ending [June 30, 2011, June 30, 2012, or] June 30, 2013, and can clearly demonstrate and document the savings associated with the closed school or schools.

(4) Except as otherwise provided in subdivision (5) of this subsection, no town shall be eligible to reduce its budgeted appropriation for education for the fiscal years ending June 30, 2012, and June 30, 2013, pursuant to this subsection if (A) the school district for the town is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, as amended by this act, and (i) has failed to make adequate yearly progress in mathematics or reading at the whole district level, or (ii) has satisfied the requirements for adequate yearly progress in mathematics or reading pursuant to Section 1111(b)(2)(I) of Subpart 1 of Part A of Title I of the No Child Left Behind Act, P.L. 107-110, as amended from time to time, or (B) the
school district for the town (i) has been identified as in need of
improvement pursuant to section 10-223e, as amended by this act, and
(ii) has a poverty rate greater than ten per cent. For purposes of this
subparagraph, "poverty rate" means the quotient of the number of
related children ages five to seventeen, inclusive, in families in poverty
in a school district, divided by the total school age population of such
school district based on the 2009 population estimate produced by the
Bureau of Census of the United States Department of Commerce.

(5) For the fiscal year ending June 30, 2013, the budgeted
appropriation for a town designated as a conditional funding district,
as defined in subdivision (40) of section 10-262f, as amended by this
act, shall be not less than the sum of (A) the budgeted appropriation
for the fiscal year ending June 30, 2012, and (B) the amount necessary
to meet the minimum local funding percentage, as defined in
subdivision (42) of section 10-262f, as amended by this act, except the
commissioner may permit a town designated as a conditional funding
district to reduce its budgeted appropriation for education if such
town can demonstrate that its local contribution for the fiscal year
ending June 30, 2013, has increased when compared to the local
contribution used in determining its local funding percentage, as
defined in subdivision (41) of section 10-262f, as amended by this act.

(g) (1) Except as provided for in subdivisions (2), (3) and (4) of this
subsection, for the fiscal years ending June 30, 2008, to June 30, 2012,
inclusive, the percentage of the increase in aid pursuant to this section
applicable under subsection (d) of this section shall be the average of
the results of (A) (i) a town's current program expenditures per
resident student pursuant to subdivision (36) of section 10-262f, as
amended by this act, subtracted from the highest current program
expenditures per resident student in this state, (ii) divided by the
difference between the highest current program expenditures per
resident student in this state and the lowest current program
expenditures per resident student in this state, (iii) multiplied by thirty
per cent, (iv) plus fifty percentage points, (B) (i) a town's wealth
pursuant to subdivision (26) of section 10-262f, as amended by this act, subtracted from the wealth of the town with the highest wealth of all towns in this state, (ii) divided by the difference between the wealth of the town with the highest wealth of all towns in this state and the wealth of the town with the lowest wealth of all towns in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points, and (C) (i) a town's grant mastery percentage pursuant to subdivision (12) of section 10-262f, as amended by this act, subtracted from one, subtracted from one minus the grant mastery percentage of the town with the highest grant mastery percentage in this state, (ii) divided by the difference between one minus the grant mastery percentage of the town with the highest grant mastery percentage in this state and one minus the grant mastery percentage of the town with the lowest grant mastery percentage in this state, (iii) multiplied by thirty per cent, (iv) plus fifty percentage points.

(2) For the fiscal year ending June 30, 2009, any town whose school district is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, as amended by this act, and has failed to make adequate yearly progress in mathematics or reading at the whole district level, the percentage determined pursuant to subdivision (1) of this subsection for such town shall be increased by an additional twenty percentage points.

(3) For the fiscal year ending June 30, 2010, any town whose school district is in its third year or more of being identified as in need of improvement pursuant to section 10-223e, as amended by this act, and has failed to make adequate yearly progress in mathematics or reading at the whole district level, the percentage of the increase in aid pursuant to this section applicable under subsection (d) of this section shall be the percentage of the increase determined under subdivision (1) of this subsection for such town, plus twenty percentage points, or eighty per cent, whichever is greater.

(4) Notwithstanding the provisions of this section, for the fiscal year
ending June 30, 2008, and each fiscal year thereafter, any town that (A) is a member of a regional school district that serves only grades seven to twelve, inclusive, or grades nine to twelve, inclusive, (B) appropriates at least the minimum percentage of increase in aid pursuant to the provisions of this section, and (C) has a reduced assessment from the previous fiscal year for students enrolled in such regional school district, excluding debt service for such students, shall be considered to be in compliance with the provisions of this section.

(5) Notwithstanding any provision of the general statutes, charter, special act or home rule ordinance, on or before September 15, 2007, for the fiscal year ending June 30, 2008, a town may request the Commissioner of Education to defer a portion of the town's increase in aid over the prior fiscal year pursuant to this section to be expended in the subsequent fiscal year. If the commissioner approves such request, the deferred amount shall be credited to the increase in aid for the fiscal year ending June 30, 2009, rather than the fiscal year ending June 30, 2008. Such funds shall be expended in the fiscal year ending June 30, 2009, in accordance with the provisions of this section. In no case shall a town be allowed to defer increases in aid required to be spent for education as a result of failure to make adequate yearly progress in accordance with the provisions of subdivisions (2) and (3) of this subsection.

(6) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the Comptroller shall withhold any increase in aid that a town designated as a conditional funding district, as defined in subdivision (40) of section 10-262f, as amended by this act, is otherwise eligible to receive pursuant to section 10-262h, as amended by this act. Such funds shall be transferred to the Commissioner of Education and shall be expended by the commissioner on behalf of such town. Such funds shall be used to implement the provisions of subdivision (7) of this subsection and to offset such other local education costs that the commissioner deems appropriate to achieve school improvements. Such funds shall be paid by the commissioner to the local or regional
board of education for such conditional funding district upon
condition that such funds shall be expended in accordance with the
directives of the commissioner and the agreed upon plans approved
through subdivision (7) of this subsection.

(7) (A) The local or regional board of education for a town
designated as a conditional funding district, as defined in subdivision
(40) of section 10-262f, as amended by this act, may apply to the
Commissioner of Education for a conditional grant, at such time and in
such manner as the commissioner prescribes. Such grant shall not
exceed the increase in aid pursuant to subdivision (6) of this section. In
order to be eligible to receive such grant, such local or regional board
of education shall submit a plan that may include, but not be limited
to, the following categories: (i) A tiered system of interventions for the
schools under the jurisdiction of such board based on the needs of such
schools, (ii) a plan to strengthen the foundational programs in reading
to ensure reading mastery in grades kindergarten to three, inclusive,
with a focus on standards and instruction, proper use of data,
intervention strategies, current information for teachers, parental
engagement, and teacher professional development, (iii) additional
learning time, including extending the school day or school year,
programming administered by school personnel or external partners,
(iv) talent strategy that includes, but is not limited to, teacher and
school leader recruitment and assignment, career ladder policies that
draw upon the teacher evaluation guidelines issued by the Department
of Education, pursuant to section 10-151b, as amended by this act, and
adopted locally. Such talent strategy may include provisions that
demonstrate increased ability to attract, retain, promote and bolster the
performance of staff in accordance with performance evaluation
findings and, in the case of new personnel, other indicators of
effectiveness, (v) training for school leaders and other staff on new
teacher evaluation models, (vi) provisions for the cooperation and
coordination with early childhood education providers to ensure
alignment with district expectations for student entry into
kindergarten, (vii) provisions for the cooperation and coordination
with other governmental and community programs to ensure that students receive adequate support and wraparound services, including community school models, and (viii) any additional categories or goals as determined by the commissioner.

(B) The plan described in subparagraph (A) of this subdivision shall demonstrate collaboration with key stakeholders, as identified by the commissioner, with the goal of achieving efficiencies, and the alignment of intent and practice of current programs with conditional programs identified in this subsection.

(C) The State Board of Education may develop guidelines and criteria, or adopt regulations, in accordance with the provisions of chapter 54, for the administration of the conditional grant program described in this subdivision.

(D) Any grants awarded under this subdivision shall be for a period of five years, except the commissioner may terminate such conditional grant award for failure to comply with the provisions of this subdivision. The commissioner may renew such conditional grant if the local or regional board of education receiving such conditional grant provides evidence that the school district of such board is achieving stated objectives and performance targets.

(E) Grants awarded pursuant to this subdivision shall be expended for educational purposes only and shall not be used to supplant federal, state or local funding for educational purposes.

(F) Any unexpended funds awarded pursuant to this subdivision shall be available for redistribution for purposes pursuant to this subdivision or the provisions of section 5 of this act.

(G) The local or regional board of education awarded a conditional grant under this subdivision shall submit an expenditure report to the commissioner on such form and in such manner as requested by the commissioner. The commissioner shall determine if (i) the local or
regional board of education shall refund (I) any unexpended funds at
the close of the program for which the grant was awarded, and (II) any
amounts not expended in accordance with the approved grant
application, or (ii) the commissioner shall reduce the grant award in a
subsequent year up to an amount equal to an amount that the
commissioner determines is out of compliance with the provisions of
this subdivision, and require the local or regional board of education to
pay such amount.

Sec. 5. (NEW) (Effective July 1, 2012) (a) The Department of
Education shall administer, within available appropriations, a
competitive grant program to assist local and regional school boards of
education in improving student performance through the strategies
described in subdivision (7) of subsection (g) of section 10-262i of the
general statutes, as amended by this act. Such annual competitive
grant shall be not less than five hundred thousand dollars.

(b) A local or regional board of education may apply to the
department for a competitive grant at such time and in such manner as
the Commissioner of Education prescribes. A local or regional board of
education for a town designated as a conditional funding district, as
defined in subdivision (40) of section 10-262f of the general statutes, as
amended by this act, that complies with the provisions of subdivision
(7) of subsection (g) of section 10-262i of the general statutes, as
amended by this act, shall be eligible to receive a competitive grant
award under this section. A local or regional board of education that
has not been so designated as a conditional funding district may also
apply for such competitive grant. In awarding such competitive grants,
the department shall give preference to conditional funding districts.

(c) The department may develop guidelines and grant criteria as it
deems necessary to administer the competitive grant program under
this section.

(d) Any local or regional board of education that has received a
competitive grant award under this section shall submit an
expenditure report to the department on such form and in such manner as prescribed by the department. The department shall determine if (1) the local or regional board of education shall refund (A) any unexpended funds at the close of the program for which the grant was awarded, or (B) any amounts not expended in accordance with the approved grant application, or (2) the department shall reduce the grant award a subsequent year up to an amount that the department determines is out of compliance with the provisions of this section, and require the local or regional board of education to pay such amount.

(e) The department may accept private donations for purposes of the competitive grant program, provided such donations shall in no way limit the scope of program grants pursuant to this section.

Sec. 6. (NEW) (Effective July 1, 2012) (a) The Department of Education shall administer a grant program in accordance with the provisions of subsection (d) of section 10-223e of the general statutes, as amended by this act.

(b) The Department of Education may develop guidelines and grant criteria as it deems necessary to administer the grant under this section.

(c) Any unexpended funds appropriated for purposes of this section shall be available for redistribution for purposes pursuant to this section.

(d) Any local or regional board of education that has received a grant award under this section shall submit an expenditure report to the department on such form and in such manner as prescribed by the department. The department shall determine if (1) the local or regional board of education shall refund (A) any unexpended funds at the close of the program for which the grant was awarded, or (B) any amounts not expended in accordance with the approved grant application, or (2) the department shall reduce the grant award a subsequent year up
to an amount that the department determines is out of compliance
with the provisions of this section, and require the local or regional
board of education to pay such amount.

Sec. 7. Section 10-66ee of the 2012 supplement to the general statutes
is repealed and the following is substituted in lieu thereof (Effective July
1, 2012):

(a) For the purposes of education equalization aid under section 10-
262h a student enrolled (1) in a local charter school shall be considered
a student enrolled in the school district in which such student resides,
and (2) in a state charter school shall not be considered a student
enrolled in the school district in which such student resides.

(b) (1) The local board of education of the school district in which a
student enrolled in a local charter school resides shall pay, annually, in
accordance with its charter, to the fiscal authority for the charter school
for each such student the amount specified in its charter, including the
reasonable special education costs of students requiring special
education. The board of education shall be eligible for reimbursement
for such special education costs pursuant to section 10-76g.

(2) For the fiscal year ending June 30, 2013, and each fiscal year
thereafter, the local or regional board of education of the school district
in which a student enrolled in a state charter school resides shall pay,
annually, such state charter school one thousand dollars for each
student enrolled on October first of the current school year. If any such
board of education fails to pay such tuition, the Commissioner of
Education may withhold from such board's town or towns a sum
payable under section 10-262i, as amended by this act, in an amount
not to exceed the amount of the unpaid tuition to the charter school
and pay such money to the fiscal agent for the charter school as a
supplementary grant.

(c) (1) The state shall pay in accordance with this subsection, to the
fiscal authority for a state charter school for each student enrolled in
such school, for the fiscal year ending June 30, 2006, seven thousand six hundred twenty-five dollars, for the fiscal year ending June 30, 2007, eight thousand dollars, for the fiscal year ending June 30, 2008, eight thousand six hundred fifty dollars, for the fiscal years ending June 30, 2009, to June 30, 2011, inclusive, nine thousand three hundred dollars, and for the fiscal year ending June 30, 2012, and each fiscal year thereafter, nine thousand four hundred dollars. Such payments shall be made as follows: Twenty-five per cent of the amount not later than July fifteenth and September fifteenth based on estimated student enrollment on May first, and twenty-five per cent of the amount not later than January fifteenth and the remaining amount not later than April fifteenth, each based on student enrollment on October first.

If the total amount appropriated for grants pursuant to this subdivision exceeds eight thousand six hundred fifty dollars per student for the fiscal year ending June 30, 2008, and exceeds nine thousand three hundred dollars for the fiscal year ending June 30, 2009, the amount of such grants payable per student shall be increased proportionately, except that such per student increase shall not exceed seventy dollars. Any amount of such appropriation remaining after such per student increase may be used by the Department of Education for supplemental grants to interdistrict magnet schools pursuant to subdivision (2) of subsection (c) of section 10-264l, to pay for a portion of the audit required pursuant to section 10-66ll, to pay for expenses incurred by the Department of Education to ensure the continuity of a charter school where required by a court of competent jurisdiction and, in consultation with the Secretary of the Office of Policy and Management, to pay expenses incurred in the creation of a school pursuant to section 10-74g. For the fiscal year ending June 30, 2005, such increase shall be limited to one hundred ten dollars per student.]

(2) In the case of a student identified as requiring special education, the school district in which the student resides shall: (A) Hold the planning and placement team meeting for such student and shall invite representatives from the charter school to participate in such
meeting; and (B) pay the state charter school, on a quarterly basis, an amount equal to the difference between the reasonable cost of educating such student and the sum of the amount received by the state charter school for such student pursuant to subdivision (1) of this subsection and amounts received from other state, federal, local or private sources calculated on a per pupil basis. Such school district shall be eligible for reimbursement pursuant to section 10-76g. The charter school a student requiring special education attends shall be responsible for ensuring that such student receives the services mandated by the student's individualized education program whether such services are provided by the charter school or by the school district in which the student resides.

(d) On or before October fifteenth of the fiscal years beginning July 1, 2001, and July 1, 2002, the Commissioner of Education shall determine if the enrollment in the program for the fiscal year is below the number of students for which funds were appropriated. If the commissioner determines that the enrollment is below such number, the additional funds shall [not lapse but shall] be used by the commissioner for (1) grants for interdistrict cooperative programs pursuant to section 10-74d, (2) grants for open choice programs pursuant to section 10-266aa, or (3) grants for interdistrict magnet schools pursuant to section 10-264l.

(e) Notwithstanding any provision of the general statutes to the contrary, if at the end of a fiscal year amounts received by a state charter school, pursuant to subdivision (1) of subsection (c) of this section, are unexpended, the charter school (1) may use, for the expenses of the charter school for the following fiscal year, up to ten per cent of such amounts, and (2) may (A) create a reserve fund to finance a specific capital or equipment purchase or another specified project as may be approved by the commissioner, and (B) deposit into such fund up to five per cent of such amounts.

(f) The local or regional board of education of the school district in
which the charter school is located shall provide transportation
services for students of the charter school who reside in such school
district pursuant to section 10-273a unless the charter school makes
other arrangements for such transportation. Any local or regional
board of education may provide transportation services to a student
attending a charter school outside of the district in which the student
resides and, if it elects to provide such transportation, shall be
reimbursed pursuant to section 10-266m for the reasonable costs of
such transportation. Any local or regional board of education
providing transportation services under this subsection may suspend
such services in accordance with the provisions of section 10-233c. The
parent or guardian of any student denied the transportation services
required to be provided pursuant to this subsection may appeal such
denial in the manner provided in sections 10-186 and 10-187.

(g) Charter schools shall be eligible to the same extent as boards of
education for any grant for special education, competitive state grants
and grants pursuant to sections 10-17g and 10-266w.

(h) If the commissioner finds that any charter school uses a grant
under this section for a purpose that is inconsistent with the provisions
of this part, the commissioner may require repayment of such grant to
the state.

(i) Charter schools shall receive, in accordance with federal law and
regulations, any federal funds available for the education of any pupils
attending public schools.

(j) The governing council of a charter school may (1) contract or
enter into other agreements for purposes of administrative or other
support services, transportation, plant services or leasing facilities or
equipment, and (2) receive and expend private funds or public funds,
including funds from local or regional boards of education and funds
received by local charter schools for out-of-district students, for school
purposes.
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(k) If in any fiscal year, more than one new state or local charter school is approved pursuant to section 10-66bb and is awaiting funding pursuant to the provisions of this section, the State Board of Education shall determine which school is funded first based on a consideration of the following factors in order of importance as follows: (1) The quality of the proposed program as measured against the criteria required in the charter school application process pursuant to section 10-66bb, (2) whether the applicant has a demonstrated record of academic success by students, (3) whether the school is located in a school district with a demonstrated need for student improvement, and (4) whether the applicant has plans concerning the preparedness of facilities, staffing and outreach to students.

(l) Within available appropriations, the state may provide a grant in an amount not to exceed seventy-five thousand dollars to any newly approved state charter school that assists the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O’Neill, et al., as determined by the Commissioner of Education, for start-up costs associated with the new charter school program.

(m) Charter schools may, to the same extent as local and regional boards of education, enter into cooperative arrangements as described in section 10-158a, provided such arrangements are approved by the Commissioner of Education. Any state charter school participating in a cooperative arrangement under this subsection shall maintain its status as a state charter school and not be excused from any obligations pursuant to sections 10-66aa to 10-66ll, inclusive.

(n) Grant funding pursuant to this section shall be considered an education equalization aid grant under section 10-262h, as amended by this act.

Sec. 8. (NEW) (Effective July 1, 2012) (a) Notwithstanding the provisions of sections 10-66aa to 10-66mm, inclusive, of the general statutes, or any other provision of the general statutes to the contrary, the State Board of Education may approve, upon the request of an
applicant for a local charter school to be established on or after July 1, 2012, any one or more of the following items described in subdivisions (1) to (3), inclusive, of this subsection, provided such applicant satisfies the conditions set forth in subsection (b) of this section:

(1) Notwithstanding the provisions of section 10-153d of the general statutes, as amended by this act, or any other provision of the general statutes to the contrary, the State Board of Education may limit the scope of collective bargaining for school professionals and persons holding charter school educator permits, as described in section 10-66dd of the general statutes, to be employed by the local charter school to the following: (A) Salaries, (B) leave time, (C) vacation, and (D) insurance benefits;

(2) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the State Board of Education may approve, within available appropriations, a grant to the local charter school in an amount not to exceed three thousand dollars for each student enrolled in such a local charter school. The State Board of Education shall make determinations regarding the number of students enrolled in the local charter school for the purposes of this subsection in accordance with the provisions of subdivision (1) of subsection (c) of section 10-66ee of the general statutes, as amended by this act, and shall make any grant payments awarded pursuant to this subdivision in the manner set forth in said subdivision. For purposes of this subdivision, such grant shall be an education equalization aid grant under section 10-262h of the general statutes, as amended by this act; or

(3) (A) For the fiscal year ending June 30, 2013, and each fiscal year thereafter, the State Board of Education may approve, within available appropriations, a grant of up to five hundred thousand dollars to the local charter school applicant in order to assist with start-up costs associated with establishment of the local charter school. For purposes of this subdivision, such grant shall be an education equalization aid grant under section 10-262h of the general statutes, as amended by this act; or
(B) The grant program shall be subject to the following conditions: 

(i) Grant applications shall be submitted to the State Board of Education at such time and on such forms as the State Board of Education prescribes, and (ii) each local charter school applicant receiving a grant award shall submit, at such time and in such form as the Commissioner of Education prescribes, any reports and financial statements required by the State Board of Education. If the State Board of Education finds that any grant awarded pursuant to this subdivision is being used for purposes that are not in conformity with the purposes of this subdivision, the State Board of Education may require repayment of the grant to the state.

(C) Any unexpended funds appropriated to the Department of Education for purposes of this subdivision shall be available for redistribution for purposes of this subdivision.

(D) The department may develop guidelines and grant criteria as it deems necessary to administer the grant program under this subdivision.

(b) In order to be eligible for consideration under the provisions of subsection (a) of this section, an applicant for a local charter school to be established on or after July 1, 2012, shall satisfy one of the following conditions: (1) The applicant has high quality, feasible strategies or a record of success in serving students from among the following populations: (A) Students with histories of low academic performance, (B) students who receive free or reduced priced school lunches, (C) students with histories of behavioral and social difficulties, (D) students eligible for special education services, or (E) students who are English language learners; or (2) the applicant has a high quality, feasible plan for turning around existing schools that have demonstrated consistently substandard student performance, or a record of success in turning around such schools. The State Board of Education shall determine whether such applicant satisfies the
provisions of subdivision (1) or (2) of this subsection.

Sec. 9. (NEW) (Effective July 1, 2012) (a) The local or regional board of education for a local charter school shall be responsible for the financial support of such local charter school at a level that is at least equal to the product of (1) the per pupil cost for the prior fiscal year, less the per pupil grant provided pursuant to subdivision (2) of subsection (c) of section 10-66ee of the general statutes, as amended by this act, for the current fiscal year, and (2) the number of students attending such local charter school in the current fiscal year.

(b) As used in this section, "per pupil cost" means, for a local or regional board of education, the quotient of the net current expenditures, as defined in subdivision (3) of section 10-261 of the general statutes, divided by the average daily membership, as defined in subdivision (2) of section 10-261 of the general statutes, of such local or regional board of education.

Sec. 10. (NEW) (Effective from passage) (a) The Department of Education shall develop and implement a uniform system of accounting for school expenditures that includes a chart of accounts for each local and regional board of education, regional educational service center, state charter school and the regional vocational-technical school system. Select measures shall be required at the individual school level, as determined by the department.

(b) For the fiscal year ending June 30, 2014, each local or regional board of education, regional educational service center, state charter school and the regional vocational-technical school system shall implement such uniform system of accounting and be subject to the provisions of section 10-227 of the general statutes.

(c) The Office of Policy and Management may annually audit the chart of accounts for any local or regional board of education, regional educational service center, state charter school or the regional vocational-technical school system.
Sec. 11. (NEW) (Effective July 1, 2012) (a) As used in this section:

(1) "Per pupil cost" means, for a local or regional board of education, the quotient of the net current expenditures, as defined in subdivision (3) of section 10-261 of the general statutes, divided by the average daily membership, as defined in subdivision (2) of section 10-261 of the general statutes, of such local or regional board of education.

(2) "State average per pupil cost" means the quotient of the sum of the net current expenditures, as defined in section 10-261 of the general statutes, of all local and regional boards of education, divided by the sum of the average daily membership, as defined in section 10-261 of the general statutes, of all local and regional boards of education.

(3) "Small district" means any local or regional board of education with an average daily membership, as defined in section 10-261 of the general statutes, of less than one thousand pupils.

(4) "Small district reduction percentage" means that for the fiscal year ending June 30, 2016, and each fiscal year thereafter, (A) for the first fiscal year in which the per pupil cost of the local or regional board of education from the prior fiscal year exceeds the state average per pupil cost from the prior fiscal year by at least ten percentage points, ten per cent, (B) for the second consecutive fiscal year in which the per pupil cost of the local or regional board of education from the prior fiscal year exceeds the state average per pupil cost from the prior fiscal year by at least ten per cent, twenty per cent, (C) for the third consecutive fiscal year in which the per pupil cost of the local or regional board of education from the prior fiscal year exceeds the state average per pupil cost from the prior fiscal year by at least ten per cent, thirty per cent, (D) for the fourth consecutive fiscal year in which the per pupil cost of the local or regional board of education from the prior fiscal year exceeds the state average per pupil cost from the prior fiscal year by at least ten per cent, forty per cent, (E) for the fifth consecutive fiscal year in which the per pupil cost of the local or regional board of education from the prior fiscal year exceeds the state average per pupil cost from the prior fiscal year by at least ten per cent, forty per cent.
cost from the prior fiscal year by at least ten per cent, fifty per cent.

(b) For the fiscal year ending June 30, 2016, and each fiscal year thereafter, for any small district in which the per pupil cost of the prior fiscal year exceeds the state average per pupil cost of the prior fiscal year, there shall be an assessment equaling the product of (A) one thousand dollars for each average daily membership of the prior fiscal year, and (B) the small district percentage. Such assessment may be deducted from the aid received pursuant to section 10-262h of the general statutes, as amended by this act, or any other state education grant awarded to such small district, as prescribed by the Department of Education.

(c) The Department of Education shall provide, within available appropriations, funding to small districts to support efforts to examine school district consolidation.

(d) On or before October 1, 2016, and annually thereafter, the Commissioner of Education shall submit recommendations to incentivize small district consolidation regarding (1) the regional bonus provisions described in subdivision (19) of section 10-262f of the general statutes, as amended by this act, (2) the effect of regional districts and cooperative arrangements, as described in section 10-158a of the general statutes, on bonus provisions as they relate to state reimbursement, and (3) the minimum budget requirement, described in subsection (f) of section 10-262i of the general statutes, as amended by this act, to the joint standing committee of the General Assembly having cognizance of matters relating to education.

Sec. 12. Subsection (b) of section 10-65 of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(b) Each local or regional board of education not maintaining an agricultural science and technology education center shall provide opportunities for its students to enroll in one or more such centers in a
number that is at least equal to the number specified in any written agreement with each such center or centers, or in the absence of such an agreement, a number that is at least equal to the average number of its students that the board of education enrolled in each such center or centers during the previous three school years, provided, in addition to such number, each such board of education shall provide opportunities for its students to enroll in the ninth grade in a number that is at least equal to the number specified in any written agreement with each such center or centers, or in the absence of such an agreement, a number that is at least equal to the average number of students that the board of education enrolled in the ninth grade in each such center or centers during the previous three school years. If a local or regional board of education provided opportunities for students to enroll in more than one center for the school year commencing July 1, 2007, such board of education shall continue to provide such opportunities to students in accordance with this subsection. The board of education operating an agricultural science and technology education center may charge, subject to the provisions of section 10-65b, tuition for a school year in an amount not to exceed [eighty-two and five-tenths] sixty-six and six-tenths per cent of the foundation level pursuant to subdivision (9) of section 10-262f, as amended by this act, per student for the fiscal year in which the tuition is paid, except that such board may charge tuition for (1) students enrolled under shared-time arrangements on a pro rata basis, and (2) special education students which shall not exceed the actual costs of educating such students minus the amounts received pursuant to subdivision (2) of subsection (a) of this section and subsection (c) of this section. Any tuition paid by such board for special education students in excess of the tuition paid for non-special-education students shall be reimbursed pursuant to section 10-76g.

Sec. 13. Subsection (c) of section 10-264l of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):
(c) (1) The maximum amount each interdistrict magnet school program, except those described in subparagraphs (A) to (F), inclusive, of subdivision (3) of this subsection, shall be eligible to receive per enrolled student who is not a resident of the town operating the magnet school shall be (A) six thousand sixteen dollars for the fiscal year ending June 30, 2008, [and] (B) six thousand seven hundred thirty dollars for the fiscal years ending June 30, 2009, to June 30, 2012, inclusive, and (C) seven thousand four hundred forty dollars for the fiscal year ending June 30, 2013, and each fiscal year thereafter. The per pupil grant for each enrolled student who is a resident of the town operating the magnet school program shall be three thousand dollars for the fiscal year ending June 30, 2008, and each fiscal year thereafter.

(2) For the fiscal year ending June 30, 2003, and each fiscal year thereafter, the commissioner may, within available appropriations, provide supplemental grants for the purposes of enhancing educational programs in such interdistrict magnet schools, as the commissioner determines. Such grants shall be made after the commissioner has conducted a comprehensive financial review and approved the total operating budget for such schools, including all revenue and expenditure estimates.

(3) (A) Except as otherwise provided in subparagraphs (C) to (F), inclusive, of this subdivision, each interdistrict magnet school operated by a regional educational service center that enrolls less than fifty-five per cent of the school's students from a single town shall receive a per pupil grant in the amount of (i) six thousand two hundred fifty dollars for the fiscal year ending June 30, 2006, (ii) six thousand five hundred dollars for the fiscal year ending June 30, 2007, (iii) seven thousand sixty dollars for the fiscal year ending June 30, 2008, [and] (iv) seven thousand six hundred twenty dollars for the fiscal year ending June 30, 2009, [and each fiscal year thereafter] to June 30, 2012, inclusive, and (v) eight thousand one hundred eighty dollars for the fiscal year ending June 30, 2013, and each fiscal year thereafter.
(B) Except as otherwise provided in subparagraphs (C) to (F), inclusive, of this subdivision, each interdistrict magnet school operated by a regional educational service center that enrolls at least fifty-five per cent of the school's students from a single town shall receive a per pupil grant for each enrolled student who is not a resident of the district that enrolls at least fifty-five per cent of the school's students in the amount of (i) six thousand sixteen dollars for the fiscal year ending June 30, 2008, and (ii) six thousand seven hundred thirty dollars for the fiscal year ending June 30, 2009, and each fiscal year thereafter to June 30, 2012, inclusive, and (iii) seven thousand four hundred forty dollars for the fiscal year ending June 30, 2013, and each fiscal year thereafter. The per pupil grant for each enrolled student who is a resident of the district that enrolls at least fifty-five per cent of the school's students shall be three thousand dollars.

(C) Each interdistrict magnet school operated by a regional educational service center that began operations for the school year commencing July 1, 1998, and that for the school year commencing July 1, 2008, enrolled at least fifty-five per cent, but no more than seventy per cent of the school's students from a single town shall receive a per pupil grant for each enrolled student who is a resident of the district that enrolls at least fifty-five per cent, but no more than seventy per cent of the school's students in the amount of four thousand eight hundred ninety-four dollars for the fiscal year ending June 30, 2010, and four thousand two hundred sixty-three dollars for the fiscal year ending June 30, 2011, and a per pupil grant for each enrolled student who is not a resident of the district that enrolls at least fifty-five per cent, but no more than seventy per cent of the school's students in the amount of six thousand seven hundred thirty dollars for the fiscal years ending June 30, 2010, and June 30, 2011.

(D) Each interdistrict magnet school operated by a regional educational service center that began operations for the school year commencing July 1, 2001, and that for the school year commencing July 1, 2008, enrolled at least fifty-five per cent, but no more than
eighty per cent of the school's students from a single town shall receive
a per pupil grant for each enrolled student who is a resident of the
district that enrolls at least fifty-five per cent, but no more than eighty
per cent of the school's students in the amount of four thousand two
hundred fifty dollars for the fiscal year ending June 30, 2010, and three
thousand eight hundred thirty-three dollars for the fiscal years ending
June 30, 2011, June 30, 2012, and June 30, 2013, and a per pupil grant
for each enrolled student who is not a resident of the district that
enrolls at least fifty-five per cent, but no more than eighty per cent of
the school's students in the amount of six thousand seven hundred
thirty dollars for the fiscal years ending June 30, 2010, June 30, 2011,

(E) Each interdistrict magnet school operated by (i) a regional
educational service center, (ii) the Board of Trustees of the
Community-Technical Colleges on behalf of a regional community-
technical college, (iii) the Board of Trustees of the Connecticut State
University System on behalf of a state university, (iv) the Board of
Trustees for The University of Connecticut on behalf of the university,
(v) the board of governors for an independent college or university, as
defined in section 10a-37, or the equivalent of such a board, on behalf
of the independent college or university, (vi) cooperative arrangements
pursuant to section 10-158a, and (vii) any other third-party not-for-
profit corporation approved by the commissioner that enrolls less than
sixty per cent of its students from Hartford pursuant to the 2008
shall receive a per pupil grant in the amount of (I) nine thousand six
hundred ninety-five dollars for the fiscal year ending June 30, 2010,
and (II) ten thousand four hundred forty-three dollars for the fiscal
years ending June 30, 2011, to June 30, 2013, inclusive.

(F) Each interdistrict magnet school operated by the Hartford school
district, pursuant to the 2008 stipulation and order for Milo Sheff, et al.
v. William A. O'Neill, et al., shall receive a per pupil grant for each
enrolled student who is not a resident of the district in the amount of
(i) twelve thousand dollars for the fiscal year ending June 30, 2010, and  
(ii) thirteen thousand fifty-four dollars for the fiscal years ending June  

(G) In addition to the grants described in subparagraph (F) of this  
subdivision, for the fiscal year ending June 30, 2010, the commissioner  
may, subject to the approval of the Secretary of the Office of Policy and  
Management and the Finance Advisory Committee, established  
pursuant to section 4-93, provide supplemental grants to the Hartford  
school district of up to one thousand fifty-four dollars for each student  
enrolled at an interdistrict magnet school operated by the Hartford  
school district who is not a resident of such district.

(4) The amounts of the grants determined pursuant to this  
subsection shall be proportionately adjusted, if necessary, within  
available appropriations, and in no case shall any grant pursuant to  
this section exceed the reasonable operating budget of the interdistrict  
magnet school program, less revenues from other sources. Any  
interdistrict magnet school program operating less than full-time, but  
at least half-time, shall be eligible to receive a grant equal to sixty-five  
per cent of the grant amount determined pursuant to this subsection.

(5) Within available appropriations, the commissioner may make  
grants to the following entities that operate an interdistrict magnet  
school that assists the state in meeting the goals of the 2008 stipulation  
and order for Milo Sheff, et al. v. William A. O'Neill, et al., as  
determined by the commissioner and that provide academic support  
programs and summer school educational programs approved by the  
commissioner to students participating in such interdistrict magnet  
school program: (A) Regional educational service centers, (B) local and  
regional boards of education, (C) the Board of Trustees of the  
Community-Technical Colleges on behalf of a regional community-  
technical college, (D) the Board of Trustees of the Connecticut State  
University System on behalf of a state university, (E) the Board of  
Trustees for The University of Connecticut on behalf of the university,
(F) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, (G) cooperative arrangements pursuant to section 10-158a, and (H) any other third-party not-for-profit corporation approved by the commissioner.

(6) Within available appropriations, the Commissioner of Education may make grants, in an amount not to exceed seventy-five thousand dollars, for start-up costs associated with the development of new interdistrict magnet school programs that assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., as determined by the commissioner, to the following entities that develop such a program: (A) Regional educational service centers, (B) local and regional boards of education, (C) the Board of Trustees of the Community-Technical Colleges on behalf of a regional community-technical college, (D) the Board of Trustees of the Connecticut State University System on behalf of a state university, (E) the Board of Trustees for The University of Connecticut on behalf of the university, (F) the board of governors for an independent college or university, as defined in section 10a-37, or the equivalent of such a board, on behalf of the independent college or university, (G) cooperative arrangements pursuant to section 10-158a, and (H) any other third-party not-for-profit corporation approved by the commissioner.

Sec. 14. Section 10-266p of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) The State Board of Education shall administer a priority school district grant program to assist certain school districts to improve student achievement and enhance educational opportunities. The grant program shall include the priority school district portions of the grant programs established pursuant to sections 10-16p, 10-265f, 10-265m and 10-266t. The grant program and its component parts shall be
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for school districts in (1) the eight towns in the state with the largest population, based on the most recent federal decennial census, (2) towns which rank for the first fiscal year of each biennium from one to eleven when all towns are ranked in descending order from one to one hundred sixty-nine based on the number of children under the temporary family assistance program, as defined in subdivision (17) of section 10-262f, as amended by this act, plus the mastery count of the town, as defined in subdivision (13) of section 10-262f, as amended by this act, and (3) towns which rank for the first fiscal year of each biennium one to eleven when all towns are ranked in descending order from one to one hundred sixty-nine based on the ratio of the number of children under the temporary family assistance program as so defined to the resident students of such town, as defined in subdivision (22) of section 10-262f, as amended by this act, plus the grant mastery percentage of the town, as defined in subdivision (12) of section 10-262f, as amended by this act. The State Board of Education shall utilize the categorical grant program established under this section and sections 10-266q and 10-266r and other educational resources of the state to work cooperatively with such school districts during any school year to improve their educational programs or to provide early childhood education or early reading intervention programs. The component parts of the grant shall be allocated according to the provisions of sections 10-16p, 10-265f, 10-265m and 10-266t. Subject to the provisions of subsection (c) of section 10-276a, the State Board of Education shall allocate one million dollars to each of the eight towns described in subdivision (1) of this subsection and five hundred thousand dollars to each of the towns described in subdivisions (2) and (3) of this subsection, except the towns described in subdivision (1) of this subsection shall not receive any additional allocation if they are also described in subdivision (2) or (3) of this subsection.

(b) Notwithstanding the provisions of subsection (a) of this section, any town which received a grant pursuant to this section for the fiscal year ending June 30, 1999, and which does not qualify for a grant
pursuant to subsection (a) of this section for the fiscal year ending June 
30, 2000, shall receive grants for the fiscal years ending June 30, 2000, 
June 30, 2001, and June 30, 2002, in amounts determined in accordance 
with this subsection. (1) For the fiscal year ending June 30, 2000, in an 
amount equal to the difference between (A) the amount of the grant 
such town received pursuant to this section for the fiscal year ending 
June 30, 1999, and (B) an amount equal to twenty-five per cent of the 
difference between (i) the amount of the grant such town received 
pursuant to this section for the fiscal year ending June 30, 1999, and (ii) 
the amount of the grants received by transitional school districts 
pursuant to section 10-263c. (2) For the fiscal year ending June 30, 
2001, in an amount equal to the difference between (A) the amount of 
the grant such town received pursuant to this section for the fiscal year 
ending June 30, 1999, and (B) an amount equal to fifty per cent of the 
difference between (i) the amount of the grant such town received 
pursuant to this section for the fiscal year ending June 30, 1999, and (ii) 
the amount of the grants received by transitional school districts 
pursuant to section 10-263c. (3) For the fiscal year ending June 30, 2002, 
in an amount equal to the difference between (A) the amount of the 
grant such town received pursuant to this section for the fiscal year 
ending June 30, 1999, and (B) an amount equal to seventy-five per cent 
of the difference between (i) the amount of the grant such town 
received pursuant to this section for the fiscal year ending June 30, 
1999, and (ii) the amount of the grants received by transitional school 
districts pursuant to section 10-263c.

(c) In addition to the amount allocated pursuant to subsection (a) of 
this section, for the fiscal year ending June 30, 1997, and each fiscal 
year thereafter, the State Board of Education shall allocate (1) seven 
hundred fifty thousand dollars to each town which ranks from one to 
three, inclusive, in population pursuant to subdivision (1) of said 
subsection (a) and three hundred thirty-four thousand dollars to each 
town which ranks from four to eight, inclusive, in population pursuant 
to said subdivision and (2) one hundred eighty thousand dollars to 
each of the towns described in subdivisions (2) and (3) of said
subsection (a), except that the towns described in subdivision (1) of said subsection (a) shall not receive any additional allocation pursuant to subdivision (2) of this subsection if they are also described in subdivision (2) or (3) of said subsection (a).

(d) In addition to the amounts allocated pursuant to subsections (a) and (c) of this section, the State Board of Education shall allocate a share, in the same proportion as the total amount allocated pursuant to said subsections, of two million five hundred thousand dollars for the fiscal year ending June 30, 1998, and three million dollars for the fiscal year ending June 30, 1999, and each fiscal year thereafter, to each of the towns receiving a grant pursuant to this section.

(e) In addition to the amounts allocated pursuant to subsections (a), (c) and (d) of this section, for the fiscal year ending June 30, 2005, and each fiscal year thereafter, the State Board of Education shall allocate (1) one million five hundred thousand dollars to the town which ranks one in population pursuant to subdivision (1) of said subsection (a), (2) one million dollars to each town which ranks from two to four, inclusive, in population pursuant to said subdivision (1), (3) six hundred thousand dollars to the town which ranks five in population pursuant to said subdivision (1), (4) five hundred thousand dollars to each town which ranks from six to eight, inclusive, in population pursuant to said subdivision (1), and (5) two hundred fifty thousand dollars to each of the towns described in subdivisions (2) and (3) of said subsection (a), except that the towns described in subdivision (1) of said subsection (a) shall not receive any additional allocation pursuant to subdivision (5) of this subsection if they are also described in subdivision (2) or (3) of said subsection (a).

(f) In addition to the amounts allocated in subsection (a), and subsections (c) to (e), inclusive, of this section, for the fiscal year ending June 30, 2006, the State Board of Education shall allocate two million thirty-nine thousand six hundred eighty-six dollars to the towns that rank one to three, inclusive, in population pursuant to
subdivision (1) of said subsection (a), and for the fiscal years ending
June 30, 2007, to June 30, 2013, the State Board of Education shall
allocate two million six hundred ten thousand seven hundred ninety-
eight dollars to the towns that rank one to three, inclusive, in
population pursuant to subdivision (1) of said subsection (a).

(g) In addition to the amounts allocated in subsection (a) and
subsections (c) to (f), inclusive, of this section, for the fiscal year ending
June 30, 2012, and each fiscal year thereafter, the State Board of
Education shall allocate three million two hundred sixteen thousand
nine hundred eight dollars as follows: Each priority school district
shall receive an allocation based on the ratio of the amount it is eligible
to receive pursuant to subsection (a) and subsections (c) to (f),
inclusive, of this section to the total amount all priority school districts
are eligible to receive pursuant to said subsection (a) and said
subsections (c) to (f), inclusive. For the fiscal year ending June 30, 2013,
the State Board of Education shall allocate two million nine hundred
twenty-nine thousand three hundred sixty-four dollars as follows: Each priority school district shall receive an allocation based on the
ratio of the amount it is eligible to receive pursuant to subsection (a) of
this section and subsections (c) to (f), inclusive, of this section to the
total amount all priority school districts are eligible to receive pursuant
to subsection (a) of this section and subsections (c) to (f), inclusive, of
this section.

(h) Notwithstanding the provisions of this section, for the fiscal year
ending June 30, 2008, and for each fiscal year thereafter, no town
receiving a grant pursuant to this section shall receive a grant that is in
an amount that is less than one hundred fifty dollars per pupil. For the
purposes of this subsection, the amount of the grant on a per pupil
basis shall be determined by dividing the total amount that a town
receives for a grant under this section by the number of resident
students, as defined in subdivision (22) of section 10-262f, as amended
by this act, of the local or regional school district for which the town
receives a grant under this section.
(i) In addition to the amounts allocated in subsection (a) and subsections (c) to (h), inclusive, of this section, for the fiscal year ending June 30, 2008, and each fiscal year thereafter, the State Board of Education shall allocate six hundred fifty thousand dollars to the town ranked sixth when all towns are ranked from highest to lowest in population, based on the most recent federal decennial census.]

Sec. 15. Subdivision (4) of subsection (e) of section 10-76d of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(4) Notwithstanding any other provision of this section, the Department of Mental Health and Addiction Services shall provide regular education and special education and related services to eligible residents in facilities operated by the department who are eighteen to twenty-one years of age. In the case of a resident who requires special education, the department shall provide the requisite identification and evaluation of such resident in accordance with the provisions of this section. The department shall be financially responsible for the provision of educational services to eligible residents. The Departments of Mental Health and Addiction Services, Children and Families and Education shall develop and implement an interagency agreement which specifies the role of each agency in ensuring the provision of appropriate education services to eligible residents in accordance with this section. The [State Board of Education shall pay to the] Department of Mental Health and Addiction Services shall be responsible for one hundred per cent of the reasonable costs of such educational services provided to eligible residents of such facilities. [Payment shall be made by the board as follows: Eighty-five per cent of the estimated cost in July and the adjusted balance in May.]

Sec. 16. (NEW) (Effective July 1, 2012) (a) For the school year commencing July 1, 2012, and each school year thereafter, a local or regional board of education may submit a request to the Department of Education, in a manner prescribed by the department, to use
student performance data from any charter school located in the school
district of such local or regional board of education. Such data shall be
used for the exclusive purpose of calculating the school district's
performance in accordance with the state-wide performance
management and support plan prepared pursuant to subsection (a) of
section 10-223e of the general statutes, as amended by this act.

(b) The State Board of Education shall issue guidelines regarding the
required elements of, and the standards governing review of, any such
request, including the submission requirements regarding cooperation
of the sending school district with the receiving school's program or
operation.

Sec. 17. (NEW) (Effective July 1, 2012) (a) There is established a
Connecticut attract the best teacher scholarship program administered
by the Office of Financial and Academic Affairs for Higher Education,
in consultation with the Department of Education.

(b) The program shall, within available appropriations, provide
grants to students who demonstrate exemplary academic achievement,
as evidenced by the measures which may include, but not be limited
to, grade point average, scores received on examinations conducted
pursuant to section 10-145f of the general statutes, as amended by this
act, and a commitment to be employed by a local or regional board of
education in (1) a school district identified as a priority school district
pursuant to section 10-266p of the general statutes, as amended by this
act, or (2) a school designated as a commissioner's network school
pursuant to section 10-223e of the general statutes, as amended by this
act.

(c) A student eligible for a grant under said program shall (1) be
enrolled in a teacher education program during such student's senior
year at a four-year public institution of higher education or an
independent college or university, as defined in section 10a-37 of the
general statutes, (2) complete the requirements of such a teacher
education program as a graduate student for one year, or (3) be
enrolled in an alternate route to certification program administered through the Office of Financial and Academic Affairs for Higher Education. No student shall receive more than one grant under said program. A grant awarded to a student shall not exceed five thousand dollars.

(d) A student who is awarded a grant under this section, and who has an agreement for employment with a local or regional board of education for a school district identified as a priority school district pursuant to section 10-266p of the general statutes, as amended by this act, or for a school designated as a commissioner's network school pursuant to section 10-223e of the general statutes, as amended by this act, upon graduation, shall be eligible for reimbursement of federal or state educational loans up to a maximum of two thousand five hundred dollars per year for up to four years that such student is so employed.

(e) Notwithstanding the provisions of subsections (c) and (d) of this section, the combined dollar value of grants and loan reimbursements awarded pursuant to this section shall not exceed fifteen thousand dollars per student.

(f) The Office of Financial and Academic Affairs for Higher Education may use up to two per cent of the funds appropriated for purposes of this section for program administration.

Sec. 18. Section 10-223e of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) [In conformance with the No Child Left Behind Act, P.L. 107-110, the Commissioner] The Department of Education shall prepare a statewide [education accountability] performance management and support plan, consistent with federal law and regulation. Such plan shall (l) identify [the schools and] districts in need of improvement, [require the development and implementation of improvement plans]
and utilize rewards and consequences (2) classify schools into five performance categories, to be referred to numerically pursuant to this section, of which category five represents the lowest performing schools, and (3) identify a category of schools with low performing subgroups of students which shall be designated as focus schools. Criteria may include measures of student achievement and growth in aggregate student achievement or for student subgroups over time, including any period of time prior to July 1, 2012.

[(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.]

(b) (1) For those schools classified as category three schools, the department may require such schools to (A) develop and implement plans consistent with this section and federal law to elevate the school from low achieving status, and (B) be the subject of actions as defined in the state-wide performance management and support plan, described in subsection (a) of this section.

(2) For those schools classified as category three schools, the department may require the local or regional board of education for
such schools to collaborate with the regional educational service center
that serves the area in which such schools are located to develop plans
to ensure such schools provide early education opportunities, summer
school, extended school day or year programming, weekend classes,
tutorial assistance to their students or professional development to
their administrators, principals, teachers and paraprofessional teacher
aides. In requiring any educational program authorized by this
subdivision, the Commissioner of Education may limit the offering of
such program to the subgroup of students that have failed to reach
performance benchmarks or those in transitional or milestone grades
or those who are otherwise at substantial risk of educational failure.

(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,] school classified as a category four or five
school, or school designated as a focus school 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 of the school, school
district, a particular school in the district or among student subgroups,
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 10-74h, 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) require
the appointment of (i) a superintendent, approved by the Commissioner of Education, or (ii) a special master, selected by the commissioner, whose authority is consistent with the provisions of section 138 of public act 11-61, and whose term shall be for one fiscal year, except that the State Board of Education may extend such period; or (O) 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, only the impact of such directive shall be [carried out] collectively bargained 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 of the 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.]

(d) Notwithstanding any provision of the general statutes to the
contrary, the Commissioner of Education, in accordance with the
provisions of section 10-4, may take any of the following actions to
improve low achieving schools:

(1) Identify the low achieving schools classified as category four or
five schools that are the lowest performing schools in the state and
require highly intensive oversight, support and direction at the school
level or at particular grade levels within the school, including
approaches that involve phasing in grades over time, to improve
student achievement to an acceptable level. For the school year
commencing July 1, 2012, the commissioner shall identify such schools
by July 15, 2012. For each school year thereafter, the department shall
identify such schools by January first of the prior school year;
(2) Designate, with the approval of the State Board of Education, the schools identified in subdivision (1) of this subsection as commissioner's network schools;

(3) Assume responsibility for implementing the educational interests of the state in accordance with section 10-4 from the local or regional board of education, to the extent and in the manner the department determines necessary, to bring student achievement to an acceptable level and elevate the commissioner's network school from low achieving status;

(4) Issue a directive detailing the extent to which the commissioner shall assume responsibility for implementing the educational interests of the state for the commissioner's network school, including a statement of the duties the commissioner will assume on behalf of the local or regional board of education. The local or regional board of education shall retain responsibility for otherwise implementing the educational interests of the state and fulfilling any other duties set forth in this title;

(5) Select a school turnaround model for each commissioner's network school, which shall be implemented at the school level or at particular grade levels within the school, to improve student achievement to an acceptable level and remove the school from low achieving status;

(6) (A) Notwithstanding the provisions of sections 4-98, 4-212 to 4-219, inclusive, 4a-51, 4a-57 and 10-220, require the local or regional board of education for a school designated as a commissioner's network school to enter into a turnaround agreement with the department regarding all aspects of school operation and management, without limitation;

(B) Notwithstanding the provisions of sections 4-98, 4-212 to 4-219, inclusive, 4a-51, 4a-57 and 10-220, operate the commissioner's network school through the department or designate any other entity to operate
the commissioner's network school;

(C) If the commissioner implements the provisions of subparagraph (A) of this subdivision, the department shall enter into a turnaround agreement with the local or regional board of education. Such turnaround agreement shall include, but not be limited to, the following elements: (i) The model of school turnaround to be implemented, (ii) a plan for the operation of the commissioner's network school and the monitoring and oversight of such school by the department, (iii) annual measurable benchmarks for progress toward the goal of removing the school from low achieving status, and (iv) other provisions required by the model of school turnaround or identified by the department. Such turnaround agreement shall be executed not later than one hundred twenty days from the date the school is designated as a commissioner's network school, except that for schools identified as commissioner network schools for the school year commencing July 1, 2012, the turnaround agreement shall be executed by August 1, 2012. If the local or regional board of education and department cannot agree on the terms of the turnaround agreement during the negotiation period, the commissioner may implement the provisions of subparagraph (B) of this subdivision;

(7) Require the implementation of specific operating and working conditions in a commissioner's network school;

(8) Publish a list of school turnaround models that may be implemented in commissioner's network schools;

(9) Employ teachers and administrators in commissioner's network schools subject to the following conditions:

(A) The commissioner shall develop criteria to identify exemplary teachers and administrators, based on performance evaluations conducted pursuant to section 10-151b, as amended by this act, and other available measures, and provide incentives, including, but not limited to, financial incentives and enhanced career ladder and career
(B) Any teacher or administrator assigned to a school prior to its designation as a commissioner's network school (i) may apply for a position in such school after such school has been designated as a commissioner's network school, and (ii) if electing not to apply for or if not selected for a position in the commissioner's network school, shall be assigned or transferred to an available position at another school under the jurisdiction of the local or regional board of education for which such teacher or administrator is assigned, which may include special teaching positions that provide coverage for teachers participating in professional development and other related activities in accordance with subparagraph (F) of this subdivision, based on consideration of performance evaluations, employment qualifications, special skills or expertise and the needs of the school district, provided any such assignment or transfer shall not be on the basis of seniority or tenure, unless all considerations are otherwise equal.

(C) No teacher or administrator shall be employed in a commissioner's network school without the mutual consent of the teacher or administrator and the department, or its designee as identified pursuant to subparagraph (B) of subdivision (6) of this subsection, regardless of the seniority or tenure status of the teacher or administrator or any agreement to the contrary.

(D) When selecting applicants for positions in a commissioner's network school, the department, or its designee as identified pursuant to subparagraph (B) of subdivision (6) of this subsection, shall give priority to candidates who are employed in the local or regional board of education in which the commissioner's network school is located and who are determined to be qualified by the department, or its designee, for a position in the school.

(E) Any teacher or administrator selected to work in a commissioner's network school shall (i) be considered an employee of
the local or regional board of education in which the commissioner's network school is located during the period in which such teacher or administrator is assigned to such commissioner's network school, (ii) be assigned to such commissioner's network school for a term of two years, which may be renewed only by mutual consent, (iii) be entitled to a leave of absence without pay from the local or regional board of education in which such teacher or administrator was employed immediately prior to the assignment in the commissioner's network school, so that such teacher or administrator may be assigned to a commissioner's network school, provided, at any time after the completion of such teacher's or administrator's assignment in the commissioner's network school, such teacher or administrator may return to the position in which such teacher or administrator was previously employed, or a comparable position, and such leave of absence shall not be deemed to be an interruption of service for purposes of seniority, teachers' retirement credit or attaining tenure, (iv) be compensated and entitled to benefits and leave under the provisions of the collective bargaining agreement between the exclusive bargaining unit for teachers pursuant to section 10-153b and the local or regional board of education for the school district in which the commissioner's network school is located, (v) be eligible to receive incentives, established by the department pursuant to subparagraph (A) of this subdivision, during the period in which the teacher or administrator is assigned to the commissioner's network school, provided the provision and receipt of such incentives shall not be subject to collective bargaining, in accordance with the provisions of subparagraph (F) of this subdivision, and (vi) be permitted to use total compensation, including the salary and any financial incentives received pursuant to subparagraph (A) of this subdivision, in calculating the average annual salary, pursuant to section 10-183b, as amended by this act, for such teacher or administrator.

(F) The provisions of sections 10-153a to 10-153n, inclusive, shall not apply to any teacher or administrator who is assigned to a commissioner's network school, except (i) that such teacher or
administrator shall, for the purposes of ratification of an agreement only, be permitted to vote as a member of the teacher or administrator bargaining unit, as appropriate, for the local or regional board of education in which the commissioner's network school is located, and (ii) insofar as any such provisions protect any entitlement of such teacher or administrator to benefits or leave accumulated or accrued prior to the teacher or administrator being employed in a commissioner's network school. The provision of any financial or other incentives, including, but not limited to, compensation or the availability of professional coverage positions, shall not be subject to collective bargaining pursuant to sections 10-153a to 10-153n, inclusive.

A committee comprised of three representatives from the department, appointed by the commissioner, and one member from (I) the Connecticut Education Association, (II) the American Federation of Teachers-Connecticut, and (III) the Connecticut Federation of School Administrators shall advise the department on the development and implementation of incentives for teachers and administrators assigned to commissioner's network schools or any professional coverage positions for teachers and administrators who do not apply for or are not selected to work in commissioner's network schools;

(10) The amount of local funding, operational support and resources for any commissioner's network school during any fiscal year shall not be less than the prior fiscal year and shall proportionally reflect any increase in funding for the local or regional board of education over the prior fiscal year. The department shall conduct an audit of the local or regional board of education to ensure that such board is in compliance with the provisions of this subdivision. If the department determines that a local or regional board of education is in violation of the provisions of this subdivision, the department shall notify such board of such violation and provide such board an opportunity to comply. If such board fails to comply after such notice and opportunity, the Commissioner of Education may withhold from such board's town or towns a sum payable under section 10-262i, as amended by this act, in the amount necessary to comply with this
subdivision and shall ensure that such funds are used to provide
funding, support or resources to the commissioner's network school;

(11) Annually evaluate the commissioner's network school to
determine whether such school has made acceptable progress towards
bringing student achievement to acceptable levels, as determined by
the department, and removing such school from low achieving status.
If the commissioner determines that the school has not made
acceptable progress or the model of school turnaround is not
successful, the commissioner may order (A) any action necessary to
ensure compliance with or specific performance of a turnaround
agreement be taken, (B) the school be phased out of operation, (C) the
operation of the school be assigned to a new entity or the department,
(D) any turnaround agreement be revised in accordance with the
commissioner's directives, or (E) any combination of such orders;

(12) Commissioner's network schools shall remain in the
commissioner's network for a minimum of three years. After the third
year, the commissioner's evaluation, conducted pursuant to
subdivision (11) of this subsection, shall determine whether such
school is prepared to exit the commissioner's network. In determining
whether a school should exit the commissioner's network, the
commissioner shall consider whether the local or regional board of
education has the capacity to ensure that the school will maintain or
improve its performance. If the commissioner determines that the
school is ready to exit the commissioner's network, the local or
regional board of education in which the commissioner's network
school is located shall develop, in consultation with the department, a
plan, subject to the approval by the commissioner, for the transition of
the school back to full control by the local or regional board of
education;

(13) Waive any rule adopted by said board that inhibits or hinders
the ability of the department, or its designee as identified pursuant to
subparagraph (B) of subdivision (6) of this subsection, to effectively
implement the provisions of this subsection in a commissioner's
network school.

(e) (1) The State Board of Education shall administer the
commissioner's network of schools and supplement the capacity of
local and regional boards of education to implement effective school
and district reform.

(2) Notwithstanding any provision of the general statutes to the
contrary, funds shall be provided to commissioner's network schools
(A) to assist with the implementation of turnaround models, (B) for
operational costs of such schools, and (C) for additional compensation
and other financial incentives for teachers and administrators assigned
to a commissioner's network school.

(f) The Department of Education shall develop a comprehensive
plan to encourage exemplary teachers and administrators, as identified
by performance evaluations, conducted pursuant to section 10-151b, as
amended by this act, and other measures, to work in the state's lowest
performing schools and school districts and enhance the education
profession's career ladder in such schools. Said plan shall be approved
by the State Board of Education. The State Board of Education shall
provide funding to develop and implement said plan and shall adopt
regulations, in accordance with the provisions of chapter 54, or issue
orders, as appropriate, to ensure that the plan is implemented. Said
plan shall:

(1) Encourage individuals to pursue and maintain careers in
education in such schools and school districts;

(2) Identify professional and financial incentives, including, but not
limited to, salary increases, signing bonuses, stipends, housing
subsidies and housing opportunities that will encourage exemplary
teachers and administrators to work in and remain in such schools and
school districts; and
(3) Expand the capacity of nonprofit and private organizations currently working in the state to stimulate teacher and administrator leadership and career advancement opportunities in such schools and school districts, and enable other such organizations to do the same.

(g) (1) (A) Except as provided in subparagraph (C) of this subdivision, 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, in accordance with the provisions of this subsection, a school governance council for each school so identified.

(B) Except as provided in subparagraph (C) of this subdivision, 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, in accordance with the provisions of this subsection, a school governance council for each school so designated.

(C) The provisions of subparagraphs (A) and (B) of this subdivision shall not apply to a school described in said subparagraphs if (i) such school consists of a single grade level, or (ii) such school is under the jurisdiction of a local or regional board of education that has adopted a similar school governance council model on or before July 1, 2011, that consists of parents, teachers from each grade level or subject area, administrators and paraprofessionals and such school governance council model is being administered at such school at the time such school is so identified as in need of improvement or so designated as a low achieving school.

(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) Except for those schools described in subparagraph (C) of
subdivision (1) of this subsection, 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) Except for those schools described in subparagraph (C) of subdivision (1) of this subsection, 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 (8) of this subsection recommending reconstitution of
the school in accordance with the provisions of subdivision (6) of this
subsection.

(4) The school governance council or a similar school governance
council model, described in subparagraph (C) of subdivision (1) of this
subsection, at a school that has been identified as in need of
improvement pursuant to subsection (a) of this section 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 or a similar school governance council model, described in subparagraph (C) of subdivision (1) of this subsection, at a school that has been identified as in need of improvement pursuant to subsection (a) of this section to aid them in the execution of their duties.

(6) (A) The school governance council or a similar school governance council model, described in subparagraph (C) of subdivision (1) of this subsection, at a school that has been designated as a low achieving school, pursuant to subdivision (1) of subsection (c) of this section 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 10-74h. 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 regulations, and the provisions specified in federal
regulations and guidelines for schools subject to restructuring
pursuant to Section 1116(b)(8) of the No Child Left Behind Act, P.L.
107-110 or any other applicable federal laws or regulations.

(B) Any school governance council for a school or any similar school
governance council model, described in subparagraph (C) of
subdivision (1) of this subsection, at a school that has been identified as
in need of improvement pursuant to subsection (a) of this section may
recommend reconstitution, pursuant to subparagraph (H) of
subdivision (3) of this subsection, during the third year after such
school governance council or such similar school governance council
model was established if the school for such governance council has
not reconstituted as a result of receiving a school improvement grant
pursuant to Section 1003(g) of Title I of the Elementary and Secondary
Education Act, 20 USC 6301 et seq., or such reconstitution was initiated
by a source other than the school governance council.

(7) A school governance council or any similar school governance
council model, described in subparagraph (C) of subdivision (1) of this
subsection, at a school that has been identified as in need of
improvement pursuant to subsection (a) of this section shall be
considered a component of parental involvement for purposes of
federal funding pursuant to Section 1118 of the No Child Left Behind
Act, P.L. 107-110.

(8) The Department of Education shall allow not more than twenty-
five schools per school year to reconstitute pursuant to this subsection.
The department shall notify school districts and school governance
councils when this limit has been reached. For purposes of this
subdivision, a reconstitution shall be counted towards this limit upon receipt by the department of notification of a final decision regarding reconstitution by the local or regional board of education.

(h) The State Board of Education may authorize the Commissioner of Education to reconstitute, for a period of time specified by the State Board of Education, a low achieving 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.] which the State Board of Education determines has failed to sufficiently improve student achievement despite intensive supervision and direction provided pursuant to subsection (c) of this section. Any such action taken on or after July 1, 2010, shall be valid notwithstanding any prior requirement for training for members of a local or regional board before such reconstitution is authorized. 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] sufficient progress towards removal of the school district from low achieving status, 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. 19. (NEW) (Effective July 1, 2012) On or before March 31, 2013, the State Board of Education shall develop or adopt an assessment of college readiness to be administered to students in grade eleven and a plan of support for students in grade twelve who are found to be not ready for college as a result of such assessment.

Sec. 20. (NEW) (Effective July 1, 2012) (a) For the fiscal year ending June 30, 2013, the Commissioner of Education shall establish, within available appropriations, a competitive cost-sharing grant to local and regional boards of education, municipalities and not-for-profit organizations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, for a program to provide training and assistance on the college application process to encourage students to apply to, enroll in and graduate from college. Such program shall provide students with the federal student aid application and applications to colleges and universities, and shall cover the cost of any fee associated with the application to a college or university. Applications for grant funds pursuant to this section shall be on a form approved by the commissioner and shall be submitted not later than June first of the fiscal year immediately prior to the fiscal year in which such grant shall be paid.

(b) In order to qualify for funding pursuant to this section, local and regional boards of education, municipalities and not-for-profit organizations that are exempt from taxation under Section 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent corresponding internal revenue code of the United States, as from time to time amended, shall agree to provide matching funds equal to the amount of the grant award. Such matching contributions may include money from public or private sources. Public contributions may be made by the municipality in which the board of education or not-for-profit
organization is located though grant funds received pursuant to section 10-262h of the general statutes, as amended by this act.

(c) Any grant funds in excess of the costs of program operation may be used to offset college application fees for students who demonstrate a need for assistance, not to exceed twenty-five per cent of the grant.

Sec. 21. (NEW) (Effective July 1, 2012) (a) The Department of Education shall, within available appropriations, establish a pilot grant program for the school year commencing July 1, 2012, for those local or regional boards of education operating an innovation school, established pursuant to section 10-74h of the general statutes, to assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al.

(b) Applications for innovation school grants awarded pursuant to this section shall be submitted annually to the Commissioner of Education at such time and in such manner as the commissioner prescribes. In determining whether an application shall be approved and funds awarded pursuant to this section, the commissioner shall consider, but such consideration shall not be limited to: (1) Whether the program provides a reduced racial isolation educational program, (2) whether the program offered by the school is likely to increase student achievement, (3) whether the program offered by the school is unique and will not adversely impact enrollment in a program already offered by an existing interdistrict magnet school, regional vocational-technical school, or regional agricultural science and technology education center in the region, and (4) the proposed operating budget and the sources of funding for the innovation school.

(c) (1) Each local or regional board of education operating an innovation school to assist the state in meeting the goals of the 2008 stipulation and order for Milo Sheff, et al. v. William A. O'Neill, et al., shall be eligible for a per pupil grant as follows: (A) An innovation school outside of Hartford that enrolls at least twenty-five per cent of its students from Hartford shall be eligible to receive a per pupil grant
of four thousand dollars for each Hartford resident student enrolled in
the school, and (B) an innovation school operated in Hartford that
enrolls at least twenty-five per cent nonminority students shall be
eligible to receive a per pupil grant of four thousand dollars for each
out-of-district student enrolled in the school.

(2) The local or regional board of education operating an innovation
school pursuant to this subsection shall allow out-of-district students
enrolled in such school to continue to attend school in such district
until they graduate from high school, pursuant to section 10-266aa of
the general statutes, as amended by this act, regardless of what grades
are offered at the innovation school.

(d) In the case of an out-of-district student who requires special
education and related services, the sending district shall pay the
receiving district an amount equal to the difference between the
reasonable cost of providing such special education and related
services to such student and the amount received by the receiving
district pursuant to subsection (c) of this section. The sending district
shall be eligible for reimbursement pursuant to section 10-76g of the
general statutes.

(e) The commissioner may, within available appropriations, provide
operating grants for the purposes of enhancing educational programs
in such innovation schools, in an amount up to two hundred fifty
thousand dollars in a fiscal year.

(f) A local or regional board of education operating an innovation
school that enrolls at least twenty-five per cent of its students from
Hartford, or a Hartford innovation school that enrolls at least twenty-
five per cent nonminority students, to assist the state in meeting the
goals of the 2008 stipulation and order for Milo Sheff, et al. v. William
A. O'Neill, et al., may be eligible for reimbursement pursuant to
section 10-285a of the general statutes and the percentage determined
for this section shall be increased by twenty percentage points, but
shall not exceed ninety-five per cent for the reasonable costs of any
capital expenditure for the renovation, alteration or expansion of the school facilities for programmatic purposes, including any expenditure for the purchase of equipment. To be eligible for reimbursement under this subsection, the project shall meet the requirements for a school building project established in chapter 173 of the general statutes.

Sec. 22. (NEW) (Effective July 1, 2012) The Commissioner of Education may provide, within available appropriations, grants for technical assistance and regional cooperation to support any local or regional boards of education that develops a plan to implement significant cost-saving strategies while simultaneously maintaining or improving the quality of education in the district.

Sec. 23. Subsection (g) of section 10-266aa of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(g) (1) Except as provided in subdivision (2) of this subsection, the Department of Education shall provide, within available appropriations, an annual grant to the local or regional board of education for each receiving district in an amount not to exceed two thousand five hundred dollars for each out-of-district student who attends school in the receiving district under the program.

(2) For the fiscal year ending June 30, [2012] 2013, and each fiscal year thereafter, the department shall provide, within available appropriations, an annual grant to the local or regional board of education for each receiving district [in an amount equal to (A) three] if one of the following conditions are met (A) Three thousand dollars for each out-of-district student who attends school in the receiving district under the program if the number of such out-of-district students is less than two per cent of the total student population of such receiving district, (B) four thousand dollars for each out-of-district student who attends school in the receiving district under the program if the number of such out-of-district students is greater than or equal to two per cent but less than three per cent of the total student
population of such receiving district, [and] (C) six thousand dollars for
each out-of-district student who attends school in the receiving district
under the program if the number of such out-of-district students is
greater than or equal to three per cent of the total student population
of such receiving district, or (D) six thousand dollars for each out-of-
district student who attends school in the receiving district under the
program if the Commissioner of Education determines that the
receiving district has an enrollment of greater than four thousand
students and has increased the number of students in the program by
at least fifty per cent on October 1, 2012.

(3) Each town which receives funds pursuant to this subsection shall
make such funds available to its local or regional board of education in
supplement to any other local appropriation, other state or federal
grant or other revenue to which the local or regional board of
education is entitled.

Sec. 24. (NEW) (Effective July 1, 2012) (a) The Department of
Education shall create a program known as the Connecticut School
Leadership Academy to provide educational management and
professional development programming to school leaders who are
certified teachers or administrators of teachers or administrators in an
alternative route to certification program. Participation in the
Connecticut School Leadership Academy shall be by application,
submitted in a form and manner prescribed by the department, for
school leaders from schools or school districts designated as low
achieving schools or school districts.

(b) The Department of Education shall, within available
appropriations, provide grants to the Connecticut School Leadership
Academy. The Connecticut School Leadership Academy may charge
tuition to local or regional boards of education or any individual
participating in the program pursuant to subsection (a) of this section.

Sec. 25. (NEW) (Effective July 1, 2012) The Department of Education
may provide exemplary schools with rewards which may, at the
commissioner's discretion, include public recognition, financial
awards, and enhanced autonomy or operational flexibility. The
department, or its designee as identified pursuant to subparagraph (B)
of subdivision (6) of subsection (d) of section 10-223e of the general
statutes, as amended by this act, may accept private donations for the
purpose of this section.

Sec. 26. Section 10-144o of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2013):

As used in sections 10-145 to 10-158a, inclusive:

(1) "Equivalent" means qualifications reasonably comparable to
those specifically listed as required for certification;

(2) "Initial educator certificate" means a license to teach issued on or
after July 1, 1989, to a person who has successfully met the
preparation and eligibility requirements specified by the State Board of
Education for entrance into a beginning educator program. Such
certificate shall expire after five years serving in a public school or
private special education facility and may be extended for up to three
years, on an annual basis, by application to the State Board of
Education in order to meet the requirements for the professional
educator certificate. The State Board of Education shall renew such
certificate if such person is not serving in a public school or private
special education facility during such period;

(3) "Beginning educator program" means the support and standards
program established by the State Board of Education for holders of
initial educator certificates. The program shall be designed to improve
the quality of the first school years of teaching and to determine
whether holders of initial educator certificates have achieved the level
of competency, as defined by said board, to entitle them to
[provisional] professional educator certificates;

[(4) "Provisional teaching certificate" or "provisional certificate"]
means a license to teach during the provisional certification period, issued prior to July 1, 1989, to a person who meets in full the preparation requirements of the State Board of Education;

(5) "Provisional educator certificate" means a license to teach, issued on or after July 1, 1989, to a person who (A) has successfully completed a beginning educator program, if there is such a program for such person's certification endorsement area, and not less than one school year of successful teaching in a public school, (B) has completed at least three years of successful teaching in a public or nonpublic school approved by the State Board of Education or appropriate governing body in another state within ten years prior to application for such provisional educator certificate or (C) has successfully taught with a provisional teaching certificate for the year immediately preceding application for such provisional educator certificate as an employee of a local or regional board of education or facility approved for special education by the State Board of Education;

(6) "Standard teaching certificate" or "standard certificate" means a license to teach issued prior to July 1, 1989, to one who has successfully completed no less than three school years of satisfactory teaching experience and fulfilled other requirements while holding a provisional certificate or its equivalent;

(7) "Professional educator certificate" means a license to teach issued on or after July 1, [1989] 2013, initially to a person who has (A) successfully completed a beginning educator program, if there is such a program for such person's certification endorsement area, (B) attained tenure, as defined in section 10-151, as amended by this act, and (C) completed not less than three school years of teaching in a public school, private special education facility approved by the State Board of Education or nonpublic school approved by the State Board of Education while holding [a provisional educator or provisional teaching] an initial educator certificate, [and has successfully completed not fewer than thirty semester hours of credit beyond a
bachelor's degree.] Said certificate shall be continued every five years after issuance upon [the successful completion of continuing education, in accordance with subsection (i) of section 10-145b, during each successive five-year period. The successful completion of continuing education units shall only be required for certified employees of local and regional boards of education] written attestation by (i) the superintendent of schools, or the superintendent's designee, in whose school district such person is employed, (ii) in the case of a private special education facility, from the supervisory agent of such person that such person has been determined effective by receiving not less than three proficient or exemplary evaluations, or any combination thereof, through the teacher evaluation system approved in accordance with subsection (a) of section 10-151b, as amended by this act, or (iii) in the case of a nonpublic school, the equivalent of not less than three proficient or exemplary evaluations, or any combination thereof, as determined by the Department of Education, during the preceding five-year period. If such person has fewer than three proficient or exemplary evaluations during the preceding five-year period, said certificate shall be renewed by the department if such person has successfully completed thirty or more semester hours of graduate credit beyond a bachelor's degree in an evaluation-informed course of study from a program approved by the State Board of Education and the superintendent of schools, or the superintendent's designee, in whose school district such person is employed provides a written explanation to the department of extenuating circumstances justifying continuation of the certificate. If such person cannot provide such written explanation from the superintendent, or the superintendent's designee, the State Board of Education shall issue an initial educator certificate:

[(8) "Temporary ninety-day certificate" means a license to teach issued on or after July 1, 1988, to a person upon the request of a local or regional board of education pursuant to subsection (c) of section 10-145b. Each such certificate may be reissued once upon the request of a local or regional board of education during the 1988-1989 school year.
and upon reissuance shall be effective until July 1, 1989. Any provision for the reissuance of such certificate after said school year shall be pursuant to regulations adopted by the State Board of Education;

(5) "Master educator certificate" means a license to teach issued on or after July 1, 2013, to a person who (A) has attained tenure, pursuant to section 10-151, as amended by this act, (B) has completed not less than five years of teaching in a public school or private special education facility approved by the State Board of Education, (C) holds a master's degree in an evaluation-informed course of study from a program approved by the State Board of Education or from a college or university accredited by the Board of Regents for Higher Education or the State Board of Education or regionally accredited, and (D) has not less than three exemplary evaluations in the preceding five years through a teacher evaluation program pursuant to section 10-151b, as amended by this act. Said certificate shall be renewed every five years after issuance upon the demonstration that such person has received not less than three exemplary evaluations during the period such person has held such master educator certificate;

[(9)] (6) "One year" means one school year.

Sec. 27. Subsection (e) of section 10-145a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(e) On and after July 1, [1998] 2013, any candidate in a program of teacher preparation leading to professional certification shall be encouraged to complete a computer and other information technology skills component of such program, as applied to student learning and classroom instruction, communications and data management.

Sec. 28. Section 10-145b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):
(a) [The] Except as otherwise provided in subsection (c) of this section, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate to any person who has graduated (1) from a four-year baccalaureate program or a master's program of teacher education as approved by [said state board] the State Board of Education, or (2) from a four-year baccalaureate program or master's program approved by [said state board] the State Board of Education or from a college or university accredited by the [board of regents] Board of Regents for Higher Education or the State Board of Education or regionally accredited, provided such person has taken such teacher training equivalents as the State Board of Education shall require and, unless such equivalents are taken at institutions outside of this state, as the [board of regents] Board of Regents for Higher Education or the State Board of Education shall accredit. In addition, on and after July 1, 1993, each applicant shall have completed a subject area major as defined by the State Board of Education, except as provided in section 10-145l. Each such initial educator certificate shall be valid for [three] five years, and may be extended for up to three years, on an annual basis, by application to the State Board of Education, in order to meet the requirements for the professional educator certificate, except as provided in subsection (c) of this section, [and may be extended by the Commissioner of Education for an additional year] for good cause upon the request of the superintendent in whose school district such person is employed or upon the request of the assessment team reviewing such person's performance. The State Board of Education shall renew such certificate if such person is not serving in a public school or private special education facility during such period.

(b) During the period of employment in a public school, a person holding an initial educator certificate shall (1) be under the supervision of the superintendent of schools or of a principal, administrator or supervisor designated by such superintendent who shall regularly observe, guide and evaluate the performance of assigned duties by such holder of an initial certificate, and (2) participate in a beginning
educator program if there is such a program for such person's certification endorsement area.

(c) (1) [The] If an applicant does not satisfy the requirements described in subsections (a) and (b) of this section, the State Board of Education [upon request of a local or regional board of education,] shall issue [a temporary ninety-day] an initial educator certificate to any applicant in the certification endorsement areas of elementary education, middle grades education, secondary academic subjects, special subjects or fields, special education, early childhood education and administration and supervision when the following conditions are met:

[(A) The employing agent of a board of education makes a written request for the issuance of such certificate and attests to the existence of a special plan for supervision of temporary ninety-day certificate holders;]

[(B)] (A) The applicant meets the following requirements, except as otherwise provided in subparagraph [(C)] (B) of this subdivision:

(i) Holds a bachelor's degree from an institution of higher education accredited by the Board of Regents for Higher Education, the State Board of Education or regionally accredited with a major either in or closely related to the certification endorsement area in which [the requesting board of education is placing the applicant] such applicant will be placed or, in the case of secondary or special subject or field endorsement area, possesses at least the minimum total number of semester hours of credit required for the content area, except as provided in section 10-145l;

(ii) Has met the requirements pursuant to subsection (b) of section 10-145f, as amended by this act;

(iii) Presents a written application on such forms as the Commissioner of Education shall prescribe;
(iv) Has successfully completed an alternate route to certification program provided by the Board of Regents for Higher Education or public or independent institutions of higher education, regional educational service centers or private teacher or administrator training organizations and approved by the State Board of Education;

(v) Possesses an undergraduate college overall grade point average of at least \["B"] "B plus" or, if the applicant has completed at least twenty-four hours of graduate credit, possesses a graduate grade point average of at least \["B"] "B plus"; and

(vi) Presents supporting evidence of appropriate experience working with children; and

[(C)] (B) The Commissioner of Education may waive the requirements of subparagraphs [(B)(v) or (B)(vi)] (A)(v) or (A)(vi), or both, of this subdivision upon a showing of good cause.

[(2) A person serving under a temporary ninety-day certificate shall participate in a beginning support and assessment program pursuant to section 10-220a which is specifically designed by the state Department of Education for holders of temporary ninety-day certificates.

(3) Notwithstanding the provisions of subsection (a) of this section to the contrary, on and after July 1, 1989, the State Board of Education, upon receipt of a proper application, shall issue an initial educator certificate, which shall be valid for three years, to any person who has taught successfully while holding a temporary ninety-day certificate and meets the requirements pursuant to regulations adopted pursuant to section 10-145d.]

(d) In order to be eligible to obtain [a provisional teaching certificate, a provisional educator certificate or] an initial educator certificate, each person shall be required to complete a course of study in special education [comprised of not fewer than thirty-six hours,]
which shall include an understanding of the growth and development
of exceptional children, including handicapped and gifted and talented
children and children who may require special education, and
methods for identifying, planning for and working effectively with
special needs children in a regular classroom. Notwithstanding the
provisions of this subsection to the contrary, each applicant for such
certificates who has met all requirements for certification except the
completion of the course in special education shall be entitled to a
certificate (1) for a period not to exceed one year, provided the
applicant completed a teacher preparation program either in the state
prior to July 1, 1987, or outside the state, or completed the necessary
combination of professional experience or coursework as required by
the State Board of Education or (2) for a period not to exceed two years
if the applicant applies for certification in an area for which a
bachelor's degree is not required.

[(e) On and after July 1, 1989, the State Board of Education, upon
receipt of a proper application, shall issue a provisional educator
certificate to any person who (1) has successfully completed a
beginning educator program and one school year of successful
teaching as attested to by the superintendent, or the superintendent's
designee, in whose local or regional school district such person was
employed, (2) has completed at least three years of successful teaching
in a public school in another state or a nonpublic school approved by
the State Board of Education or appropriate governing body in another
state within ten years prior to application for such provisional
educator certificate, as attested to by the superintendent, or the
superintendent's designee, in whose school district such person was
employed, or by the supervising agent of the nonpublic school in
which such person was employed, and has met preparation and
eligibility requirements for an initial educator certificate, or (3) has
successfully taught with a provisional teaching certificate for the year
immediately preceding an application for a provisional educator
certificate as an employee of a local or regional board of education or
facility approved for special education by the State Board of Education.
(f) Any person holding a standard or permanent certificate on July 1, 1989, shall be eligible to receive upon application a professional educator certificate to replace said standard or permanent certificate. On and after July 1, 1989, standard and permanent certificates shall no longer be valid.

[(g)] (e) On or after July 1, 1989, and prior to July 1, 2016, to qualify for a professional educator certificate, a person who holds or has held [a provisional] an initial educator certificate under [subsection (e)] subsections (a) or (c) of this section shall have completed [thirty credit hours of course work beyond the baccalaureate degree. It is not necessary that such course work be taken for a master's degree and such work may include graduate or undergraduate courses. On and after July 1, 2016, to qualify for a professional educator certificate, a person who holds or has held a provisional educator certificate under subsection (d) of this section shall have completed thirty credit hours of graduate coursework at a regionally accredited institution of higher education] a beginning educator program and shall have attained tenure, pursuant to section 10-151, as amended by this act.

[(h)] (f) (1) Unless otherwise provided in regulations adopted under section 10-145d, in not less than three years or more than [eight] five years after the issuance of [a provisional] an initial educator certificate pursuant to [subsection (e)] subsections (a) or (c) of this section and upon the statement of the superintendent, or the superintendent's designee, in whose school district such certificate holder was employed, or the supervisory agent of a nonpublic school approved by the State Board of Education, in whose school such certificate holder was employed, that the [provisional] initial educator certificate holder and such superintendent, or such superintendent's designee, or supervisory agent have mutually determined or approved an individual program [pursuant to subdivision (2) of subsection (g) of this section] and upon the statement of such superintendent, or such superintendent's designee, or supervisory agent that such certificate holder has a record of [competency] effectiveness in the discharge of
such certificate holder’s duties during [such provisional period, the
state board] period that such person held an initial educator certificate,
the State Board of Education, upon receipt of a proper application,
shall issue such certificate holder a professional educator certificate. A
signed recommendation from the superintendent of schools, or the
superintendent’s designee, for the local or regional board of education
or from the supervisory agent of a [nonpublic school] private special
education facility approved by the State Board of Education shall be
evidence of [competency] effectiveness. Such recommendation shall
state that the person who holds or has held [a provisional] an initial
educator certificate has successfully completed at least three school
years of [satisfactory] effective teaching for one or more local or
regional boards of education or such [nonpublic schools] private
special education facility and has attained tenure pursuant to section
10-151, as amended by this act. [Each applicant for a certificate
pursuant to this subsection shall provide to the Department of
Education, in such manner and form as prescribed by the
commissioner, evidence that the applicant has successfully completed
coursework pursuant to subsection (g) of this section, as appropriate.]

(2) Upon receipt of a proper application, the State Board of
Education shall issue to a teacher from another state, territory or
possession of the United States or the District of Columbia or the
Commonwealth of Puerto Rico who [(A) is nationally board certified
by an organization deemed appropriate by the Commissioner of
Education to issue such certifications, and (B)] has taught under an
appropriate certificate in another state, territory or possession of the
United States or the District of Columbia or the Commonwealth of
Puerto Rico for a minimum of [three years] one year in the preceding
five years [(i) a provisional] an initial educator certificate with the
appropriate endorsement, [i, or (ii) if such teacher has, prior to July 1,
2016, completed thirty credit hours of undergraduate or graduate
coursework beyond the baccalaureate degree, and on and after July 1,
2016, completed thirty credit hours of graduate coursework, a
professional educator certificate with the appropriate endorsement,
subject to the provisions of subsection (j) of this section relating to
denial of applications for certification.] Applicants from another state,
territory or possession of the United States or the District of Columbia
or the Commonwealth of Puerto Rico who have taught under an
appropriate certificate for three or more years shall be exempt from
completing the beginning educator program based upon such teaching
experience. An applicant from this state with three or more years of
teaching experience in the past ten years shall be exempt from
completing the beginning educator program based upon such teaching
experience.

[(i)] (g) (1) For certified employees of local and regional boards of
education or nonpublic schools, except as provided in this subdivision,
each professional educator certificate shall be valid for five years and
continued every five years thereafter upon [the successful completion
of professional development activities which shall consist of not less
than ninety hours of continuing education, as determined by the
employing local or regional board of education or the employing
supervisory agent of a nonpublic school approved by the State Board
of Education in accordance with this section, or documented
completion of a national board certification assessment in the
appropriate endorsement area, during each successive five-year
period. (A) Such continuing education completed by certified
employees with an early childhood nursery through grade three or an
elementary endorsement who hold a position requiring such an
endorsement shall include at least fifteen hours of training in the
teaching of reading and reading readiness and assessment of reading
performance, including methods of teaching language skills necessary
for reading, reading comprehension skills, phonics and the structure of
the English language during each five-year period. (B) Such continuing
education requirement completed by certified employees with
elementary, middle grades or secondary academic endorsements who
hold a position requiring such an endorsement shall include at least
fifteen hours of training in the use of computers in the classroom
during each five-year period unless such employees are able to
demonstrate technology competency, in a manner determined by their
local or regional board of education, based on state-wide standards for
teacher competency in the use of technology for instructional purposes
adopted pursuant to section 4d-85. (C) Such continuing education
completed by (i) the superintendent of schools, and (ii) employees
employed in positions requiring an intermediate administrator or
supervisory certificate, or the equivalent thereof, and whose
administrative or supervisory duties equal at least fifty per cent of
their assigned time, shall include at least fifteen hours of training in the
evaluation of teachers pursuant to section 10-151b during each five-
year period. (D) In the case of certified employees with a bilingual
education endorsement who hold positions requiring such an
endorsement (i) in an elementary school and who do not hold an
endorsement in elementary education, such continuing education
taken on or after July 1, 1999, shall only count toward the ninety-hour
requirement if it is in language arts, reading and mathematics, and (ii)
in a middle or secondary school and who do not hold an endorsement
in the subject area they teach, such continuing education taken on or
after July 1, 1999, shall only count toward the ninety-hour requirement
if it is in such subject area or areas. On and after July 1, 2011, such
continuing education shall be as determined by the local or regional
board of education in full consideration of the provisions of this
section and the priorities and needs related to student outcomes as
determined by the State Board of Education. During each five-year
period in which a professional educator certificate is valid, a holder of
such certificate who has not completed the ninety hours of continuing
education required pursuant to this subdivision, and who has not been
employed while holding such certificate by a local or regional board of
education for all or part of the five-year period, shall, upon
application, be reissued such certificate for five years minus any period
of time such holder was employed while holding such certificate by a
local or regional board of education, provided there shall be only one
such reissuance during each five-year period in which such certificate
is valid. A certified employee of a local or regional board of education
who is a member of the General Assembly and who has not completed
the ninety hours of continuing education required pursuant to this
subdivision for continuation of a certificate, upon application, shall be
reissued a professional educator certificate for a period of time equal to
six months for each year the employee served in the General Assembly
during the previous five years. Continuing education hours completed
during the previous five years shall be applied toward such ninety-
hour requirement which shall be completed during the reissuance
period in order for such employee to be eligible to have a certificate
continued. The cost of the professional development activities required
under this subsection for certified employees of local or regional
boards of education shall be shared by the state and local or regional
boards of education, except for those activities identified by the State
Board of Education as the responsibility of the certificate holder.
Written attestation from the superintendent of schools, or the
superintendent's designee, in whose school district such certified
employee is employed, or in the case of a private special education
facility, from the supervisory agent of such certified employee that
such certified employee has been determined effective during the
period in which such certified employee has held a professional
educator certificate through a teacher evaluation program pursuant to
section 10-151b, as amended by this act.

(2) (A) All certified employees shall participate in a program of
professional development, as described in this subdivision. Each local
and regional board of education shall make available, annually, at no
cost to its certified employees, a program of professional development
that is not fewer than eighteen hours of professional development
activities for continuing education credit in length, of which no more
than six hours shall consist of a large group instructional setting. Such
activities may be made available by a board of education directly,
through a regional educational service center or cooperative
arrangement with another board of education or through
arrangements with any continuing education provider approved by
the [State Board] Commissioner of Education. [Local and regional
boards of education shall grant continuing education credit for professional development activities which the certified employees of the board of education are required to attend, professional development activities offered in accordance with the plan developed pursuant to subsection (b) of section 10-220a, or professional development activities which the board may approve for any individual certified employee. Each board of education shall determine the specific professional development activities to be] Professional development opportunities may be (i) made available with the advice and assistance of the teachers employed by such board, including representatives of the exclusive bargaining unit for such teachers pursuant to section 10-153b, and on and after July 1, 2011, in full consideration of priorities and needs related to student outcomes as determined by the State Board of Education, and (ii) used as an opportunity to improve teacher practice based on general results and findings from teacher evaluations reported by the superintendent of schools, or the superintendent's designee. Professional development completed by the superintendent of schools and administrators, as defined in section 10-144e, shall include at least fifteen hours of training in the evaluation and support of teachers under the teacher evaluation program pursuant to section 10-151b, as amended by this act, during each five-year period. The time and location for the provision of such activities shall be in accordance with either an agreement between the board of education and the exclusive bargaining unit pursuant to said section 10-153b or, in the absence of such agreement or to the extent such agreement does not provide for the time and location of all such activities, in accordance with a determination by the board of education.

[(2)] (B) Each local and regional board of education or supervisory agent of a nonpublic school approved by the State Board of Education shall attest to the state Department of Education, in such form and at such time as the commissioner shall prescribe, that professional development activities [for which continuing education credit is granted by the board] required by this subdivision: [(A)] (i) Are
planned in response to identified needs, [(B)] (ii) are provided by
qualified instructional personnel, as appropriate, [(C)] (iii) have the
requirements for participation in the activity shared with participants
before the commencement of the activity, [(D)] (iv) are evaluated in
terms of its effectiveness and its contribution to the attainment of
school or district-wide goals, and [(E)] (v) are documented in
accordance with procedures established by the State Board of
Education. [At the end of each five-year period each professional
educator shall attest to the state Department of Education, in such
form and at such time as the commissioner shall prescribe, that the
professional educator has successfully completed ninety hours of
continuing education.]

[(3)] (C) In the event that the state Department of Education notifies
the local or regional board of education that the provisions of
[subdivision (2) of this subsection] subparagraph (B) of this
subdivision have not been met and that specific corrective action is
necessary, the local or regional board of education shall take such
corrective action immediately. [The department shall not invalidate
continuing education credit awarded prior to such notice.]

(D) The Department of Education shall conduct audits of the
professional development programs provided by local and regional
boards of education required by this subdivision. If the State Board of
Education determines, based on such audit, that a local or regional
board of education is not in compliance with any provision of this
subdivision, the State Board of Education may require the local or
regional board of education to forfeit of the total sum which is paid to
such board of education from the State Treasury an amount to be
determined by the State Board of Education. The amount so forfeited
shall be withheld from a grant payment, as determined by the
Commissioner of Education, during the fiscal year following the fiscal
year in which noncompliance is determined pursuant to this
subdivision. Notwithstanding the penalty provision of this
subdivision, the State Board of Education may waive such forfeiture if
the board determines that the failure of the local or regional board of education to comply with such a provision was due to circumstances beyond its control.

(E) For purposes of this subdivision, such program of professional development shall (i) be a comprehensive, sustained and intensive approach to improving teacher and administrator effectiveness in raising student achievement, (ii) foster collective responsibility for improved student performance, and (iii) be comprised of professional learning that (I) is aligned with rigorous state student academic achievement standards, (II) is conducted among educators at the school and facilitated by principals, coaches, mentors, master teachers or other lead teachers, and (III) occurs frequently on an individual basis or among groups of teachers in a job-embedded process of continuous improvement.

(h) Upon receipt of a proper application, the State Board of Education shall issue a master educator certificate to a person who has (A) attained tenure, pursuant to section 10-151, as amended by this act, (B) completed not less than five years of teaching in a public school or private special education facility approved by the State Board of Education, (C) holds a master's degree in an evaluation-informed course of study from a program approved by the State Board of Education or from a college or university accredited by the Board of Regents for Higher Education or the State Board of Education or regionally accredited, and (D) has a demonstrated record of exemplary practice as demonstrated by a minimum of three exemplary evaluations in the preceding five years as determined through the teacher evaluation program pursuant to section 10-151b, as amended by this act. Said certificate shall be continued every five years after issuance upon the demonstration that such person has received not less than three exemplary evaluations during the period such person has held such master educator certificate.

[(j)] (i) (1) The State Board of Education may revoke any certificate,
authorization or permit issued pursuant to sections 10-144o to 10-149, inclusive, as amended by this act, for any of the following reasons: (A) The holder of the certificate, authorization or permit obtained such certificate, authorization or permit through fraud or misrepresentation of a material fact; (B) the holder has persistently neglected to perform the duties for which the certificate, authorization or permit was granted; (C) the holder is professionally unfit to perform the duties for which the certificate, authorization or permit was granted; (D) the holder is convicted in a court of law of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the board continued holding of a certificate, authorization or permit by the person would impair the standing of certificates, authorizations or permits issued by the board; or (E) other due and sufficient cause. The State Board of Education shall revoke any certificate, authorization or permit issued pursuant to said sections if the holder is found to have intentionally disclosed specific questions or answers to students or otherwise improperly breached the security of any administration of a state-wide examination pursuant to section 10-14n. In any revocation proceeding pursuant to this section, the State Board of Education shall have the burden of establishing the reason for such revocation by a preponderance of the evidence. Revocation shall be in accordance with procedures established by the State Board of Education pursuant to chapter 54.

(2) When the Commissioner of Education is notified, pursuant to section 10-149a or 17a-101i, as amended by this act, that a person holding a certificate, authorization or permit issued by the State Board of Education under the provisions of sections 10-144o to 10-149, inclusive, as amended by this act, has been convicted of (A) a capital felony, pursuant to section 53a-54b, (B) arson murder, pursuant to section 53a-54d, (C) a class A felony, (D) a class B felony, except a violation of section 53a-122, 53a-252 or 53a-291, (E) a crime involving an act of child abuse or neglect as described in section 46b-120, or (F) a violation of section 53-21, 53-37a, 53a-60b, 53a-60c, 53a-71, 53a-72a, 53a-72b, 53a-73a, 53a-88, 53a-90a, 53a-99, 53a-103a, 53a-181c, 53a-191, 53a-
196, 53a-196c, 53a-216, 53a-217b or 21a-278 or subsection (a) of section 21a-277, any certificate, permit or authorization issued by the State Board of Education and held by such person shall be deemed revoked and the commissioner shall notify such person of such revocation, provided such person may request reconsideration pursuant to regulations adopted by the State Board of Education, in accordance with the provisions of chapter 54. As part of such reconsideration process, the board shall make the initial determination as to whether to uphold or overturn the revocation. The commissioner shall make the final determination as to whether to uphold or overturn the revocation.

(3) The State Board of Education may deny an application for a certificate, authorization or permit for any of the following reasons: (A) The applicant seeks to obtain a certificate, authorization or permit through fraud or misrepresentation of a material fact; (B) the applicant has been convicted in a court of law of a crime involving moral turpitude or of any other crime of such nature that in the opinion of the board issuance of a certificate, authorization or permit would impair the standing of certificates, authorizations or permits issued by the board; or (C) other due and sufficient cause. Any applicant denied a certificate, authorization or permit shall be notified in writing of the reasons for denial. Any applicant denied a certificate, authorization or permit may request a review of such denial by the State Board of Education.

(4) A person whose certificate, permit or authorization has been revoked may not be employed in a public school during the period of revocation.

(5) Any local or regional board of education or private special education facility approved by the commissioner shall report to the commissioner when an employee, who holds a certificate, permit or authorization, is dismissed pursuant to subdivision (3) of subsection (d) of section 10-151, as amended by this act.
[(k)] (i) Not later than thirty days after receipt of notification, any initial educator certificate holder who is not granted a [provisional educator certificate, or any provisional educator certificate holder who is not granted a] professional educator certificate, or any professional educator certificate holder who is not granted a continuation, under the provisions of sections 10-145a to 10-145d, inclusive, as amended by this act, and 10-146b, may appeal to the State Board of Education for reconsideration. Said board shall review the records of the appropriate certification period, and, if a hearing is requested in writing, hold such hearing not later than sixty days after such request and render a written decision not later than thirty days after the conclusion of such hearing. Any teacher aggrieved by the decision of said board may appeal from such decision in accordance with the provisions of section 4-183 and such appeal shall be privileged with respect to assignment of such appeal.

[(l)] (k) For the purposes of this section "supervisory agent" means the superintendent of schools or the principal, administrator or supervisor designated by such superintendent to provide direct supervision to a provisional certificate holder.

[(m)] (l) Upon application to the State Board of Education for the issuance of any certificate in accordance with this section and section 10-145d there shall be paid to the board by or on behalf of the applicant a nonreturnable fee of two hundred dollars in the case of an applicant for an initial educator certificate, two hundred [fifty dollars in the case of an applicant for a provisional educator certificate and three hundred seventy-five] dollars in the case of an applicant for a professional educator certificate and two hundred dollars in the case of an applicant for a master educator certificate, except that applicants for certificates for teaching adult education programs mandated under subdivision (1) of subsection (a) of section 10-69 shall pay a fee of one hundred dollars; persons eligible for a certificate or endorsement for which the fee is less than that applied for shall receive an appropriate refund; persons not eligible for any certificate shall receive a refund of
the application fee minus fifty dollars; and persons holding standard or permanent certificates on July 1, 1989, who apply for professional certificates to replace the standard or permanent certificates, shall not be required to pay such a fee. Upon application to the State Board of Education for the issuance of a subject area endorsement there shall be paid to the board by or on behalf of such applicant a nonreturnable fee of one hundred dollars. With each request for a duplicate copy of any such certificate or endorsement there shall be paid to the board a nonreturnable fee of fifty dollars. The Commissioner of Education may, upon request by the applicant, waive any fee required under this subsection if the commissioner determines that the applicant is unable to pay such fee due to extenuating circumstances.

Sec. 29. Section 10-151 of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(a) For the purposes of this section:

(1) "Board of education" means a local or regional board of education, a cooperative arrangement committee established pursuant to section 10-158a, or the board of trustees of an incorporated or endowed high school or academy approved pursuant to section 10-34, which is located in this state;

(2) "Teacher" includes each certified professional employee below the rank of superintendent employed by a board of education for at least [ninety days] one year in a position requiring a certificate issued by the State Board of Education and who receives a rating of developing or better on an evaluation conducted pursuant to the teacher evaluation guidelines described in section 10-151b, as amended by this act;

(3) "Continuous employment" means that time during which the teacher is employed without any break in employment as a teacher for the same board of education;
(4) "Full-time employment" means a teacher's employment in a position at a salary rate of fifty per cent or more of the salary rate of such teacher in such position if such position were full-time;

(5) "Part-time employment" means a teacher's employment in a position at a salary rate of less than fifty per cent of the salary rate of such teacher in such position, if such position were full-time;

(6) "Tenure" means:

[(A) The completion of thirty school months of full-time continuous employment for the same board of education for teachers initially hired prior to July 1, 1996; and forty such school months for teachers initially hired on or after said date provided the superintendent offers the teacher a contract to return for the following school year.]

(A) That a teacher has received (i) two exemplary ratings on an evaluation conducted pursuant to section 10-151b, as amended by this act, during a period of thirty school months of full-time continuous employment for the same board of education, provided the superintendent of schools in whose school district such teacher is employed offers the teacher a contract to return for the following school year, or (ii) the teacher has received a combination of three proficient or exemplary ratings during a period of fifty school months of full-time continuous employment for the same board of education.

For purposes of calculating continuous employment towards tenure, the following shall apply: (i) For a teacher who has not attained tenure, two school months of part-time continuous employment by such teacher shall equal one school month of full-time continuous employment except, for a teacher employed in a part-time position at a salary rate of less than twenty-five per cent of the salary rate of a teacher in such position, if such position were full-time, three school months of part-time continuous employment shall equal one school month of full-time continuous employment; (ii) a teacher who has not attained tenure shall not count layoff time towards tenure, except that if such teacher is reemployed by the same board of education within...
(B) For a teacher who has attained tenure prior to layoff, tenure shall resume if such teacher is reemployed by the same board of education within five calendar years of the layoff.

(C) Except as provided in subparagraphs (B) [.] and (D) [and (E)] of this subdivision, any teacher who has attained tenure with any one board of education and whose employment with such board ends for any reason and who is reemployed by such board or is subsequently employed by any other board or any teacher who was issued an initial educator certificate as a result of such teacher's professional educator certificate not being renewed, shall attain tenure [after completion of twenty] if such teacher, during a period of thirty school months of continuous employment, receives at least two proficient or exemplary ratings on an evaluation conducted pursuant to section 10-151b, as amended by this act, in the year prior to the completion of such thirty school months of continuous employment. The provisions of this subparagraph shall not apply if, (i) prior to completion of the [twentieth] thirtieth school month following commencement of employment by such board such teacher has been notified in writing that his or her contract will not be renewed for the following school year, [or] (ii) for a period of five or more calendar years immediately
prior to such subsequent employment, such teacher has not been employed by any board of education, or (iii) the superintendent of schools in whose school district such teacher is employed awards tenure to such teacher prior to such teacher receiving two proficient or exemplary ratings on an evaluation conducted pursuant to section 10-151b, as amended by this act.

[(D) Any certified teacher or administrator employed by a local or regional board of education for a school district identified as a priority school district pursuant to section 10-266p may attain tenure after ten months of employment in such priority school district, if such certified teacher or administrator previously attained tenure with another local or regional board of education in this state or another state.]

[(E)] For a teacher who has attained tenure and is employed by a local or regional board of education that enters into a cooperative arrangement pursuant to section 10-158a, such teacher shall not experience a break in continuous employment for purposes of tenure as a result of such cooperative arrangement.

(7) "School month" means any calendar month other than July or August in which a teacher is employed as a teacher at least one-half of the student school days.

(b) [Any] The local or regional board of education [may] shall authorize the superintendent of schools for the school district to employ teachers. [Any superintendent not authorized to employ teachers shall submit to the board of education nominations for teachers for each of the schools in the town or towns in such superintendent's jurisdiction and, from the persons so nominated, teachers may be employed. Such board shall accept or reject such nominations within thirty-five days from their submission. Any such board of education may request the superintendent to submit multiple nominations of qualified candidates, if more than one candidate is available for nomination, for any supervisory or administrative position, in which case the superintendent shall submit such a list and
may place the candidates on such list in the order in which such superintendent recommends such candidates. If such board rejects such nominations, the superintendent shall submit to such board other nominations and such board may employ teachers from the persons so nominated and shall accept or reject such nominations within one month from their submission. Whenever the superintendent of schools offers a teacher who has not attained tenure a contract to return for another year of employment, such offer shall be based on a rating of developing or better, as determined by records of evaluations conducted pursuant to [subsection (a) of] section 10-151b, as amended by this act. The contract of employment of a teacher shall be in writing.

(c) Upon the recommendation of the superintendent of schools, the contract of employment of a teacher who has not attained tenure may be terminated at any time, in accordance with the provisions of subsection (e) of this section, for any of the reasons enumerated in subdivisions (1) to (6), inclusive, of subsection (d) of this section; otherwise the contract of such teacher shall be continued into the next school year unless such teacher receives written notice by [May June first in one school year that such contract will not be renewed for the following year. Upon the teacher's written request, a notice of nonrenewal or termination shall be supplemented [within] not later than seven days after receipt of the request by a statement of the reason or reasons for such nonrenewal or termination. Such teacher, upon written request filed with the board of education [within] not later than twenty days after the receipt of notice of termination, [or nonrenewal] shall be entitled to a hearing, [except as provided in this subsection,] (1) before the board, (2) if indicated in such request and if designated by the board, before [an impartial hearing panel established and conducted in accordance with the provisions of subsection (d) of this section, or (3) if the parties mutually agree before] a single impartial hearing officer chosen by the teacher and the superintendent in accordance with the provisions of subsection (d) of this section. Such hearing shall commence within fifteen days after receipt of such request unless the parties mutually
agree to an extension not to exceed fifteen days. The impartial hearing panel or officer or a subcommittee of the board of education, if the board of education designates a subcommittee of three or more board members to conduct hearings, shall submit written findings and recommendations to the board for final disposition not later than thirty days of the request for a hearing. The teacher shall have the right to appear with counsel of the teacher's choice at the hearing. A teacher who has not attained tenure shall not be entitled to a hearing concerning nonrenewal if the reason for such nonrenewal is either elimination of position or loss of position to another teacher. The board of education [shall rescind a nonrenewal decision only if the board] or the impartial hearing officer shall affirm the recommendation for termination by the superintendent of schools unless the board or the impartial hearing officer finds such decision to be arbitrary and capricious. [Any such teacher whose contract is terminated for the reasons enumerated in subdivisions (3) and (4) of subsection (d) of this section shall have the right to appeal in accordance with the provisions of subsection (e) of this section.]

(d) The contract of employment of a teacher who has attained tenure shall be continued from school year to school year, except that it may be terminated at any time for one or more of the following reasons: (1) [Inefficiency or incompetence, provided, if a teacher is notified on or after July 1, 2000, that termination is under consideration due to incompetence, the determination of incompetence is based on evaluation of the teacher using teacher evaluation guidelines established pursuant to section 10-151b] Ineffectiveness, as described in subsection (e) of this section; (2) insubordination against reasonable rules of the board of education; (3) moral misconduct; (4) disability, as shown by competent medical evidence; (5) elimination of the position to which the teacher was appointed or loss of a position to another teacher, if no other position exists to which such teacher may be appointed if qualified, provided such teacher, if qualified, shall be appointed to a position held by a teacher who has not attained tenure, and provided further that determination of the individual contract or
contracts of employment to be terminated shall be made in accordance
with either (A) a provision for a layoff procedure agreed upon by the
board of education and the exclusive employees' representative
organization, or (B) in the absence of such agreement, a written policy
of the board of education; or (6) other due and sufficient cause, such as
unprofessionalism, which may include violations of the code of
professional responsibility for educators. Nothing in this section or in
any other section of the general statutes or of any special act shall
preclude a board of education from making an agreement with an
exclusive bargaining representative which contains a recall provision.
Prior to terminating a contract, the superintendent shall give the
teacher concerned a written notice that termination of such teacher's
contract is under consideration and, upon written request filed by such
teacher with the superintendent, within seven days after receipt of
such notice, shall within the next succeeding seven days give such
teacher a statement in writing of the reasons therefor. Within twenty
days after receipt of written notice by the superintendent that contract
termination is under consideration, such teacher may file with the local
or regional board of education a written request for a hearing. A board
of education may designate a subcommittee of three or more board
members to conduct hearings and submit written findings and
recommendations to the board for final disposition in the case of
teachers whose contracts are terminated. Such hearing shall commence
[within] not later than fifteen days after receipt of such request, unless
the parties mutually agree to an extension, not to exceed fifteen days
(A) before the board of education or a subcommittee of the board, or
(B) if indicated in such request or if designated by the board [before an
impartial hearing panel, or (C) if the parties mutually agree.] before a
single impartial hearing officer chosen by the teacher and the
superintendent. The hearing shall be limited to eight hours of evidence
and testimony, except the board, subcommittee of the board or
impartial hearing officer may extend the time period for evidence and
testimony at the hearing when good cause is shown. If the parties are
unable to agree upon the choice of a hearing officer [within] not later
than five days after [their] the decision to use a hearing officer, the hearing [shall be held before the board or panel, as the case may be. The impartial hearing panel shall consist of three members appointed as follows: The superintendent shall appoint one panel member, the teacher shall appoint one panel member, and those two panel members shall choose a third, who shall serve as chairperson. If the two panel members are unable to agree upon the choice of a third panel member within five days after the decision to use a hearing panel, the third panel member [officer] shall be selected with the assistance of the American Arbitration Association or other mutually agreed upon organization specializing in judicial arbitration and mediation services using its expedited selection process and in accordance with its rules for selection of a neutral arbitrator in grievance arbitration. If the [third panel member] hearing officer is not selected with the assistance of such association within five days, the hearing shall be held before the board of education or a subcommittee of the board. [Within seventy-five] Not later than thirty days after receipt of the request for a hearing, the [impartial hearing panel,] subcommittee of the board or hearing officer, unless the parties mutually agree to an extension not to exceed fifteen days, shall submit written findings and a recommendation to the board of education as to [the disposition of the charges against] whether the contract of the teacher should be terminated and shall send a copy of such findings and recommendation to the teacher. The board of education shall give the teacher concerned its written decision [within] not later than fifteen days of receipt of the written recommendation of the [impartial hearing panel,] subcommittee or hearing officer. Each party shall [pay the fee of the panel member selected by it and shall] share equally the fee of the [third panel member or] hearing officer and all other costs incidental to the hearing. If the hearing is before the board of education, the board shall render its decision within fifteen days after the close of such hearing and shall send a copy of its decision to the teacher. The hearing shall be public if the teacher so requests or the board, subcommittee [ ] or hearing officer [or panel] so designates. The
teacher concerned shall have the right to appear with counsel at the hearing, whether public or private. A copy of a transcript of the proceedings of the hearing shall be furnished by the board of education, upon written request by the teacher within fifteen days after the board's decision, provided the teacher shall assume the cost of any such copy. Nothing herein contained shall deprive a board of education or superintendent of the power to suspend a teacher from duty immediately when serious misconduct is charged without prejudice to the rights of the teacher as otherwise provided in this section.

(e) (1) A teacher shall be designated as ineffective if such teacher (A) has attained tenure or not attained tenure and who, at any time, is rated as below standard, based on an evaluation of the teacher conducted pursuant to section 10-151b, as amended by this act, or (B) has attained tenure and who is rated as developing for two or more consecutive years, based on an evaluation of the teacher conducted pursuant to section 10-151b, as amended by this act. The contract of any teacher designated as ineffective may be terminated at any time in accordance with the provisions of this subsection.

(2) Prior to terminating the contract of a teacher who has been designated as ineffective, the superintendent of schools in whose school district such teacher is employed shall provide written notice to such teacher that such teacher's contract in being considered for termination due to ineffectiveness, pursuant to this section. Not later than twenty days after such teacher has received such written notice that such teacher's contract may be terminated, such teacher may submit a written request for a hearing with the local or regional board of education that employs such teacher. For any teacher who has not attained tenure, such hearing shall be before the board of education, except such board may designate a subcommittee of three or more board members or an impartial hearing officer to conduct the hearing. For any teacher who has attained tenure, such hearing shall be before a single impartial hearing officer chosen by the teacher and the
superintendent of schools not later than five days after such teacher's request for a hearing. If such teacher and such superintendent are unable to agree upon the choice of the impartial hearing officer, such hearing officer shall be selected with the assistance of the American Arbitration Association or other mutually agreed upon organization specializing in judicial arbitration and mediation services using its expedited selection process and in accordance with its rules for selection of a neutral arbitrator in grievance arbitration.

(3) Such hearing shall (A) be limited to the question of whether the ratings of the teacher were determined in accordance with the evaluation procedures described in section 10-151b, as amended by this act, (B) be limited to eight hours of evidence and testimony, except the board, subcommittee of the board or impartial hearing officer may extend the time period for evidence and testimony at the hearing when good cause is shown, (C) commence not later than fifteen days after the local or regional board of education receives the written request for a hearing from the teacher, unless the parties mutually agree to an extension not to exceed fifteen days.

(4) Not later than fifteen days after the commencement of the hearing, the local or regional board of education, subcommittee of the board or impartial hearing officer shall make a written finding and decision, and may terminate the contract of a teacher upon a finding that the rating of the teacher was determined in accordance with the evaluation procedures described in section 10-151b, as amended by this act.

[(e)] (f) Any teacher aggrieved by the decision of a board of education after a hearing as provided in subsection (d) of this section may appeal therefrom, within thirty days of such decision, to the Superior Court. Such appeal shall be made returnable to said court in the same manner as is prescribed for civil actions brought to said court. Any such appeal shall be a privileged case to be heard by the court as soon after the return day as is practicable. The board of education shall
file with the court a copy of the complete transcript of the proceedings of the hearing and the minutes of board of education meetings relating to such termination, including the vote of the board on the termination, together with such other documents, or certified copies thereof, as shall constitute the record of the case. The court, upon such appeal, shall review the proceedings of such hearing. The court, upon such appeal and hearing thereon, may affirm or reverse the decision appealed from in accordance with subsection (j) of section 4-183. Costs shall not be allowed against the board of education unless it appears to the court that it acted with gross negligence or in bad faith or with malice in making the decision appealed from.

Sec. 30. Section 10-151b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) The superintendent of each local or regional board of education shall continuously evaluate or cause to be evaluated each teacher, in accordance with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and such other guidelines as may be established by mutual agreement between the local or regional board of education and the teachers' representative chosen pursuant to section 10-153b. An evaluation pursuant to this subsection shall include, but need not be limited to, strengths, areas needing improvement, strategies for improvement and multiple indicators of student academic growth. Claims of failure to follow the established procedures of such evaluation programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004. The superintendent shall report the status of teacher evaluations to the local or regional board of education on or before June first of each year. For purposes of this section, the term "teacher" shall include each professional employee of a board of education, below the rank of superintendent, who holds a certificate or permit issued by the State Board of Education.
(b) Each local and regional board of education shall develop and implement teacher evaluation programs consistent with guidelines established by the State Board of Education, pursuant to subsection (c) of this section, and consistent with the plan developed in accordance with the provisions of subsection (b) of section 10-220a.

(c) On or before July 1, 2012, the State Board of Education shall adopt, in consultation with the Performance Evaluation Advisory Council established pursuant to section 10-151d, guidelines for a model teacher evaluation program. Such guidelines shall [provide guidance on] use four designators when evaluating teacher performance: Developing, proficient, exemplary and below standard. Such guidelines shall require the use of multiple indicators of student academic growth in teacher evaluations. Such guidelines shall include, but not be limited to: (1) Methods for assessing student academic growth; (2) a consideration of control factors tracked by the state-wide public school information system, pursuant to subsection (c) of section 10-10a, that may influence teacher performance ratings, including, but not limited to, student characteristics, student attendance and student mobility; and (3) minimum requirements for teacher evaluation instruments and procedures.

(d) Notwithstanding any provision of sections 10-153a to 10-153n, inclusive, progression through the steps on the teacher salary schedule shall be based on effective practice. For purposes of this subsection, "effective practice" means (1) for any teacher holding an initial educator certificate, a rating of developing, proficient or exemplary under the evaluation system adopted pursuant to subsection (c) of this section, and (2) for any teacher holding a professional educator certificate or a master educator certificate, a rating of proficient or exemplary under such evaluation system.

Sec. 31. Section 10-153d of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(a) Within thirty days prior to the date on which the local or
regional board of education is to commence negotiations pursuant to this section, such board of education shall meet and confer with the board of finance in each town or city having a board of finance, with the board of selectmen in each town having no board of finance and otherwise with the authority making appropriations therein. A member of such board of finance, such board of selectmen, or such other authority making appropriations, shall be permitted to be present during negotiations pursuant to this section and shall provide such fiscal information as may be requested by the board of education.

(b) The local or regional board of education and the organization designated or elected as the exclusive representative for the appropriate unit, through designated officials or their representatives, shall have the duty to negotiate with respect to salaries, hours and other conditions of employment about which either party wishes to negotiate, including additional compensation for teachers holding a master educator certificate, or additional compensation for teachers holding any certificate issued pursuant to section 10-145b, as amended by this act, who are rated exemplary on performance evaluations conducted pursuant to section 10-151b, as amended by this act, or who improve in their performance ratings on such performance evaluations. For purposes of this subsection and sections 10-153a, 10-153b and 10-153e to 10-153g, inclusive, (1) "hours" shall not include the length of the student school year, the scheduling of the student school year, the length of the student school day, the length and number of parent-teacher conferences and the scheduling of the student school day, except for the length and the scheduling of teacher lunch periods and teacher preparation periods and (2) "other conditions of employment" shall not include the establishment or provisions of any retirement incentive plan authorized by section 10-183jj. Such negotiations shall commence not less than two hundred ten days prior to the budget submission date. Any local board of education shall file forthwith a signed copy of any contract with the town clerk and with the Commissioner of Education. Any regional board of education shall file forthwith a signed copy of any such contract with the town clerk in
each member town and with the Commissioner of Education. Upon
receipt of a signed copy of such contract the clerk of such town shall
give public notice of such filing. The terms of such contract shall be
binding on the legislative body of the local or regional school district,
unless such body rejects such contract at a regular or special meeting
called and convened for such purpose within thirty days of the filing
of the contract. If a vote on such contract is petitioned for in accordance
with the provisions of section 7-7, in order to reject such contract, a
minimum number of those persons eligible to vote equal to fifteen per
cent of the electors of such local or regional school district shall be
required to participate in the voting and a majority of those voting
shall be required to reject. Any regional board of education shall call a
district meeting to consider such contract within such thirty-day
period if the chief executive officer of any member town so requests in
writing within fifteen days of the receipt of the signed copy of the
contract by the town clerk in such town. The body charged with
making annual appropriations in any school district shall appropriate
to the board of education whatever funds are required to implement
the terms of any contract not rejected pursuant to this section. All
organizations seeking to represent members of the teaching profession
shall be accorded equal treatment with respect to access to teachers,
principals, members of the board of education, records, mail boxes and
school facilities and, in the absence of any recognition or certification
as the exclusive representative as provided by section 10-153b,
participation in discussions with respect to salaries, hours and other
conditions of employment.

(c) If the legislative body rejects the contract pursuant to the
provisions of subsection (b) of this section, the parties shall commence
the arbitration process, in accordance with the provisions of subsection
(c) of section 10-153f, on the fifth day next following the rejection
which, for the purposes of this procedure, shall serve as the equivalent
of the one hundred thirty-fifth day prior to the budget submission
date, provided, if requested by either party, the parties shall mediate
the contract dispute prior to the initial arbitration hearing. The parties
shall meet with a mediator mutually selected by them, provided such parties shall inform the commissioner of the name of such mediator. If the parties are unable to mutually select a mediator, then the parties shall meet with the commissioner or the commissioner's agent or a mediator designated by said commissioner. Mediators shall be chosen from a panel of mediators selected by the State Board of Education or from outside such panel if mutually agreed by the parties. Such mediators shall receive a per diem fee determined on the basis of the prevailing rate for such services, and the parties shall share equally in the cost of such mediation. In any civil or criminal case, any proceeding preliminary thereto, or in any legislative or administrative proceeding, a mediator shall not disclose any confidential communication made to such mediator in the course of mediation unless the party making such communication waives such privilege. The parties shall provide such information as the commissioner may require. The commissioner may recommend a basis for settlement but such recommendations shall not be binding upon the parties.

(d) Through negotiations for collective bargaining agreements effective July 1, 2014, local and regional boards of education subject to statutory provisions on conditional funding shall establish new salary schedules that align with the initial, professional and master certificate levels in lieu of differentiation based on degree status or similar provisions. Through negotiations for collective bargaining agreements effective July 1, 2015, and thereafter, all other local and regional boards of education shall establish new salary schedules that align with the initial, professional and master certificate levels. Negotiations under this subsection shall be conducted in accordance with the provisions of this section, except that such negotiations shall be conducted in accordance with subsection (e) of section 10-153f if the local or regional board of education and the exclusive bargaining representative for teachers would not otherwise be in negotiations in accordance with this section.

Sec. 32. Subdivision (26) of section 10-183b of the 2012 supplement
to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(26) "Teacher" means (A) any teacher, permanent substitute teacher, principal, assistant principal, supervisor, assistant superintendent or superintendent employed by the public schools in a professional capacity while possessing a certificate or permit issued by the State Board of Education, provided on and after July 1, 1975, such certificate shall be for the position in which the person is then employed, except as provided for in section 10-183qq, (B) certified personnel who provide health and welfare services for children in nonprofit schools, as provided in section 10-217a, under an oral or written agreement, (C) any person who is engaged in teaching or supervising schools for adults if the annual salary paid for such service is equal to or greater than the minimum salary paid for a regular, full-time teaching position in the day schools in the town where such service is rendered, (D) a member of the professional staff of the State Board of Education or of the Board of Regents for Higher Education or any of the constituent units, [and] (E) a member of the staff of the State Education Resource Center established pursuant to section 10-4q employed in a professional capacity while possessing a certificate or permit issued by the State Board of Education, and (F) a superintendent employed by a local or regional board of education on or after July 1, 2007, pursuant to subsection (c) of section 10-157, as amended by this act. A "permanent substitute teacher" is one who serves as such for at least ten months during any school year.

Sec. 33. Subsections (b) and (c) of section 10-157 of the 2012 supplement to the general statutes are repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(b) A local or regional board of education may appoint as acting superintendent a person who is or is not properly certified [for a specified period of time, not to exceed ninety days,] with the approval of the Commissioner of Education. A request for such approval shall
include the period of time for which such person is to be employed in the role of acting superintendent, and a plan for the supervision and support of such person. Such acting superintendent shall assume all duties of the superintendent for the time specified, provided such period of time may be extended with the approval of the commissioner, which [he] the commissioner shall grant for good cause shown.

(c) The commissioner may, upon request of an employing local or regional board of education, grant a waiver of certification to a person (1) who has successfully completed at least three years of experience as a certified administrator with a superintendent certificate issued by another state in a public school in another state during the ten-year period prior to the date of application, or (2) who the commissioner deems to be exceptionally qualified for the position of superintendent. [In order for the commissioner to find a person exceptionally qualified, such person shall (A) be an acting superintendent pursuant to subsection (b) of this section, (B) have worked as a superintendent in another state for no fewer than fifteen years, and (C) be certified or have been certified as a superintendent by such other state.]

Sec. 34. Section 10-65a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local and regional board of education which operates an agricultural science and technology education center shall establish and implement a five-year plan to increase racial and ethnic diversity at such center. The plan shall reasonably reflect the racial and ethnic diversity of the area of the state in which the center is located.

(b) Each local and regional board of education which operates an agricultural science and technology education center shall conduct an annual study to ascertain the educational and vocational activities in which graduates of such center are engaged five years after graduation and shall submit the study to the State Board of Education.
(c) The Department of Education shall, within available appropriations, offer competitive grants to regional agricultural science and technology education centers to develop plans to (1) increase the enrollment of students who reside in a priority school district pursuant to section 10-266p, as amended by this act, and (2) increase overall student enrollment at agricultural science and technology education centers.

Sec. 35. Subsection (b) of section 10-16bb of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(b) The coordinated system of early care and education and child development shall (1) create a unified set of reporting requirements for the programs described in subdivision (1) of subsection (b) of section 10-16cc, for the purpose of collecting the data elements necessary to perform quality assessments and longitudinal analysis; (2) compare and analyze the data collected pursuant to reporting requirements created under subdivision (1) of this subsection with the data collected in the state-wide public school information system, pursuant to section 10-10a, for population-level analysis of children and families; (3) develop and update appropriate early learning standards and assessment tools for children from birth to five years of age, inclusive, that are age and developmentally appropriate and that are aligned with existing learning standards as of July 1, 2013, and assessment tools for students in grades kindergarten to twelve, inclusive; (4) continually monitor and evaluate all early childhood education and child care programs and services, focusing on program outcomes in satisfying the health, safety, developmental and educational needs of all children; (5) develop indicators that assess strategies designed to strengthen the family through parental involvement in a child's development and education, including children with special needs; (6) increase the availability of early childhood education and child care programs and services and encourage the providers of such programs and services to work together to create multiple options that allow
families to participate in programs that serve the particular needs of each family; (7) provide information and technical assistance to persons seeking early childhood education and child care programs and services; (8) assist state agencies and municipalities in obtaining available federal funding for early childhood education and child care programs and services; (9) provide technical assistance and consultation to licensed providers of early childhood education and child care programs and services and assist any potential provider of such programs and services in obtaining the necessary licensure and certification; (10) [create, implement and maintain a] incorporate the quality rating and improvement system developed by the Department of Education that covers home-based, center-based and school-based early child care and learning; (11) maintain a system of accreditation facilitation to assist early childhood education and child care programs and services in achieving national standards and program improvement; (12) create partnerships between state agencies and philanthropic organizations to assist in the implementation of the coordinated system of early care and education and child development; (13) align the system's policy and program goals with those of the Early Childhood Education Cabinet, pursuant to section 10-16z, and the Head Start advisory committee, pursuant to section 10-16n; (14) ensure a coordinated and comprehensive state-wide system of professional development for providers of early childhood education and child care programs and services; (15) develop family-centered services that assist families in their communities; (16) provide families with opportunities for choice in services including quality child care; (17) integrate early childhood education and special education services; (18) emphasize targeted research-based interventions; (19) organize services into a coherent system; (20) coordinate a comprehensive and accessible delivery system for early childhood education and child care services; (21) focus on performance measures to ensure that services are accountable, effective and accessible to the consumer; (22) promote universal access to early childhood care and education; (23) ensure nonduplication of
monitoring and evaluation; (24) encourage, promote and coordinate funding for the establishment and administration of local and regional early childhood councils that implement local and regional birth-to-eight systems; and (25) perform any other activities that will assist in the provision of early childhood education and child care programs and services.

Sec. 36. Section 10-220d of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

Each local and regional board of education shall provide full access to [regional vocational-technical] technical high schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools and interdistrict student attendance programs for the recruitment of students attending the schools under the board's jurisdiction, provided such recruitment is not for the purpose of interscholastic athletic competition. Each local and regional board of education shall provide information relating to technical high schools, regional agricultural science and technology education centers, interdistrict magnet schools, charter schools and interdistrict student attendance programs on the board's web site. Each local and regional board of education shall inform students and parents of students in middle and high schools within such board's jurisdiction of the availability of (1) vocational, technical and technological education and training at [regional vocational-technical] technical high schools, and (2) agricultural science and technology education at regional agricultural science and technology education centers.

Sec. 37. Section 10-145f of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(a) No person shall be formally admitted to a State Board of Education approved teacher preparation program until such person has achieved satisfactory scores on the state reading, writing and
mathematics competency examination prescribed by and administered
under the direction of the State Board of Education, or has qualified for
a waiver of such test based on criteria established by the State Board of
Education.

(b) (1) Any person who does not hold a valid certificate pursuant to
section 10-145b, as amended by this act, shall (A) achieve satisfactory
scores on the state reading, writing and mathematics competency
examination prescribed by and administered under the direction of the
State Board of Education, or qualify for a waiver of such test based on
criteria approved by the State Board of Education, and (B) achieve a
satisfactory evaluation on the appropriate State Board of Education
approved subject area assessment in order to be eligible for a certificate
pursuant to said section unless such assessment has not been approved
by the State Board of Education at the time of application, in which
case the applicant shall not be denied a certificate solely because of the
lack of an evaluation on such assessment. A person who holds a valid
school administrator certificate in another state that is at least
equivalent to an initial educator certificate, pursuant to section 10-
145b, as amended by this act, as determined by the State Board of
Education, and has successfully completed three years of experience as
a school administrator in a public school in another state or in a
nonpublic school approved by the appropriate state board of
education during the ten-year period prior to the date of application
for a certificate in a school administration endorsement area shall not
be required to meet the state reading, writing and mathematics
competency examination.

(2) Any person applying for an additional certification endorsement
shall achieve a satisfactory evaluation on the appropriate State Board
of Education approved subject area assessment in order to be eligible
for such additional endorsement, unless such assessment has not been
approved by the State Board of Education at the time of application, in
which case the applicant shall not be denied the additional
endorsement solely because of the lack of an evaluation on such
(3) On and after July 1, 1992, any teacher who held a valid teaching certificate but whose certificate lapsed and who had completed all requirements for the issuance of a new certificate pursuant to section 10-145b, as amended by this act, except for filing an application for such certificate, prior to the date on which the lapse occurred, may file, within one year of the date on which the lapse occurred, an application with the Commissioner of Education for the issuance of such certificate. Upon the filing of such an application, the commissioner may grant such certificate and such certificate shall be retroactive to the date on which the lapse occurred, provided the commissioner finds that the lapse of the certificate occurred as a result of a hardship or extenuating circumstances beyond the control of the applicant. If such teacher has attained tenure and is reemployed by the same board of education in any equivalent unfilled position for which the person is qualified as a result of the issuance of a certificate pursuant to this subdivision, the lapse period shall not constitute a break in employment for such person reemployed and shall be used for the purpose of calculating continuous employment pursuant to section 10-151, as amended by this act. If such teacher has not attained tenure, the time unemployed due to the lapse of a certificate shall not be counted toward tenure, except that if such teacher is reemployed by the same board of education as a result of the issuance of a certificate pursuant to this subdivision, such teacher may count the previous continuous employment immediately prior to the lapse towards tenure. Using information provided by the Teachers' Retirement Board, the Department of Education shall annually notify each local or regional board of education of the name of each teacher employed by such board of education whose provisional certificate will expire during the period of twelve months following such notice. Upon receipt of such notice the superintendent of each local and regional board of education shall notify each such teacher in writing, at such teacher's last known address, that the teacher's provisional certificate will expire.
(4) Notwithstanding the provisions of this subsection to the contrary, to be eligible for a certificate to teach subjects for which a bachelor's degree is not required, any applicant who is otherwise eligible for certification in such endorsement areas shall be entitled to a certificate without having met the requirements of the competency examination and subject area assessment pursuant to this subsection for a period not to exceed two years, except that for a certificate to teach skilled trades or trade-related or occupational subjects, the commissioner may waive the requirement that the applicant take the competency examination. The commissioner may, upon the showing of good cause, extend the certificate.

(5) On and after July 1, 2011, any person applying for a certification in the endorsement area of elementary education shall achieve a satisfactory evaluation on the appropriate State Board of Education approved mathematics assessment in order to be eligible for such elementary education endorsement.

(c) Notwithstanding the provisions of this section and section 10-145b, as amended by this act, the following persons shall be eligible for a nonrenewable [temporary] initial educator certificate: (1) A person who has resided in a state other than Connecticut during the year immediately preceding application for certification in Connecticut and meets the requirements for certification, excluding successful completion of the competency examination and subject matter assessment, if such person holds current teacher certification in a state other than Connecticut and has completed at least one year of successful teaching in another state in a public school or a nonpublic school approved by the appropriate state board of education, (2) a person who has graduated from a teacher preparation program at a college or university outside of the state and regionally accredited, and meets the requirements for certification, excluding successful completion of the competency examination and subject matter assessment, and (3) a person hired by a charter school after July first in any school year for a teaching position that school year, provided the
person hired after said date could reasonably be expected to complete
the requirements prescribed in subparagraphs [(B)] [(A)] and [(C)] [(B)] of
subdivision (1) of subsection (c) of section 10-145b, as amended by this
act. The nonrenewable [temporary] initial educator certificate shall be
valid for one year from the date it is issued.

[(d) Any person who is first issued a certificate valid after July 1,
1989, or who is reissued a certificate after July 1, 1989, shall, except as
otherwise provided in this subsection, be required to achieve a
satisfactory evaluation on a professional knowledge clinical
assessment not later than the end of the second year of teaching in a
public school if hired prior to January first or, if hired on or after
January first, not later than the end of the second full school year of
teaching following the year in which such person was hired in order to
retain the certificate. The commissioner (1) may waive the requirement
that such satisfactory evaluation on a professional knowledge clinical
assessment be achieved upon a determination that such assessment is
not valid for the person's teaching assignment, or (2) upon a showing
of good cause, may extend the time limit for the assessment for a
period of time not exceeding two years. The requirement of a clinical
assessment shall not apply to any such person who has completed at
least three years of successful teaching in a public school or a
nonpublic school approved by the appropriate state board of
education during the ten years immediately preceding the date of
application or who successfully taught with a provisional teaching
certificate during the year immediately preceding an application for a
provisional educator certificate as an employee of a local or regional
board of education or facility approved for special education by the
State Board of Education. Notwithstanding the provisions of this
subsection, the State Board of Education may reissue an initial
educator certificate to a person who held such certificate and did not
achieve a satisfactory evaluation on a professional knowledge clinical
assessment provided the person submits evidence demonstrating
significant intervening study and experience, in accordance with
standards established by the State Board of Education.]
[(e)] (d) The board shall, by regulation, set all fees to be charged to each person who applies to take the State Board of Education administered competency examination, the subject area assessment or the professional knowledge clinical assessment, which shall be not less than seventy-five dollars for the competency examination and subject area assessment for the elementary level. Notwithstanding the provisions of this section to the contrary, the Commissioner of Education may waive any fee under this section due to a candidate's inability to pay.

[(f)] (e) Notwithstanding the provisions of this section, any person who holds a valid teaching certificate that is at least equivalent to an initial educator certificate, as determined by the State Board of Education, and such certificate is issued by a state other than Connecticut in the subject area or endorsement area for which such person is seeking certification in Connecticut shall not be required to successfully complete the competency examination and subject matter assessment pursuant to this section, if such person has either (1) successfully completed at least three years of teaching experience in the subject area for which such person is seeking certification in Connecticut in the past ten years in a public school or a nonpublic school approved by the appropriate state board of education in such other state, or (2) holds a master's degree or higher in the subject area for which such person is seeking certification in Connecticut.

Sec. 38. Subsection (c) of section 10-145h of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(c) On and after July 1, 2000, the State Board of Education shall require bilingual education teachers [holding provisional educator certificates] to meet the requirements of this subsection in order to qualify for a professional educator certificate to teach bilingual education. (1) Such bilingual education teachers who teach on the elementary level shall take fifteen credit hours in bilingual education
and fifteen credit hours in language arts, reading and mathematics. (2) Such bilingual education teachers who teach on the middle or secondary level shall take fifteen credit hours in bilingual education and fifteen credit hours in the subject matter that they teach. Such professional educator certificate shall be valid for bilingual education and the grade level and content area of preparation.

Sec. 39. Subdivision (1) of subsection (b) of section 10-145o of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(1) The Department of Education shall (A) develop a statement for the teacher education and mentoring program that includes the state's goals for state-wide teacher induction, mentoring, professional development and evaluation, using state-wide data and national research findings; (B) distribute state funding to local and regional school districts to assist with implementation of district teacher education and mentoring plans; (C) manage and make accessible to local and regional school districts the data systems needed to document that teachers and mentors have satisfactorily completed the instructional modules; (D) monitor district implementation of the teacher education and mentoring program to ensure fidelity to the program's plan and goals, including random district audits and observations by state personnel; (E) issue [provisional] professional educator certificates to teachers that have satisfactorily completed the induction program and have received the required evaluation ratings pursuant to section 10-145b, as amended by this act; (F) develop guidelines for the creation and approval of district teacher education and mentoring plans, based on input and recommendations from stakeholder groups; and (G) oversee an outside evaluation of the teacher education and mentoring program every three to five years;

Sec. 40. Subdivision (3) of subsection (e) of section 10-145o of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):
(3) Upon successful completion of the instructional modules and final review by the coordinating committee, the superintendent of the school district shall submit the names of the beginning teachers [eligible for receipt of a provisional educator certificate] who have successfully completed such instructional modules to the State Board of Education.

Sec. 41. Subsection (f) of section 10-145o of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(f) Local and regional boards of education, in cooperation with the Department of Education, institutions of higher education and regional educational service centers, shall recruit mentors for their teacher education and mentoring program. Those persons eligible to serve as mentors for such programs shall hold a [provisional educator certificate or a] professional educator certificate or a master educator certificate and have at least three years teaching experience in Connecticut, including at least one year of experience in the district in which they are presently employed. Retired certified teachers may also serve as mentors, provided they successfully complete a mentor training program offered by a regional educational service center. Each mentor shall be assigned two beginning teachers, except that in certain circumstances, a mentor may be assigned three beginning teachers. Such assignment shall be reflected in each district's three-year plan. Each mentor shall provide fifty contact hours to each beginning teacher during the program, with the expectation of approximately ten contact hours per module. Mentors shall receive a minimum of a five-hundred-dollar annual stipend for each beginning teacher assigned to such mentor from the local or regional board of education for participation in the teacher education and mentoring program. Such stipend shall be included in a person's total earnings for purposes of retirement.

Sec. 42. Subsection (a) of section 10-146b of the general statutes is
repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(a) Any person who holds a provisional educator or provisional teaching certificate issued prior to July 1, 2013, or held such certificate within one year of application for extension of such certificate and is unable to complete the requirements for a professional educator certificate within the period required, or any person who holds a professional educator certificate or held such certificate within one year of application for extension of such certificate and is unable to complete the requirements for continuation of such professional educator certificate within the period required may appeal to the commissioner for an extension of the applicable period for good cause. If the commissioner finds a hardship exists in the case of such person or finds an emergency situation because of a shortage of certified teachers in the school district where such person is employed, the commissioner may extend such certificate for no more than twenty-four months, effective as of or retroactive to the expiration date of such certificate, provided not more than one extension shall be granted to such person and, provided further, the record of such person is satisfactory under the provisions of sections 10-145a to 10-145d, inclusive, as amended by this act, and this section. For the purposes of section 10-151, as amended by this act, any lapse period pursuant to this section shall not constitute a break in employment for such person if reemployed and shall be used for the purpose of calculating continuous employment.

Sec. 43. Subdivision (2) of subsection (b) of section 10-66dd of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(2) Subject to the provisions of subdivision (5) of this subsection, at least one-half of the persons providing instruction or pupil services in a charter school shall possess the proper certificate other than [(A) a certificate issued pursuant to subdivision (1) of subsection (c) of
section 10-145b, or (B) a temporary initial educator certificate issued pursuant to subsection (c) of section 10-145f, as amended by this act, on the day the school begins operation and the remaining persons shall possess a certificate issued pursuant to said subdivision (1) or such temporary certificate on such day.

Sec. 44. Subsection (a) of section 10-145a of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(a) The State Board of Education may, in accordance with section 10-19 and such regulations and qualifications as it prescribes, issue certificates of qualification to teach, to administer, to supervise or to serve in other positions requiring certification pursuant to regulations adopted by the State Board of Education in any public school in the state and may revoke the same. Any such regulations shall provide that the qualifications to maintain any administrator, supervisor or special service certificate shall incorporate the continuing education provisions of subsection [(i)] (g) of section 10-145b, as amended by this act. The certificates of qualification issued under this section shall be accepted by boards of education in lieu of any other certificate, provided additional qualifications may be required by a board of education, in which case the state certificate shall be accepted for such subjects as it includes.

Sec. 45. Subsection (c) of section 10-149b of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(c) The State Board of Education may revoke the coaching permit, in accordance with the provisions of subsection [(j)] (i) of section 10-145b, as amended by this act, of any coach found to be in violation of this section.

Sec. 46. Subsection (b) of section 10-149c of the general statutes is repealed and the following is substituted in lieu thereof (Effective July
(b) The State Board of Education may revoke the coaching permit, in accordance with the provisions of subsection [(j)] (i) of section 10-145b, as amended by this act, of any coach found to be in violation of this section.

Sec. 47. Subsections (e) to (g), inclusive, of section 10-221d of the 2012 supplement to the general statutes are repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(e) The State Board of Education shall submit, periodically, a database of applicants for an initial issuance of certificate, authorization or permit pursuant to sections 10-144o to 10-149, inclusive, as amended by this act, to the State Police Bureau of Identification. The State Police Bureau of Identification shall conduct a state criminal history records check against such database and notify the State Board of Education of any such applicant who has a criminal conviction. The State Board of Education shall not issue a certificate, authorization or permit until it receives and evaluates the results of such check and may deny an application in accordance with the provisions of subsection [(j)] (i) of section 10-145b, as amended by this act.

(f) The State Board of Education shall submit, periodically, a database of all persons who hold certificates, authorizations or permits to the State Police Bureau of Identification. The State Police Bureau of Identification shall conduct a state criminal history records check against such database and shall notify the State Board of Education of any such person who has a criminal conviction. The State Board of Education may revoke the certificate, authorization or permit of such person in accordance with the provisions of subsection [(j)] (i) of section 10-145b, as amended by this act.

(g) The State Board of Education shall require each applicant seeking an initial issuance or renewal of a certificate, authorization or
permit pursuant to sections 10-144o to 10-149, inclusive, as amended by this act, to submit to a records check of the Department of Children and Families child abuse and neglect registry established pursuant to section 17a-101k. If notification is received that the applicant is listed as a perpetrator of abuse or neglect on the Department of Children and Families child abuse and neglect registry, the board shall deny an application for the certificate, authorization or permit in accordance with the provisions of subsection [(j) (i)] of section 10-145b, as amended by this act, or may revoke the certificate, authorization or permit in accordance with the provisions of said subsection [(j) (i)].

Sec. 48. Subsection (a) of section 17a-101i of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(a) Notwithstanding any provision of the general statutes, after an investigation has been completed and the Commissioner of Children and Families, based upon the results of the investigation, (1) has reasonable cause to believe that a child has been abused or neglected by a school employee, as defined in section 53a-65, who has been entrusted with the care of a child and who holds a certificate, permit or authorization issued by the State Board of Education, or (2) has recommended that such employee be placed on the Department of Children and Families child abuse and neglect registry established pursuant to section 17a-101k, the commissioner shall, not later than five working days after such finding, notify the employing superintendent and the Commissioner of Education of such finding and shall provide records, whether or not created by the department, concerning such investigation to the superintendent and the Commissioner of Education. The superintendent shall suspend such school employee. The Commissioner of Children and Families shall provide such notice whether or not the child was a student in the employing school or school district. Such suspension shall be with pay and shall not result in the diminution or termination of benefits to such employee. Not later than seventy-two hours after such suspension the
superintendent shall notify the local or regional board of education and the Commissioner of Education, or the commissioner's representative, of the reasons for and conditions of the suspension. The superintendent shall disclose such records to the Commissioner of Education and the local or regional board of education or its attorney for purposes of review of employment status or the status of such employee's certificate, permit or authorization. The suspension of a school employee employed in a position requiring a certificate shall remain in effect until the board of education acts pursuant to the provisions of section 10-151, as amended by this act. If the contract of employment of such certified school employee is terminated, or such certified school employee resigns such employment, the superintendent shall notify the Commissioner of Education, or the commissioner's representative, within seventy-two hours after such termination or resignation. Upon receipt of such notice from the superintendent, the Commissioner of Education may commence certification revocation proceedings pursuant to the provisions of subsection [(j)] (i) of section 10-145b, as amended by this act.

Notwithstanding the provisions of sections 1-210 and 1-211, information received by the Commissioner of Education, or the commissioner's representative, pursuant to this section shall be confidential subject to regulations adopted by the State Board of Education under section 10-145g.

Sec. 49. Subsection (d) of section 20-195u of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2013):

(d) A person licensed pursuant to this chapter who holds a professional educator certificate that is endorsed for school social work and issued by the State Board of Education pursuant to sections 10-144o to 10-149, inclusive, as amended by this act, may satisfy the [continuing education requirements contained in this section by successfully completing] professional development [activities] requirements pursuant to [subdivision (1) of] subsection [(l)] (g) of
section 10-145b, as amended by this act, [provided the number of continuing education hours completed by such person is equal to the number of hours per registration period required by this section.]

Sec. 50. Section 10-74f of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

Each local or regional board of education with jurisdiction over an elementary or middle school that fails to [make adequate yearly progress based on whole school academic achievement] meet accountability benchmarks in mathematics, reading, or both, as determined under the state-wide [accountability] performance management and support plan adopted under section 10-223e, as amended by this act, [for two consecutive years] and is classified as a category three school, may reorganize such school to provide that:

(1) (A) The school be organized in academies, each containing a maximum of one hundred seventy-five students divided into different classes based on grade. (B) Each academy include all grade levels at the school. (C) Students be randomly assigned to academies. (D) The academies have different themes but the curriculum be the same in all.

(2) (A) The school principal appoint a teacher as team leader for each academy based on evaluations pursuant to section 10-151b, as amended by this act. (B) Team leaders not be teacher supervisors, but be literacy, mathematics or science specialists. (C) Team leaders work with the school's regular classroom teachers to: (i) Plan lessons; (ii) look at student data; (iii) work with small groups of students; (iv) provide model lessons; and (v) plan school and academy-wide activities.

(3) Each class in each academy have a ninety-minute mathematics block and a two-hour literacy block every day.

(4) Each student in the school have an individual education plan that incorporates the student's personal reading plan if the student is
required to have a reading plan pursuant to section 10-265g or 10-265l, provided any child with an individual educational program developed pursuant to section 10-76d, as amended by this act, follows such program.

(5) All teachers in the school of the same grade level meet weekly to plan lessons.

(6) Teachers meet daily in teams based on grade level to plan lessons.

(7) Teachers meet once a week with the team leader and the school principal to look at student work and data, evaluate instruction and make adjustments and changes in instruction.

(8) Students receive regular assessments, including short assessment tests every two weeks, that evaluate short-term progress and district-wide assessment tests every six weeks that evaluate a student's progress toward long-term objectives.

(9) Any child who is falling behind based on assessments conducted under subdivision (8) of this section be the subject of a meeting with teachers, school principal and parents.

Sec. 51. Subsection (a) of section 10-223f of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) For the fiscal years ending June 30, 2008, to June 30, 2013, inclusive, there shall be a pilot program concerning [the determination of adequate yearly progress] accountability determination for the school districts for Bridgeport, Hartford and New Haven. Under the program, the Department of Education shall determine [the adequate yearly progress] whether accountability benchmarks, as [defined] described in the [state accountability] state-wide performance management and support plan prepared in accordance with subsection (a) of section 10-223e, as amended by this act, for each
district have been met with data from each school under the jurisdiction of the board of education for such district and data from any state charter school, as defined in subdivision (3) of section 10-66aa, located in such district, provided the local board of education for such district and the charter school reach mutual agreement for the inclusion of the data from the charter schools and the terms of such agreement are approved by the State Board of Education.

Sec. 52. Section 10-66bb of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) On and after July 1, 1997, the State Board of Education may grant charters for local and state charter schools in accordance with this section.

(b) Any person, association, corporation, organization or other entity, public or independent institution of higher education, local or regional board of education or two or more boards of education cooperatively, or regional educational service center may apply to the Commissioner of Education, at such time and in such manner as the commissioner prescribes, to establish a charter school, provided no nonpublic elementary or secondary school may be established as a charter school and no parent or group of parents providing home instruction may establish a charter school for such instruction.

(c) On and after July 1, 2012, the State Board of Education shall review, annually, all applications and grant charters in accordance with subsections (e) and (f) of this section, for a local or state charter school located in a town that has one or more schools that have been designated as a commissioner's network school, pursuant to section 10-223e, as amended by this act, at the time of such application, or a town that has been designated as a low achieving school district, pursuant to section 10-223e, as amended by this act, at the time of such application. (1) Except as provided for in subdivision (2) of this subsection, no state charter school shall enroll (A) (i) more than two
hundred fifty students, or (ii) in the case of a kindergarten to grade eight, inclusive, school, more than three hundred students, or (B) twenty-five per cent of the enrollment of the school district in which the state charter school is to be located, whichever is less. (2) In the case of a state charter school found by the State Board of Education to have a demonstrated record of achievement, said board shall, upon application by such school to said board, waive the provisions of subdivision (1) of this subsection for such school. (3) The State Board of Education shall give preference to applicants for charter schools (A) whose primary purpose is the establishment of education programs designed to serve one or more of the following student populations: (i) Students with a history of low academic performance, (ii) students who receive free or reduced priced lunches pursuant to federal law and regulations, (iii) students with a history of behavioral and social difficulties, (iv) students identified as requiring special education, or (v) students who are English language learners; (B) whose primary purpose is to improve the academic performance of an existing school that has consistently demonstrated substandard academic performance, as determined by the Commissioner of Education; (C) that will serve students who reside in a priority school district pursuant to section 10-266p, as amended by this act; [or] (D) that will serve students who reside in a district in which seventy-five per cent or more of the enrolled students are members of racial or ethnic minorities; [and to applicants for state charter schools that] (E) that demonstrate highly credible and specific strategies to attract, enroll and retain students from among the following populations: (i) Students with a history of low academic performance, (ii) students who receive free or reduced priced lunches pursuant to federal law and regulations, (iii) students with a history of behavioral and social difficulties, (iv) students identified as requiring special education, or (v) students who are English language learners; or (F) that, in the case of an applicant for a state charter school, such state charter school will be located at a work-site or that are institutions of higher education. In determining whether to grant a charter, the State Board of Education
shall consider the effect of the proposed charter school on the reduction of racial, ethnic and economic isolation in the region in which it is to be located, the regional distribution of charter schools in the state and the potential of over-concentration of charter schools within a school district or in contiguous school districts.

(d) Applications pursuant to this section shall include a description of: (1) The mission, purpose and any specialized focus of the proposed charter school; (2) the interest in the community for the establishment of the charter school; (3) the school governance and procedures for the establishment of a governing council that (A) includes (i) teachers and parents and guardians of students enrolled in the school, and (ii) the chairperson of the local or regional board of education of the town in which the charter school is located and which has jurisdiction over a school that resembles the approximate grade configuration of the charter school, or the designee of such chairperson, provided such designee is a member of the board of education or the superintendent of schools for the school district, and (B) is responsible for the oversight of charter school operations, provided no member or employee of the governing council may have a personal or financial interest in the assets, real or personal, of the school; (4) the financial plan for operation of the school, provided no application fees or other fees for attendance, except as provided in this section, may be charged; (5) the educational program, instructional methodology and services to be offered to students; (6) the number and qualifications of teachers and administrators to be employed in the school; (7) the organization of the school in terms of the ages or grades to be taught and the total estimated enrollment of the school; (8) the student admission criteria and procedures to (A) ensure effective public information, (B) ensure open access on a space available basis, (C) promote a diverse student body, and (D) ensure that the school complies with the provisions of section 10-15c and that it does not discriminate on the basis of disability, athletic performance or proficiency in the English language, provided the school may limit enrollment to a particular grade level or specialized educational focus and, if there is not space available for all
students seeking enrollment, the school may give preference to siblings
but shall otherwise determine enrollment by a lottery, except the State
Board of Education may waive the requirements for such enrollment
lottery pursuant to subsection (j) of this section; (9) a means to assess
student performance that includes participation in state-wide mastery
examinations pursuant to chapter 163c; (10) procedures for teacher
evaluation and professional development for teachers and
administrators; (11) the provision of school facilities, pupil
transportation and student health and welfare services; (12)
procedures to encourage involvement by parents and guardians of
enrolled students in student learning, school activities and school
decision-making; (13) procedures to document efforts to increase the
racial and ethnic diversity of staff; [and] (14) a five-year plan to sustain
the maintenance and operation of the school; and (15) a student
recruitment and retention plan that shall include, but not be limited to,
a clear description of a plan and the capacity of the school to attract,
enroll and retain students from among the following populations: (A)
Students with a history of low academic performance, (B) students
who receive free or reduced priced lunches pursuant to federal law
and regulations, (C) students with a history of behavioral and social
difficulties, (D) students identified as requiring special education, or
(E) students who are English language learners. Subject to the
provisions of subsection (b) of section 10-66dd, an application may
include, or a charter school may file, requests to waive provisions of
the general statutes and regulations not required by sections 10-66aa to
10-66ff, inclusive, as amended by this act, and which are within the
jurisdiction of the State Board of Education.

(e) An application for the establishment of a local charter school
shall be submitted to the local or regional board of education of the
school district in which the local charter school is to be located for
approval pursuant to this subsection. The local or regional board of
education shall: (1) Review the application; (2) hold a public hearing in
the school district on such application; (3) survey teachers and parents
in the school district to determine if there is sufficient interest in the
establishment and operation of the local charter school; and (4) vote on
a complete application not later than sixty days after the date of receipt
of such application. Such board of education may approve the
application by a majority vote of the members of the board present and
voting at a regular or special meeting of the board called for such
purpose. If the application is approved, the board shall forward the
application to the State Board of Education. The State Board of
Education shall vote on the application not later than seventy-five days
after the date of receipt of such application. Subject to the provisions of
subsection (c) of this section, the State Board of Education may
approve the application and grant the charter for the local charter
school or reject such application by a majority vote of the members of
the state board present and voting at a regular or special meeting of
the state board called for such purpose. The State Board of Education
may condition the opening of such school on the school's meeting
certain conditions determined by the Commissioner of Education to be
necessary and may authorize the commissioner to release the charter
when the commissioner determines such conditions are met. The state
board may grant the charter for the local charter school for a period of
time of up to five years and may allow the applicant to delay its
opening for a period of up to one school year in order for the applicant
to fully prepare to provide appropriate instructional services.

(f) An application for the establishment of a state charter school
shall be (1) submitted to the State Board of Education for approval in
accordance with the provisions of this subsection, and (2) filed with the
local or regional board of education in the school district in which the
charter school is to be located. The state board shall: (A) Review such
application; (B) hold a public hearing on such application in the school
district in which such state charter school is to be located; (C) solicit
and review comments on the application from the local or regional
board of education for the school district in which such charter school
is to be located and from the local or regional boards of education for
school districts that are contiguous to the district in which such school
is to be located; and (D) vote on a complete application not later than
ninety days after the date of receipt of such application. The State Board of Education may approve an application and grant the charter for the state charter school by a majority vote of the members of the state board present and voting at a regular or special meeting of the state board called for such purpose. The State Board of Education may condition the opening of such school on the school's meeting certain conditions determined by the Commissioner of Education to be necessary and may authorize the commissioner to release the charter when the commissioner determines such conditions are met. Charters shall be granted for a period of time of up to five years and may allow the applicant to delay its opening for a period of up to one school year in order for the applicant to fully prepare to provide appropriate instructional services.

(g) Charters may be renewed, upon application, in accordance with the provisions of this section for the granting of such charters. Upon application for such renewal, the State Board of Education may commission an independent appraisal of the performance of the charter school that includes, but is not limited to, an evaluation of the school's compliance with the provisions of this section. The State Board of Education shall consider the results of any such appraisal in determining whether to renew such charter. The State Board of Education may deny an application for the renewal of a charter if (1) student progress has not been sufficiently demonstrated, as determined by the commissioner, (2) the governing council has not been sufficiently responsible for the operation of the school or has misused or spent public funds in a manner that is detrimental to the educational interests of the students attending the charter school, [or] (3) the school has not been in compliance with applicable laws and regulations, or (4) the efforts of the school have been insufficient to effectively attract, enroll and retain students from among the following populations: (A) Students with a history of low academic performance, (B) students who receive free or reduced priced lunches pursuant to federal law and regulations, (C) students with a history of behavioral and social difficulties, (D) students identified as requiring special
education, or (E) students who are English language learners. If the State Board of Education does not renew a charter, it shall notify the governing council of the charter school of the reasons for such nonrenewal.

(h) The Commissioner of Education may at any time place a charter school on probation if (1) the school has failed to (A) adequately demonstrate student progress, as determined by the commissioner, (B) comply with the terms of its charter or with applicable laws and regulations, (C) achieve measurable progress in reducing racial, ethnic and economic isolation, or (D) maintain its nonsectarian status, or (2) the governing council has demonstrated an inability to provide effective leadership to oversee the operation of the charter school or has not ensured that public funds are expended prudently or in a manner required by law. If a charter school is placed on probation, the commissioner shall provide written notice to the charter school of the reasons for such placement, not later than five days after the placement, and shall require the charter school to file with the Department of Education a corrective action plan acceptable to the commissioner not later than thirty-five days from the date of such placement. The charter school shall implement a corrective action plan accepted by the commissioner not later than thirty days after the date of such acceptance. The commissioner may impose any additional terms of probation on the school that the commissioner deems necessary to protect the educational or financial interests of the state. The charter school shall comply with any such additional terms not later than thirty days after the date of their imposition. The commissioner shall determine the length of time of the probationary period, which may be up to one year, provided the commissioner may extend such period, for up to one additional year, if the commissioner deems it necessary. In the event that the charter school does not file or implement the corrective action plan within the required time period or does not comply with any additional terms within the required time period, the Commissioner of Education may withhold grant funds from the school until the plan is fully implemented or the school
complies with the terms of probation, provided the commissioner may extend the time period for such implementation and compliance for good cause shown. Whenever a charter school is placed on probation, the commissioner shall notify the parents or guardians of students attending the school of the probationary status of the school and the reasons for such status. During the term of probation, the commissioner may require the school to file interim reports concerning any matter the commissioner deems relevant to the probationary status of the school, including financial reports or statements. No charter school on probation may increase its student enrollment or engage in the recruitment of new students without the consent of the commissioner.

(i) The State Board of Education may revoke a charter if a charter school has failed to: (1) Comply with the terms of probation, including the failure to file or implement a corrective action plan; (2) demonstrate satisfactory student progress, as determined by the commissioner; (3) comply with the terms of its charter or applicable laws and regulations; or (4) manage its public funds in a prudent or legal manner. Unless an emergency exists, prior to revoking a charter, the State Board of Education shall provide the governing council of the charter school with a written notice of the reasons for the revocation, including the identification of specific incidents of noncompliance with the law, regulation or charter or other matters warranting revocation of the charter. It shall also provide the governing council with the opportunity to demonstrate compliance with all requirements for the retention of its charter by providing the State Board of Education or a subcommittee of the board, as determined by the State Board of Education, with a written or oral presentation. Such presentation shall include an opportunity for the governing council to present documentary and testimonial evidence to refute the facts cited by the State Board of Education for the proposed revocation or in justification of its activities. Such opportunity shall not constitute a contested case within the meaning of chapter 54. The State Board of Education shall determine, not later than thirty days after the date of an oral
presentation or receipt of a written presentation, whether and when the charter shall be revoked and notify the governing council of the decision and the reasons therefor. A decision to revoke a charter shall not constitute a final decision for purposes of chapter 54. In the event an emergency exists in which the commissioner finds that there is imminent harm to the students attending a charter school, the State Board of Education may immediately revoke the charter of the school, provided the notice concerning the reasons for the revocation is sent to the governing council not later than ten days after the date of revocation and the governing council is provided an opportunity to make a presentation to the board not later than twenty days from the date of such notice.

(j) The governing council of a local or state charter school may apply to the State Board of Education for a waiver of the requirements of the enrollment lottery described in subsection (d) of this section, provided such waiver is for the purpose of allowing preference to be given to students from among the following populations: (1) Students with a history of low academic performance, (2) students who receive free or reduced priced lunches pursuant to federal law and regulations, (3) students with a history of behavioral and social difficulties, (4) students identified as requiring special education, or (5) students who are English language learners.

Sec. 53. Section 10-95 of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) The State Board of Education may establish and maintain a statewide system of regional vocational-technical schools to be known as the Connecticut Technical High School System. The Connecticut Technical High School System shall be governed by a board of education. Such board shall consist of eleven members as follows: (1) Four executives of Connecticut-based employers who shall be nominated by the regional chambers of commerce and business associations and appointed by the Governor, (2) five members...
appointed by the State Board of Education, (3) the Commissioner of the Economic and Community Development, and (4) the Labor Commissioner. The Governor shall appoint the chairperson. The chairperson of the Connecticut Technical High School System board shall serve as a nonvoting ex-officio member of the State Board of Education.

(b) The Connecticut Technical High School System board shall offer full-time, part-time and evening programs in vocational, technical and technological education and training. The board may make regulations controlling the admission of students to any such school. The Commissioner of Education, in accordance with policies established by the board, may appoint and remove members of the staffs of such schools and make rules for the management of and expend the funds provided for the support of such schools. The board may enter into cooperative arrangements with local and regional boards of education, private occupational schools, institutions of higher education, job training agencies and employers in order to provide general education, vocational, technical or technological education or work experience.

[(b) (c)] (c) If the New England Association of Schools and Colleges places a regional vocational-technical school on probation or otherwise notifies the superintendent of the vocational-technical school system that a regional vocational-technical school is at risk of losing its accreditation, the Commissioner of Education, on behalf of the Connecticut Technical High School System board, shall notify the joint standing committee of the General Assembly having cognizance of matters relating to education of such placement or problems relating to accreditation.

[(c) (d)] The [State Board of Education] Connecticut Technical High School System board shall establish specific achievement goals for students at the vocational-technical schools at each grade level. The board shall measure the performance of each vocational-technical
school and shall identify a set of quantifiable measures to be used. The
measures shall include factors such as performance on the state-wide
tenth grade mastery examination under section 10-14n, trade-related
assessment tests, dropout rates and graduation rates.

Sec. 54. Section 10-1 of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2012):

(a) (1) Prior to July 1, 1998, the State Board of Education shall consist
of nine members. On and after July 1, 1998, but prior to July 1, 2010,
the State Board of Education shall consist of eleven members, two of
whom shall be nonvoting student members.

(2) On and after July 1, 2010, but prior to April 1, 2011, the State
Board of Education shall consist of thirteen members, at least two of
whom shall have experience in manufacturing or a trade offered at the
regional vocational-technical schools or be alumni of or have served as
educators at a regional vocational-technical school and two of whom
shall be nonvoting student members. Only those members with
experience in manufacturing or a trade offered at the regional
vocational-technical schools or are alumni of or have served as
educators at a regional vocational-technical school shall be eligible to
serve as the chairperson for the regional vocational-technical school
subcommittee of the board.

(3) On and after April 1, 2011, but prior to July 1, 2012, the State
Board of Education shall consist of thirteen members, (A) at least two
of whom shall have experience in manufacturing or a trade offered at
the regional vocational-technical schools or be alumni of or have
served as educators at a regional vocational-technical school, (B) at
least one of whom shall have experience in agriculture or be an alumni
of or have served as an educator at a regional agricultural science and
technology education center, and (C) two of whom shall be nonvoting
student members. Only those members described in subparagraph (A)
of this subdivision shall be eligible to serve as the chairperson for the
regional vocational-technical school subcommittee of the board.
(4) On and after July 1, 2012, the State Board of Education shall consist of fourteen members, (A) at least two of whom shall have experience in manufacturing or a trade offered at the technical high schools or be alumni of or have served as educators at a technical high school, (B) at least one of whom shall have experience in agriculture or be an alumni of or have served as an educator at a regional agricultural science and technology education center, and (C) two of whom shall be nonvoting student members.

(b) The Governor shall appoint, with the advice and consent of the General Assembly, the members of said board, provided each student member (1) is on the list submitted to the Governor pursuant to section 10-2a, (2) is enrolled in a public high school in the state, (3) has completed eleventh grade prior to the commencement of his term, (4) has at least a B plus average, and (5) provides at least three references from teachers in the school he is attending. The nonstudent members shall serve for terms of four years commencing on March first in the year of their appointment. The student members shall serve for terms of one year commencing on July first in the year of their appointment. The president of the Board of Regents for Higher Education and the chairperson of the Connecticut Technical High School System board shall serve as an ex-officio members without a vote. Any vacancy in said State Board of Education shall be filled in the manner provided in section 4-19.

Sec. 55. Subsection (b) of section 3-20f of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(b) Notwithstanding section 3-20, to the extent there is a sufficient balance of bonds approved by the General Assembly pursuant to any bond act for the purposes of general maintenance and trade and capital equipment for any school in the Connecticut Technical High School System, but not allocated by the State Bond Commission, said commission shall vote
on whether to authorize the issuance of at least two million dollars of such bonds for such maintenance and equipment at each of said commission's regularly scheduled meetings occurring in August and February of each year. If no meeting is held in said months, said commission shall vote on whether to authorize the issuance of such bonds at its next regularly scheduled meeting. To the extent there is a sufficient balance of bonds so approved by the General Assembly and there are pending general maintenance and trade and capital equipment transactions in excess of two million dollars, the [superintendent] chairperson of the [regional vocational-technical school system] Connecticut Technical High School System may request, and the State Bond Commission shall vote on whether to authorize the issuance of, bonds in excess of two million dollars. To the extent the balance of bonds so approved by the General Assembly is below two million dollars at the time of said commission's August or February meeting, said commission shall vote on whether to authorize the issuance of the remaining balance of such bonds.

Sec. 56. Section 4-124gg of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

Not later than October 1, 2012, the Labor Commissioner, with the assistance of the Office of Workforce Competitiveness and in consultation with the [superintendent] chairperson of the [regional vocational-technical school system] Connecticut Technical High School System, shall create an integrated system of state-wide industry advisory committees for each career cluster offered as part of the [regional vocational-technical school] technical high school and regional community-technical college systems. Said committees shall include industry representatives of the specific career cluster. Each committee for a career cluster shall, with support from the Labor Department, [regional vocational-technical] Connecticut Technical High School System and regional community-technical college [systems] system and the Department of Education, establish specific
skills standards, corresponding curriculum and a career ladder for the
cluster which shall be implemented as part of the schools' core
curriculum.

Sec. 57. Section 10-4r of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2012):

On or before July 1, 2011, the State Board of Education shall develop
recommendations regarding the definition of region for purposes of
attendance in the [regional vocational-technical school system]
Connecticut Technical High School System. The board shall submit
such recommendations, in accordance with the provisions of section
11-4a, to the joint standing committee of the General Assembly having
cognizance of matters relating to education.

Sec. 58. Subsection (a) of section 10-20a of the 2012 supplement to
the general statutes is repealed and the following is substituted in lieu
thereof (Effective July 1, 2012):

(a) Local and regional boards of education, the [regional vocational-
technical school system] Connecticut Technical High School System,
postsecondary institutions and regional educational service centers,
may (1) in consultation with regional workforce development boards
established pursuant to section 31-3k, local employers, labor
organizations and community-based organizations establish career
pathway programs leading to a Connecticut career certificate in
accordance with this section, and (2) enroll students in such programs
based on entry criteria determined by the establishing agency. Such
programs shall be approved by the Commissioner of Education and
the Labor Commissioner. Applications for program approval shall be
submitted to the Commissioner of Education in such form and at such
time as the commissioner prescribes. All programs leading to a
Connecticut career certificate shall provide equal access for all students
and necessary accommodations and support for students with
disabilities.
Sec. 59. Section 10-95h of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Not later than November thirtieth each year, the joint standing committees of the General Assembly having cognizance of matters relating to education, higher education and employment advancement and labor shall meet with the [superintendent] chairperson of the [regional vocational-technical school system] Connecticut Technical High School System, the Labor Commissioner, the Commissioner of Economic and Community Development and such other persons as they deem appropriate to consider the items submitted pursuant to subsection (b) of this section.

(b) On or before November fifteenth, annually:

(1) The Labor Commissioner shall submit the following to the joint standing committees of the General Assembly having cognizance of matters relating to education, higher education and employment advancement and labor: (A) Information identifying general economic trends in the state; (B) occupational information regarding the public and private sectors, such as continuous data on occupational movements; and (C) information identifying emerging regional, state and national workforce needs over the next thirty years.

(2) The [superintendent] chairperson of the [regional vocational-technical school system] Connecticut Technical High School System shall submit the following to the joint standing committees of the General Assembly having cognizance of matters relating to education, higher education and employment advancement and labor: (A) Information ensuring that the curriculum of the [regional vocational-technical school system] Connecticut Technical High School System is incorporating those workforce skills that will be needed for the next thirty years, as identified by the Labor Commissioner in subdivision (1) of this subsection, into the [regional vocational-technical schools] technical high schools; (B) information regarding the employment
status of students who graduate from the [regional vocational-technical school system] Connecticut Technical High School System; (C) an assessment of the adequacy of the resources available to the [regional vocational-technical school system] Connecticut Technical High School System as the system develops and refines programs to meet existing and emerging workforce needs; and (D) recommendations to the State Board of Education to carry out the provisions of subparagraphs (A) to (C), inclusive, of this subdivision.

(3) The Commissioner of Economic and Community Development shall submit the following to the joint standing committees of the General Assembly having cognizance of matters relating to education, higher education and employment advancement and labor: (A) Information regarding the relationship between the Department of Economic and Community Development and the [regional vocational-technical school system] Connecticut Technical High School System, (B) information regarding coordinated efforts of the department and the [regional vocational-technical school system] Connecticut Technical High School System to collaborate with the business community, (C) information on workforce training needs identified by the department through its contact with businesses, (D) recommendations regarding how the department and the [regional vocational-technical school system] Connecticut Technical High School System can coordinate or improve efforts to address the workforce training needs identified in subparagraph (C) of this subdivision, (E) information regarding the efforts of the department to utilize the [regional vocational-technical school system] Connecticut Technical High School System in business assistance and economic development programs offered by the department, and (F) any additional information the commissioner deems relevant.

Sec. 60. Section 10-95i of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Not later than January 1, 1990, and every five years thereafter,
the State Board of Education shall adopt a long-range plan of priorities and goals for the [regional vocational-technical school system] Connecticut Technical High School System. The plan shall address coordination with other providers of vocational, technical or technological education or training and shall include (1) an analysis of the activities described in subsections (b) and (c) of this section and how such activities relate to the long-range plan of priorities and goals, and (2) a summary of activities related to capital improvements and equipment pursuant to subsection (d) of this section. Upon adoption of the plan, the state board shall file the plan with the joint standing committees of the General Assembly having cognizance of matters relating to education, finance, revenue and bonding and appropriations and the budgets of state agencies. The state board shall use the plan in preparing its five-year comprehensive plan pursuant to subsection (c) of section 10-4.

(b) During the five-year period beginning January 1, 1990, and during each five-year period thereafter, the State Board of Education shall evaluate each existing [regional vocational-technical school] technical high school trade program in accordance with a schedule which the state board shall establish. A trade program may be reauthorized for a period of not more than five years following each evaluation on the basis of: The projected employment demand for students enrolled in the trade program, including consideration of the employment of graduates of the program during the preceding five years; anticipated technological changes; the availability of qualified instructors; the existence of similar programs at other educational institutions; and student interest in the trade program. As part of the evaluation, the state board shall consider geographic differences that may make a trade program feasible at one school and not another and whether certain combinations of program offerings shall be required. Prior to any final decision on the reauthorization of a trade program, the state board shall consult with the craft committees for the trade program being evaluated.
(c) The state board shall consider the addition of new trade programs. Decisions by the state board to add such programs shall at a minimum be based on the projected employment demand for graduates of the program, the cost of establishing the program, the availability of qualified instructors, the existence of similar programs at other educational institutions and the interest of students in the trade. The state board shall authorize new trade programs for a maximum of five years. The state board shall provide a process for the public, including, but not limited to, employers, parents, students or teachers, to request consideration of the establishment of a new trade program.

(d) The State Board of Education shall maintain a rolling five-year capital improvement and capital equipment plan that identifies: (1) Alterations, renovations and repairs that each [vocational-technical school] technical high school is expected to need, including, but not limited to, grounds and athletic fields, heating and ventilation systems, wiring, roofs, and windows, and the cost of such projects, (2) recommendations for energy efficiency improvements to each school and the cost of such improvements, and (3) the specific equipment each [regional vocational-technical school] technical high school is expected to need, based on the useful life of existing equipment and projections of changing technology and the estimated cost of the equipment. The State Board of Education shall submit such plan, annually, to the joint standing committees of the General Assembly having cognizance of matters relating to education, finance, revenue and bonding and appropriations and the budgets of state agencies.

Sec. 61. Section 10-95k of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Not later than January 1, 1995, and biennially thereafter, the State Board of Education shall prepare a summary report concerning the [regional vocational-technical school system] Connecticut Technical High School System and shall submit the report to the joint standing
committee of the General Assembly having cognizance of matters relating to education. The report shall include demographic information for the preceding two school years on applicants for admission, students enrolled and graduates, and a summary of the capital and operating expenditures. Such information shall be provided for the [regional vocational-technical school system] Connecticut Technical High School System and for each [regional vocational-technical school] technical high school and satellite facility.

Enrollment information shall be reported by race and sex and by specific trade programs. Applicant information shall include the number of applicants, the number accepted and the number enrolled reported by race and sex. Enrollment capacity for each school and projected enrollment capacity for the subsequent school year shall be developed on the basis of a standardized format and shall be reported for each school and satellite facility. The report shall also include assessment of student outcomes including, but not limited to, mastery examination results pursuant to section 10-14n, retention and completion rates, and postsecondary education or employment based on graduate follow-up and, for purposes of employment placement, state unemployment insurance wage records.

(b) Reports prepared and submitted pursuant to subsection (a) of this section on and after January 1, 1995, shall identify each [regional vocational-technical school] technical high school for which enrollment on the preceding October first was less than seventy per cent of the enrollment capacity identified in the report pursuant to this section for the prior year. For each such school the report shall include an analysis of: (1) The reasons for such enrollment, including, but not limited to, the interest in the specific trade programs offered, the resources needed to serve special education students, demographic changes and the existence of alternative vocational, technical and technological educational training programs in the region in which the school is located; (2) the likelihood that enrollment will increase or decrease in the future; (3) any alternative uses for unused space in the facility; and (4) a recommendation on the steps to be taken to improve enrollment.
or a timetable for closing the school. In preparing the analysis, the State Board of Education shall provide an opportunity for public comment.

Sec. 62. Section 10-95m of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):


(b) The department shall report periodically, in accordance with this subsection and section 11-4a, on the study to the joint standing committee of the General Assembly having cognizance of matters relating to education.

(1) On or before January 1, 2002, the department shall describe (A) the number and distribution of students by class in each of the [regional vocational-technical schools] technical high schools, (B) the format and contents of the initial data base developed to carry out the study, (C) the measures, such as the scores on the state-wide tenth grade mastery examination under section 10-14n, grade point average, class rank, dropout rates, or trade specific assessment tests, selected to assess the ability of the individual components of the admissions score to predict success in the [vocational-technical school] technical high school, and (D) any other factors the department deems relevant to conducting the study or understanding the results of the study;

(2) On or before January 1, 2003, the department shall present preliminary results of the study based on data analysis through the first quarter of the school year commencing in 2002, including the relevance of the individual components of the admissions score to the assessment measures, and shall provide statistics on the number of students from each class for the classes graduating in 2003, 2004 and 2005.
2005 who have withdrawn from a vocational-technical school technical high school;

(3) On or before January 1, 2004, the department shall (A) present final results for the class of 2003, including graduation rates and the results of the postgraduation survey, (B) using such results, predict the probability of a vocational-technical school technical high school student's being successful based on the components of the student's admissions score, and (C) evaluate the results and discuss whether it feels any changes are needed in the admissions policies;

(4) On or before January 1, 2005, the department shall present the final results for the class of 2004, and explain any differences between said class and the class of 2003; and

(5) On or before January 1, 2006, the department shall submit its final report, including (A) final results for the class of 2005, (B) using such results, predict the probability of a vocational-technical school technical high school student being successful based on the elements of the student's admissions score, and (C) describe any changes it intends to make in the system's admissions policies.

Sec. 63. Section 10-96c of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

The Commissioner of Education may indemnify and hold harmless any person, as defined in section 1-79, who makes a gift of tangible property or properties with a fair market value in excess of one thousand dollars to the Department of Education or the regional vocational-technical school system Connecticut Technical High School System for instructional purposes. Any indemnification under this section shall be solely for any damages caused as a result of the use of such tangible property, provided there shall be no indemnification for any liability resulting from (1) intentional or willful misconduct by the person providing such tangible property to the department or the
Sec. 64. Section 10-97a of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

On or before July 15, 2010, and annually thereafter, the State Board of Education shall arrange for the inspection, in accordance with the provisions of section 14-282a, of those school buses, as defined in section 14-275, in operation in the [regional vocational-technical school system] Connecticut Technical High School System.

Sec. 65. Section 10-97b of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) On and after July 1, 2010, the State Board of Education shall replace any school bus that (1) is twelve years or older and is in service at any [regional vocational-technical school] technical high school, or (2) has been subject to an out-of-service order, as defined in section 14-1, for two consecutive years for the same reason.

(b) On or before July 1, 2011, and annually thereafter, the [superintendent] chairperson of the [regional vocational-technical school system] Connecticut Technical High School System shall submit, in accordance with the provisions of section 11-4a, to the Secretary of the Office of Policy and Management and to the joint standing committees of the General Assembly having cognizance of matters relating to education and finance, revenue and bonding a report on the replacement of school buses in service in the [regional vocational-technical school system] Connecticut Technical High School System, pursuant to subsection (a) of this section. Such report shall include the number of school buses replaced in the previous school
year and a projection of the number of school buses anticipated to be
replaced in the upcoming school year.

Sec. 66. Section 10-99f of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2012):

For the fiscal year ending June 30, 2011, and each fiscal year
thereafter, the budget for the [regional vocational-technical school
system] Connecticut Technical High School System shall be a separate
budgeted agency from the Department of Education.

Sec. 67. Section 10-99g of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2012):

(a) The [superintendent] chairperson of the [regional vocational-
technical school system] Connecticut Technical High School System
shall biannually submit the operating budget and expenses for each
individual [regional vocational-technical school] technical high school,
in accordance with section 11-4a, to the Secretary of the Office of Policy
and Management, the director of the legislative Office of Fiscal
Analysis and to the joint standing committee of the General Assembly
having cognizance of matters relating to education.

(b) The [superintendent] chairperson of the [regional vocational-
technical school system] Connecticut Technical High School System
shall make available and update on the [regional vocational-technical
school system] Connecticut Technical High School System web site
and the web site of each [regional vocational-technical school]
technical high school the operating budget for the current school year
of each individual [regional vocational-technical school] technical high
school.

Sec. 68. Section 10-215b of the general statutes is repealed and the
following is substituted in lieu thereof (Effective July 1, 2012):

(a) The State Board of Education is authorized to expend in each
fiscal year an amount equal to (1) the money required pursuant to the
matching requirements of said federal laws and shall disburse the
same in accordance with said laws, and (2) ten cents per lunch served
in the prior school year in accordance with said laws by any local or
regional board of education, the [regional vocational-technical school
system] Connecticut Technical High School System or governing
authority of a state charter school, interdistrict magnet school or
endowed academy approved pursuant to section 10-34 that
participates in the National School Lunch Program and certifies
pursuant to section 10-215f, as amended by this act, that the nutrition
standards established by the Department of Education pursuant to
section 10-215e shall be met.

(b) The State Board of Education shall prescribe the manner and
time of application by such board of education, the [regional
vocational-technical school system] Connecticut Technical High School
System, such governing authority or controlling authority of the
nonpublic schools for such funds, provided such application shall
include the certification that any funds received pursuant to subsection
(a) of this section shall be used for the program approved. The State
Board of Education shall determine the eligibility of the applicant to
receive such grants pursuant to regulations provided in subsection (c)
of this section and shall certify to the Comptroller the amount of the
grant for which the board of education, the [regional vocational-
technical school system] Connecticut Technical High School System,
the governing authority or the controlling authority of a nonpublic
school is eligible. Upon receipt of such certification, the Comptroller
shall draw an order on the Treasurer in the amount, at the time and to
the payee so certified.

(c) The State Board of Education may adopt such regulations as may
be necessary in implementing sections 10-215 to 10-215b, inclusive, as
amended by this act.

(d) The Commissioner of Education shall establish a procedure for
monitoring compliance by boards of education, the [regional
Sec. 69. Section 10-215f of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) Each local and regional board of education, the [regional vocational-technical school system] Connecticut Technical High School System, and the governing authority for each state charter school, interdistrict magnet school and endowed academy approved pursuant to section 10-34 that participates in the National School Lunch Program shall certify in its annual application to the Department of Education for school lunch funding whether, during the school year for which such application is submitted, all food items made available for sale to students in schools under its jurisdiction and not exempted from the nutrition standards published by the Department of Education pursuant to section 10-215e will meet said standards. Except as otherwise provided in subsection (b) of this section, such certification shall include food not exempted from said nutrition standards and offered for sale to students at all times, and from all sources, including, but not limited to, school stores, vending machines, school cafeterias, and any fundraising activities on school premises, whether or not school sponsored.

(b) Each board of education, the [regional vocational-technical school system] Connecticut Technical High School System and each governing authority that certifies pursuant to this section compliance with the department's nutrition standards for food may exclude from such certification the sale to students of food items that do not meet such standards, provided (1) such sale is in connection with an event occurring after the end of the regular school day or on the weekend, (2) such sale is at the location of such event, and (3) such food is not sold
from a vending machine or school store.

Sec. 70. Subsection (a) of section 10-283b of the 2012 supplement to the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2012):

(a) On and after July 1, 2011, the Commissioner of Construction Services shall include school building projects for the [regional vocational-technical schools] technical high schools on the list developed pursuant to section 10-283. The adoption of the list by the General Assembly and authorization by the State Bond Commission of the issuance of bonds pursuant to section 10-287d shall fund the full cost of the projects. On or after July 1, 2011, the Commissioner of Construction Services, in consultation with the Commissioner of Education, may approve applications for grants to assist school building projects for the [regional vocational-technical school system] Connecticut Technical High School System to remedy damage from fire and catastrophe, to correct safety, health and other code violations, to replace roofs, to remedy a certified school indoor air quality emergency, or to purchase and install portable classroom buildings at any time within the limit of available grant authorization and to make payments on such a project within the limit of appropriated funds, provided portable classroom building projects do not create a new facility or cause an existing facility to be modified so that the portable buildings comprise a substantial percentage of the total facility area, as determined by the Commissioner of Construction Services. Such projects shall be subject to the requirements of chapters 59 and 60.

Sec. 71. (NEW) (Effective July 1, 2012) (a) Whenever the term "regional vocational-technical school" or "regional vocational-technical schools" is used or referred to in the following sections of the general statutes, the term "technical high school" or "technical high schools" shall be substituted in lieu thereof: 4-124ff, 4a-11a, 4d-83, 5-275, 8-265pp, 10-9, 10-19d, 10-19e, 10-21g, 10-66p, 10-67, 10-74d, 10-76q, 10-95a, 10-95j, 10-95n, 10-95o, 10-97, 10-98a, 10-233d, 10-235, 10-264l, as
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amended by this act, 10-283, 10-287d, 10a-55e, 10a-55g, 10a-72d, 17b-610, 31-3c, 31-3h, 31-3k, 31-11p, 32-4i, 32-6j and 32-475.

(b) Whenever the term "vocational-technical school" or "vocational-technical schools" is used or referred to in the following sections of the general statutes, the term "technical high school" or "technical high schools" shall be substituted in lieu thereof: 1-79, 1-84d, 1-91, 4-67g, 4-124z, 4-124hh, 4a-2, 10-15d, 10-19e, 10-21g, 10-69, 10-95a, 10-95l, 10-235, 10-262n, 10-284, 10a-25b, 17b-688i, 31-3ee and 31-51ww.

(c) Whenever the term "vocational school" or "vocational schools" is used or referred to in the following sections of the general statutes, the term "technical high school" or "technical high schools" shall be substituted in lieu thereof: 4-29, 10-13, 10-55, 10-64, 10-97, 10-186, 10a-123, 10a-166, 14-36, 20-90, 31-23, 31-24, 38a-682 and 48-9.

Sec. 72. (Effective from passage) Notwithstanding the provisions of subsections (a) and (b) of section 10-264l of the general statutes, for the fiscal years ending June 30, 2012, the requirement that not more than seventy-five per cent of the pupils attending an approved interdistrict magnet school program be from a participating town and the requirement that the pupils enrolled in such programs who are pupils of racial minorities, as defined in section 10-226a of the general statutes, comprise at least twenty-five per cent but not more than seventy-five per cent of the total pupil enrollment shall not apply to the approved interdistrict magnet school program, Big Picture Magnet School, operated by Bloomfield. Such interdistrict magnet school program shall reopen as a new school program, The Global Experience Magnet School, on or after July 1, 2012, pursuant to an operation plan as approved by the Commissioner of Education and shall begin operations as of that date for purposes of subsections (a) and (b) of section 10-264l of the general statutes.

This act shall take effect as follows and shall amend the following sections:
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**Statement of Purpose:**
To implement the Governor's budget recommendations.

*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.*