



General Assembly

Amendment

January Session, 2013

LCO No. 7844

SB0109707844SD0

Offered by:

SEN. STILLMAN, 20th Dist.

REP. MCCRORY, 7th Dist.

REP. FLEISCHMANN, 18th Dist.

REP. MCGEE, 5th Dist.

SEN. BOUCHER, 26th Dist.

REP. MILLER P., 145th Dist.

REP. ACKERT, 8th Dist.

REP. ROJAS, 9th Dist.

REP. CUEVAS, 75th Dist.

REP. VARGAS, 6th Dist.

REP. HOLDER-WINFIELD, 94th
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REP. D'AGOSTINO, 91st Dist.

To: Subst. Senate Bill No. 1097

File No. 544

Cal. No. 389

"AN ACT CONCERNING REVISIONS TO THE EDUCATION REFORM ACT OF 2012."

1 Strike sections 1 and 2 in their entirety and insert the following in
2 lieu thereof:

3 "Section 1. Section 10-151b of the general statutes is repealed and the
4 following is substituted in lieu thereof (*Effective from passage*):

5 (a) The superintendent of each local or regional board of education
6 shall annually evaluate or cause to be evaluated each teacher, [in
7 accordance with guidelines established by the State Board of
8 Education, pursuant to subsection (c) of this section, and such other
9 guidelines as may be established by mutual agreement between the
10 local or regional board of education and the teachers' representative

11 chosen pursuant to section 10-153b, and] and for the school year
12 commencing July 1, 2013, and each school year thereafter, such annual
13 evaluations shall be the teacher evaluation and support program
14 adopted pursuant to subsection (b) of this section. The superintendent
15 may conduct additional formative evaluations toward producing an
16 annual summative evaluation. An evaluation pursuant to this
17 subsection shall include, but need not be limited to, strengths, areas
18 needing improvement, strategies for improvement and multiple
19 indicators of student academic growth. Claims of failure to follow the
20 established procedures of such teacher evaluation and support
21 [programs] program shall be subject to the grievance procedure in
22 collective bargaining agreements negotiated subsequent to July 1, 2004.
23 In the event that a teacher does not receive a summative evaluation
24 during the school year, such teacher shall receive a "not rated"
25 designation for such school year. The superintendent shall report (1)
26 the status of teacher evaluations to the local or regional board of
27 education on or before June first of each year, and (2) the status of the
28 implementation of the teacher evaluation and support program,
29 including the frequency of evaluations, aggregate evaluation ratings,
30 the number of teachers who have not been evaluated and other
31 requirements as determined by the Department of Education, to the
32 Commissioner of Education on or before June thirtieth of each year.
33 For purposes of this section, the term "teacher" shall include each
34 professional employee of a board of education, below the rank of
35 superintendent, who holds a certificate or permit issued by the State
36 Board of Education.

37 (b) [(1)] Except as provided in subsection (d) of this section, not later
38 than September 1, 2013, each local and regional board of education
39 shall [develop] adopt and implement a teacher evaluation [programs]
40 and support program that is consistent with the guidelines for a model
41 teacher evaluation and support program adopted by the State Board of
42 Education, pursuant to subsection (c) of this section. [, and consistent
43 with the plan developed in accordance with the provisions of
44 subsection (b) of section 10-220a] Such teacher evaluation and support

45 program shall be developed through mutual agreement between the
46 local or regional board of education and the professional development
47 and evaluation committee for the school district, established pursuant
48 to subsection (b) of section 10-220a, as amended by this act. If a local or
49 regional board of education is unable to develop a teacher evaluation
50 and support program through mutual agreement with such
51 professional development and evaluation committee, then such board
52 of education and such professional development and evaluation
53 committee shall consider the model teacher evaluation and support
54 program adopted by the State Board of Education, pursuant to
55 subsection (c) of this section, and such board of education may adopt,
56 through mutual agreement with such professional development and
57 evaluation committee, such model teacher evaluation and support
58 program. If a local or regional board of education and the professional
59 development and evaluation committee are unable to mutually agree
60 on the adoption of such model teacher evaluation and support
61 program, then such board of education shall adopt and implement a
62 teacher evaluation and support program developed by such board of
63 education, provided such teacher evaluation and support program is
64 consistent with the guidelines adopted by the State Board of
65 Education, pursuant to subsection (c) of this section. Each local and
66 regional board of education may commence implementation of the
67 teacher evaluation and support program adopted pursuant to this
68 subsection in accordance with a teacher evaluation and support
69 program implementation plan adopted pursuant to subsection (d) of
70 this section.

71 [(2) Not later than June thirtieth of each year, each superintendent
72 shall report to the Commissioner of Education the status of the
73 implementation of teacher evaluations, including the frequency of
74 evaluations, aggregate evaluation ratings, the number of teachers who
75 have not been evaluated and other requirements as determined by the
76 Department of Education.]

77 (c) (1) On or before July 1, 2012, the State Board of Education shall

78 adopt, in consultation with the Performance Evaluation Advisory
79 Council established pursuant to section 10-151d, as amended by this
80 act, guidelines for a model teacher evaluation and support program.
81 Such guidelines shall include, but not be limited to, [(1)] (A) the use of
82 four performance evaluations designators: Exemplary, proficient,
83 developing and below standard; [(2)] (B) the use of multiple indicators
84 of student academic growth and development in teacher evaluations;
85 [(3)] (C) methods for assessing student academic growth and
86 development; [(4)] (D) a consideration of control factors tracked by the
87 state-wide public school information system, pursuant to subsection
88 (c) of section 10-10a, that may influence teacher performance ratings,
89 including, but not limited to, student characteristics, student
90 attendance and student mobility; [(5)] (E) minimum requirements for
91 teacher evaluation instruments and procedures, including scoring
92 systems to determine exemplary, proficient, developing and below
93 standard ratings; [(6)] (F) the development and implementation of
94 periodic training programs regarding the teacher evaluation and
95 support program to be offered by the local or regional board of
96 education or regional educational service center for the school district
97 to teachers who are employed by such local or regional board of
98 education and whose performance is being evaluated and to
99 administrators who are employed by such local or regional board of
100 education and who are conducting performance evaluations; [(7)] (G)
101 the provision of professional development services based on the
102 individual or group of individuals' needs that are identified through
103 the evaluation process; [(8)] (H) the creation of individual teacher
104 improvement and remediation plans for teachers whose performance
105 is developing or below standard, designed in consultation with such
106 teacher and his or her exclusive bargaining representative for certified
107 teachers chosen pursuant to section 10-153b, and that [(A)] (i) identify
108 resources, support and other strategies to be provided by the local or
109 regional board of education to address documented deficiencies, [(B)]
110 (ii) indicate a timeline for implementing such resources, support, and
111 other strategies, in the course of the same school year as the plan is
112 issued, and [(C)] (iii) include indicators of success including a

113 summative rating of proficient or better immediately at the conclusion
114 of the improvement and remediation plan; ~~[(9)] (I)~~ opportunities for
115 career development and professional growth; and ~~[(10)] (I)~~ a validation
116 procedure to audit evaluation ratings of exemplary or below standard
117 by the department [,] or a third-party entity approved by the
118 department, [,] to validate such exemplary or below standard
119 evaluation ratings. The State Board of Education, following the
120 completion of the teacher evaluation and support pilot program,
121 pursuant to section 10-151f, and the submission of the study of such
122 pilot program, pursuant to section 10-151g, shall validate the
123 guidelines adopted under this subsection.]

124 (2) The State Board of Education shall, following the completion of
125 the teacher evaluation and support pilot program, pursuant to section
126 10-151f, as amended by this act, and the submission of the study of
127 such pilot program, pursuant to section 10-151g, as amended by this
128 act, review and may revise, as necessary, the guidelines for a model
129 teacher evaluation and support program and the model teacher
130 evaluation and support program adopted under this subsection.

131 (d) ~~[The State Board of Education]~~ A local or regional board of
132 education may phase in full implementation of the teacher evaluation
133 and support program adopted pursuant to subsection (b) of this
134 section during the school years commencing July 1, 2013, and July 1,
135 2014, pursuant to a teacher evaluation and support program
136 implementation plan adopted by the State Board of Education, in
137 consultation with the Performance Evaluation Advisory Council, not
138 later than July 1, 2013. The Commissioner of Education may waive the
139 provisions of [subdivision (1) of] subsection (b) of this section and the
140 implementation plan provisions of this subsection for any local or
141 regional board of education that has [developed] expressed an intent,
142 not later than July 1, 2013, to adopt a teacher evaluation program [prior
143 to the validation of the model teacher evaluation and support program
144 guidelines described in subsection (c) of this section and that the State
145 Board of Education determines is in substantial compliance with such

146 model teacher evaluation and support program guidelines.] for which
147 such board requests a waiver in accordance with this subsection.

148 Sec. 2. Subsections (a) and (b) of section 10-220a of the general
149 statutes are repealed and the following is substituted in lieu thereof
150 (*Effective from passage*):

151 (a) Each local or regional board of education shall provide an in-
152 service training program for its teachers, administrators and pupil
153 personnel who hold the initial educator, provisional educator or
154 professional educator certificate. Such program shall provide such
155 teachers, administrators and pupil personnel with information on (1)
156 the nature and the relationship of drugs, as defined in subdivision (17)
157 of section 21a-240, and alcohol to health and personality development,
158 and procedures for discouraging their abuse, (2) health and mental
159 health risk reduction education which includes, but need not be
160 limited to, the prevention of risk-taking behavior by children and the
161 relationship of such behavior to substance abuse, pregnancy, sexually
162 transmitted diseases, including HIV-infection and AIDS, as defined in
163 section 19a-581, violence, teen dating violence, domestic violence, child
164 abuse and youth suicide, (3) the growth and development of
165 exceptional children, including handicapped and gifted and talented
166 children and children who may require special education, including,
167 but not limited to, children with attention-deficit hyperactivity
168 disorder or learning disabilities, and methods for identifying, planning
169 for and working effectively with special needs children in a regular
170 classroom, including, but not limited to, implementation of student
171 individualized education programs, (4) school violence prevention,
172 conflict resolution, the prevention of and response to youth suicide
173 and the identification and prevention of and response to bullying, as
174 defined in subsection (a) of section 10-222d, except that those boards of
175 education that implement any evidence-based model approach that is
176 approved by the Department of Education and is consistent with
177 subsection (d) of section 10-145a, [subsection (a) of section 10-220a,]
178 sections 10-222d, 10-222g and 10-222h, subsection (g) of section 10-233c

179 and sections 1 and 3 of public act 08-160, shall not be required to
180 provide in-service training on the identification and prevention of and
181 response to bullying, (5) cardiopulmonary resuscitation and other
182 emergency life saving procedures, (6) computer and other information
183 technology as applied to student learning and classroom instruction,
184 communications and data management, (7) the teaching of the
185 language arts, reading and reading readiness for teachers in grades
186 kindergarten to three, inclusive, (8) second language acquisition in
187 districts required to provide a program of bilingual education
188 pursuant to section 10-17f, (9) the requirements and obligations of a
189 mandated reporter. Each local and regional board of education may
190 allow any paraprofessional or noncertified employee to participate, on
191 a voluntary basis, in any in-service training program provided
192 pursuant to this section, and (10) the teacher evaluation and support
193 program [developed] adopted pursuant to subsection (b) of section 10-
194 151b, as amended by this act. The State Board of Education, within
195 available appropriations and utilizing available materials, shall assist
196 and encourage local and regional boards of education to include: (A)
197 Holocaust and genocide education and awareness; (B) the historical
198 events surrounding the Great Famine in Ireland; (C) African-American
199 history; (D) Puerto Rican history; (E) Native American history; (F)
200 personal financial management; (G) domestic violence and teen dating
201 violence; and (H) topics approved by the state board upon the request
202 of local or regional boards of education as part of in-service training
203 programs pursuant to this subsection.

204 (b) Not later than a date prescribed by the commissioner, each local
205 and regional board of education shall establish a professional
206 development and evaluation committee consisting of certified
207 employees, and such other school personnel as the board deems
208 appropriate, including representatives [of] selected by the exclusive
209 bargaining representative for such employees chosen pursuant to
210 subsection (b) of section 10-153. The duties of such committees shall
211 include, but not be limited to, participation in the development or
212 adoption of a teacher evaluation and support program for the district,

213 pursuant to section 10-151b, as amended by this act, and the
214 development, evaluation and annual updating of a comprehensive
215 local professional development plan for certified employees of the
216 district. Such plan shall: (1) Be directly related to the educational goals
217 prepared by the local or regional board of education pursuant to
218 subsection (b) of section 10-220, (2) on and after July 1, 2011, be
219 developed with full consideration of the priorities and needs related to
220 student outcomes as determined by the State Board of Education, and
221 (3) provide for the ongoing and systematic assessment and
222 improvement of both teacher evaluation and professional
223 development of the professional staff members of each such board,
224 including personnel management and evaluation training or
225 experience for administrators, shall be related to regular and special
226 student needs and may include provisions concerning career
227 incentives and parent involvement. The State Board of Education shall
228 develop guidelines to assist local and regional boards of education in
229 determining the objectives of the plans and in coordinating staff
230 development activities with student needs and school programs."

231 Strike sections 6 to 8, inclusive, in their entirety and insert the
232 following in lieu thereof:

233 "Sec. 6. Subsection (b) of section 10-151f of the general statutes is
234 repealed and the following is substituted in lieu thereof (*Effective from*
235 *passage*):

236 (b) The teacher evaluation and support pilot program described in
237 subdivision (1) of subsection (a) of this section shall (1) assess and
238 evaluate the implementation of a teacher evaluation and support
239 program [developed] adopted by a local or regional board of
240 education pursuant to subsection (b) of section 10-151b, as amended by
241 this act, that is in compliance with the guidelines for a model teacher
242 evaluation and support program or the model teacher evaluation and
243 support program adopted pursuant to subsection (c) of section 10-
244 151b, as amended by this act, (2) identify district needs for technical
245 assistance and support in implementing such teacher evaluation and

246 support program, (3) provide training to administrators in how to
247 conduct performance evaluations under the teacher evaluation and
248 support program, (4) provide orientation to teachers being evaluated
249 under the teacher evaluation and support program, (5) include a
250 validation process for performance evaluations to be conducted by the
251 Department of Education, or the department's designee, and (6)
252 provide funding for the administration of the teacher evaluation and
253 support program developed by the local or regional board of
254 education.

255 Sec. 7. Subsection (b) of section 10-151g of the general statutes is
256 repealed and the following is substituted in lieu thereof (*Effective from*
257 *passage*):

258 (b) Upon completion of such study, but not later than January 1,
259 2014, the Neag School of Education at The University of Connecticut
260 shall (1) submit to the State Board of Education such study and any
261 [recommendation concerning validation of the] recommendations
262 concerning revisions to the guidelines for a model teacher evaluation
263 and support program [guidelines] or model teacher evaluation and
264 support program adopted by the State Board of Education pursuant to
265 subsection (c) of section 10-151b, as amended by this act, and (2)
266 submit such study and any such recommendations to the joint
267 standing committee of the General Assembly having cognizance of
268 matters relating to education, in accordance with the provisions of
269 section 11-4a.

270 Sec. 8. Section 10-151h of the general statutes is repealed and the
271 following is substituted in lieu thereof (*Effective from passage*):

272 [Prior to] Upon the implementation of (a) the teacher evaluation and
273 support program [developed] adopted pursuant to subsection (b) of
274 section 10-151b, as amended by this act, [but not later than July 1,
275 2014,] each local and regional board of education shall conduct
276 training programs for all evaluators and orientation for all teachers
277 employed by such board relating to the provisions of such teacher

278 evaluation and support program [developed] adopted by such board
279 of education. Such training shall provide instruction to evaluators in
280 how to conduct proper performance evaluations prior to conducting
281 an evaluation under the teacher evaluation and support program. Such
282 orientation shall be completed by each teacher before a teacher
283 receives an evaluation under the teacher evaluation and support
284 program. For purposes of this section, the term "teacher" shall include
285 each professional employee of a board of education, below the rank of
286 superintendent, who holds a certificate or permit issued by the State
287 Board of Education.

288 (b) For the school year commencing July 1, 2014, and each school
289 year thereafter, each local and regional board of education shall (1)
290 conduct the training programs and orientation described in subsection
291 (a) of this section at least biennially to all evaluators and teachers
292 employed by such board, (2) conduct such training programs for all
293 new evaluators prior to any evaluations conducted by such evaluators,
294 and (3) provide such orientation to all new teachers hired by such
295 board before such teachers receive an evaluation."

296 Strike section 10 in its entirety and renumber the remaining sections
297 and internal references accordingly

298 Strike section 14 in its entirety and insert the following in lieu
299 thereof:

300 "Sec. 14. Section 10-145r of the general statutes is repealed and the
301 following is substituted in lieu thereof (*Effective July 1, 2013*):

302 For the school year commencing July 1, 2014, and [each school year]
303 biennially thereafter, the local or regional board of education [for all
304 certified employees who hold] that employs a certified individual who
305 holds an initial, provisional or professional educator certificate with an
306 early childhood nursery through grade three or an elementary
307 endorsement [and are employed] in a position requiring such an
308 endorsement in kindergarten to grade three, inclusive, shall require

309 [all such certified employees to take the practice version of] each such
310 certified individual to take a survey on reading instruction, developed
311 by the Department of Education that is based on the reading
312 instruction examination approved by the State Board of Education on
313 April 1, 2009, [. Each local and regional board of education shall
314 annually report the results of such practice examination to the
315 Department of Education.] or a comparable reading instruction
316 examination with minimum standards that are equivalent to the
317 examination approved by the State Board of Education on April 1,
318 2009. The department shall design such survey in a manner that
319 identifies the strengths and weaknesses of such certified individuals in
320 reading instruction practices and knowledge on an individual, school
321 and district level. Such survey shall be administered at no financial
322 cost to such certified individual and in a manner that protects the
323 anonymity of such certified individual. The results of such survey shall
324 not be included as part of any summative ratings for performance
325 evaluations, conducted pursuant to section 10-151b, as amended by
326 this act, and not be subject to disclosure under the Freedom of
327 Information Act, as defined in section 1-200. Such results shall be used
328 for the purpose of improving reading instruction by developing
329 student learning objectives and teacher practice goals that will be
330 included in the professional development conducted pursuant to
331 section 10-148b, as amended by this act, for such certified individuals."

332 Strike sections 16 and 17 in their entirety and insert the following in
333 lieu thereof:

334 "Sec. 16. Subsection (f) of section 10-145d of the general statutes is
335 repealed and the following is substituted in lieu thereof (*Effective from*
336 *passage*):

337 (f) An endorsement issued prior to July 1, 2013, to teach elementary
338 education grades one to six, inclusive, shall be valid for grades
339 kindergarten to six, inclusive, and for such an endorsement issued on
340 or after July 1, 2013, the endorsement shall be valid for grades one to
341 six, inclusive, except such an endorsement issued between July 1, 2013,

342 and July 1, 2017, to any student who was admitted to a teacher
343 preparation program, as defined in section 10-10a, in the certification
344 endorsement area of elementary education on or before the start of the
345 fall semester of 2012, and successfully completes such program, shall
346 be valid for grades kindergarten to six, inclusive. An endorsement to
347 teach comprehensive special education grades one to twelve, inclusive,
348 shall be valid for grades kindergarten to twelve, inclusive, provided,
349 on and after [July] September 1, 2013, any (1) certified employee [with
350 such] applying for a comprehensive special education endorsement, or
351 (2) applicant for an initial, provisional or professional educator
352 certificate and a comprehensive special education endorsement
353 [achieves] shall achieve a satisfactory score on the reading instruction
354 examination approved by the State Board of Education on April 1,
355 2009, or a comparable reading instruction examination with minimum
356 standards that are equivalent to the examination approved by the State
357 Board of Education on April 1, 2009.

358 Sec. 17. Subsection (i) of section 10-145d of the general statutes is
359 repealed and the following is substituted in lieu thereof (*Effective from*
360 *passage*):

361 (i) On and after [July] September 1, 2013, any (1) certified employee
362 [with] applying for a remedial reading, [and] remedial language arts or
363 reading consultant endorsement, or (2) applicant for an initial,
364 provisional or professional educator certificate and a remedial reading,
365 remedial language arts or reading consultant endorsement shall
366 achieve a satisfactory score on the reading instruction examination
367 approved by the State Board of Education on April 1, 2009, or a
368 comparable reading instruction examination with minimum standards
369 that are equivalent to the examination approved by the State Board of
370 Education on April 1, 2009."

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

373 "Sec. 501. Subsection (a) of section 10-148b of the general statutes is

374 repealed and the following is substituted in lieu thereof (*Effective July*
375 *1, 2013*):

376 (a) On or before July 1, 2013, the Commissioner of Education shall
377 create a program of professional development for teachers, as defined
378 in section 10-144d, and principals in scientifically-based reading
379 research and instruction, as defined in section 10-14u. Such program of
380 professional development shall (1) count towards the professional
381 development requirements pursuant to section 10-148a, (2) be based on
382 data collected from student reading assessments, (3) provide
383 differentiated and intensified training in reading instruction for
384 teachers, (4) outline how mentor teachers who will train teachers in
385 reading instruction, (5) outline how model classrooms will be
386 established in schools for reading instruction, (6) inform principals on
387 how to evaluate classrooms and teacher performance in scientifically-
388 based reading research and instruction, and (7) be job-embedded and
389 local whenever possible. In the case of any certified individual who is
390 required to complete the reading instruction survey, pursuant to
391 section 10-145r, as amended by this act, the program of professional
392 development for such individual shall be designed using the results of
393 such survey, in accordance with said section 10-145r.

394 Sec. 502. Subsection (b) of section 10-153d of the general statutes is
395 repealed and the following is substituted in lieu thereof (*Effective from*
396 *passage*):

397 (b) The local or regional board of education and the organization
398 designated or elected as the exclusive representative for the
399 appropriate unit, through designated officials or their representatives,
400 shall have the duty to negotiate with respect to salaries, hours and
401 other conditions of employment about which either party wishes to
402 negotiate. For purposes of this subsection and sections 10-153a, 10-
403 153b and 10-153e to 10-153g, inclusive, (1) "hours" shall not include the
404 length of the student school year, the scheduling of the student school
405 year, the length of the student school day, the length and number of
406 parent-teacher conferences and the scheduling of the student school

407 day, except for the length and the scheduling of teacher lunch periods
408 and teacher preparation periods and (2) "other conditions of
409 employment" shall not include the establishment or provisions of any
410 retirement incentive plan authorized by section 10-183jj or the
411 development or adoption of teacher evaluation and support programs,
412 pursuant to section 10-151b, as amended by this act. Such negotiations
413 shall commence not less than two hundred ten days prior to the
414 budget submission date. Any local board of education shall file
415 forthwith a signed copy of any contract with the town clerk and with
416 the Commissioner of Education. Any regional board of education shall
417 file forthwith a signed copy of any such contract with the town clerk in
418 each member town and with the Commissioner of Education. Upon
419 receipt of a signed copy of such contract the clerk of such town shall
420 give public notice of such filing. The terms of such contract shall be
421 binding on the legislative body of the local or regional school district,
422 unless such body rejects such contract at a regular or special meeting
423 called and convened for such purpose within thirty days of the filing
424 of the contract. If a vote on such contract is petitioned for in accordance
425 with the provisions of section 7-7, in order to reject such contract, a
426 minimum number of those persons eligible to vote equal to fifteen per
427 cent of the electors of such local or regional school district shall be
428 required to participate in the voting and a majority of those voting
429 shall be required to reject. Any regional board of education shall call a
430 district meeting to consider such contract within such thirty-day
431 period if the chief executive officer of any member town so requests in
432 writing within fifteen days of the receipt of the signed copy of the
433 contract by the town clerk in such town. The body charged with
434 making annual appropriations in any school district shall appropriate
435 to the board of education whatever funds are required to implement
436 the terms of any contract not rejected pursuant to this section. All
437 organizations seeking to represent members of the teaching profession
438 shall be accorded equal treatment with respect to access to teachers,
439 principals, members of the board of education, records, mail boxes and
440 school facilities and, in the absence of any recognition or certification
441 as the exclusive representative as provided by section 10-153b,

442 participation in discussions with respect to salaries, hours and other
 443 conditions of employment."

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>from passage</i>	10-151b
Sec. 2	<i>from passage</i>	10-220a(a) and (b)
Sec. 6	<i>from passage</i>	10-151f(b)
Sec. 7	<i>from passage</i>	10-151g(b)
Sec. 8	<i>from passage</i>	10-151h
Sec. 14	<i>July 1, 2013</i>	10-145r
Sec. 16	<i>from passage</i>	10-145d(f)
Sec. 17	<i>from passage</i>	10-145d(i)
Sec. 501	<i>July 1, 2013</i>	10-148b(a)
Sec. 502	<i>from passage</i>	10-153d(b)