



House of Representatives

General Assembly

File No. 554

January Session, 2013

Substitute House Bill No. 6624

House of Representatives, April 17, 2013

The Committee on Education reported through REP. FLEISCHMANN of the 18th Dist., Chairperson of the Committee on the part of the House, that the substitute bill ought to pass.

AN ACT CONCERNING MINOR REVISIONS TO THE EDUCATION STATUTES.

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

1 Section 1. Subsection (d) of section 10-264*l* of the general statutes is
2 repealed and the following is substituted in lieu thereof (*Effective July*
3 *1, 2013*):

4 (d) Grants made pursuant to this section, except those made
5 pursuant to subdivision (6) of subsection (c) of this section, shall be
6 paid as follows: Seventy per cent by September first and the balance by
7 May first of each fiscal year. The May first payment shall be adjusted
8 to reflect actual interdistrict magnet school program enrollment as of
9 the preceding October first using the data of record as of the
10 intervening March first, if the actual level of enrollment is lower than
11 the projected enrollment stated in the approved grant application. The
12 May first payment shall be further adjusted for the difference between
13 the total grant received by the magnet school operator in the prior

14 fiscal year and the revised total grant amount calculated for the prior
15 fiscal year in cases where the aggregate financial audit submitted by
16 the interdistrict magnet school operator pursuant to subdivision (1) of
17 subsection (n) of this section indicates an overpayment by the
18 department.

19 Sec. 2. Subsection (n) of section 10-264l of the general statutes is
20 repealed and the following is substituted in lieu thereof (*Effective July*
21 *1, 2013*):

22 (n) (1) Each interdistrict magnet school operator shall annually file
23 with the Commissioner of Education, at such time and in such manner
24 as the commissioner prescribes, (A) a financial audit [in such form as
25 prescribed by the commissioner] for each interdistrict magnet school
26 operated by such operator, and (B) an aggregate financial audit for all
27 of the interdistrict magnet schools operated by such operator.

28 (2) Annually, the commissioner shall randomly select one
29 interdistrict magnet school operated by a regional educational service
30 center to be subject to a comprehensive financial audit conducted by
31 an auditor selected by the commissioner. The regional educational
32 service center shall be responsible for all costs associated with the
33 audit conducted pursuant to the provisions of this subdivision.

34 Sec. 3. Section 10-10b of the general statutes is repealed and the
35 following is substituted in lieu thereof (*Effective July 1, 2013*):

36 [The Department of Education shall require all school districts to
37 include on each student's transcript such student's unique identifier or
38 state-assigned student identifier.] Each local and regional board of
39 education shall include a student's state-assigned student identifier on
40 all official student documents for each student under the jurisdiction of
41 such board of education. For purposes of this section, "official student
42 document" includes, but is not limited to, transcripts, report cards,
43 attendance records, disciplinary reports and student withdrawal
44 forms.

45 Sec. 4. Section 10a-55j of the general statutes is repealed and the
46 following is substituted in lieu thereof (*Effective July 1, 2013*):

47 [The Board of Regents for Higher Education shall require each] Each
48 public institution of higher education and each independent institution
49 of higher education that receives state funding [to] shall track the
50 [unique identifiers or] state-assigned student identifiers, [which] that
51 are assigned by the Department of Education to public school students,
52 of all in-state students of such institution until such students graduate
53 from or terminate enrollment at such institution.

54 Sec. 5. Section 10-10a of the general statutes is repealed and the
55 following is substituted in lieu thereof (*Effective from passage*):

56 (a) As used in this section:

57 (1) "Teacher" means any certified professional employee below the
58 rank of superintendent employed by a board of education for at least
59 ninety days in a position requiring a certificate issued by the State
60 Board of Education;

61 (2) "Teacher preparation program" means a program designed to
62 qualify an individual for professional certification as an educator
63 provided by institutions of higher education or other providers
64 approved by the Department of Education, including, but not limited
65 to, an alternate route to certification program.

66 (b) The Department of Education shall develop and implement a
67 [state-wide public school information system] state longitudinal data
68 system. The state longitudinal data system shall be designed for the
69 purpose of establishing a standardized electronic data collection and
70 reporting protocol that will facilitate compliance with state and federal
71 reporting requirements, improve school-to-school and district-to-
72 district information exchanges, and maintain the confidentiality of
73 individual student and staff data, including, but not limited to, the
74 results of performance evaluations or other information collected
75 pursuant to section 10-151b, as amended by this act. [The initial design

76 shall focus on student information, provided the system shall be
77 created to allow for future compatibility with financial, facility and
78 staff data. The system shall provide for the tracking of the performance
79 of individual students on each of the state-wide mastery examinations
80 under section 10-14n in order to allow the department to compare the
81 progress of the same cohort of students who take each examination
82 and to better analyze school performance. The department shall assign
83 a unique student identifier to each student prior to tracking the
84 performance of a student in the public school information system.]
85 Information regarding students, educators and school districts shall be
86 collected from local and regional boards of education and other
87 relevant sources.

88 (c) On or before July 1, 2013, the department shall [expand] develop
89 and implement a state longitudinal data system. The state longitudinal
90 data system shall be designed for the purpose of using data collected
91 in the state-wide public school information system as follows:

92 (1) Track and report data relating to student, teacher and school and
93 district performance growth and make such information available to
94 local and regional boards of education for use in evaluating
95 educational performance and growth of teachers and students enrolled
96 in public schools in the state. [Such information shall be collected or
97 calculated based on information received from local and regional
98 boards of education and other relevant sources.] Such information
99 shall include, but not be limited to:

100 (A) [In addition to] Data relating to students shall include, but not
101 be limited to, (i) performance on state-wide mastery examinations
102 pursuant to [subsection (b) of this section, data relating to students
103 shall include, but not be limited to, (i)] section 10-14n, in order to allow
104 the department to compare the progress of the same cohort of students
105 who take each examination and to better analyze school performance,
106 (ii) the primary language spoken at the home of a student, [(ii)] (iii)
107 student transcripts, [(iii)] (iv) student attendance and student mobility,
108 and [(iv)] (v) reliable, valid assessments of a student's readiness to

109 enter public school at the kindergarten level. The department shall
110 assign a unique student identifier to each student prior to tracking the
111 performance of a student in the state longitudinal data system;

112 (B) Data relating to teachers shall include, but not be limited to, (i)
113 teacher credentials, such as master's degrees, teacher preparation
114 programs completed and certification levels and endorsement areas,
115 (ii) teacher assessments, such as whether a teacher is [deemed highly
116 qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or]
117 deemed to meet [such other] designations as may be established by
118 federal law or regulations for the purposes of tracking the equitable
119 distribution of instructional staff, (iii) the presence of substitute
120 teachers in a teacher's classroom, (iv) class size, (v) numbers relating to
121 absenteeism in a teacher's classroom, [and] (vi) the presence of a
122 teacher's aide, and (vii) performance evaluation data or other
123 information collected pursuant to section 10-151b, as amended by this
124 act. The department shall assign a unique teacher identifier to each
125 teacher prior to collecting such data in the [public school information
126 system] state longitudinal data system;

127 (C) Data relating to schools and districts shall include, but not be
128 limited to, (i) school population, (ii) annual student graduation rates,
129 (iii) annual teacher retention rates, (iv) school disciplinary records,
130 such as data relating to suspensions, expulsions and other disciplinary
131 actions, (v) the percentage of students whose primary language is not
132 English, (vi) the number of and professional credentials of support
133 personnel, and (vii) information relating to instructional technology,
134 such as access to computers.

135 (2) Collect data relating to student enrollment in and graduation
136 from institutions of higher education for any student who had been
137 assigned a unique student identifier pursuant to subparagraph (A) of
138 subdivision (1) of this subsection, [(b) of this section,] provided such
139 data is available.

140 (3) Develop means for access to and data sharing with the data
141 systems of public institutions of higher education in the state.

142 (d) On or before July 1, [2011] 2013, and each year thereafter until
143 July 1, [2013] 2015, the Commissioner of Education shall report, in
144 accordance with the provisions of section 11-4a, to the joint standing
145 committee of the General Assembly having cognizance of matters
146 relating to education on the progress of the department's efforts to
147 [expand the state-wide public school information system] develop and
148 implement a state longitudinal data system pursuant to subsection (c)
149 of this section. The report shall include a full statement of those data
150 elements that are currently included in the system, [and those data
151 elements that will be added on or before July 1, 2013.]

152 (e) The system database of student information shall not be
153 considered a public record for the purposes of section 1-210. Nothing
154 in this section shall be construed to limit the ability of a full-time
155 permanent employee of a nonprofit organization that is exempt from
156 taxation under Section 501(c)(3) of the Internal Revenue Code of 1986,
157 or any subsequent corresponding internal revenue code of the United
158 States, as from time to time amended, and that is organized and
159 operated for educational purposes, to obtain information in accordance
160 with the provisions of subsection (h) of this section, except that such
161 employee shall not obtain any information relating to performance
162 evaluation data or other information collected pursuant to section 10-
163 151b, as amended by this act.

164 (f) All school districts shall participate in the state longitudinal data
165 system, and report all necessary information required by this section,
166 provided the department provides for technical assistance and training
167 of school staff in the use of the state longitudinal data system.

168 (g) Local and regional boards of education and preschool programs
169 which receive state or federal funding shall participate, in a manner
170 prescribed by the Commissioner of Education, in the [state-wide public
171 school information system described in subsection (b) of this section]
172 state longitudinal data system. Participation for purposes of this
173 subsection shall include, but not be limited to, reporting on (1) student
174 experiences in preschool by program type and by numbers of months

175 in each such program, and (2) the readiness of students entering
176 kindergarten and student progress in kindergarten. Such reporting
177 shall be done by October 1, [2007] 2013, and annually thereafter.

178 (h) On and after August 1, 2009, upon receipt of a written request to
179 access data maintained under this section by a full-time permanent
180 employee of a nonprofit organization that is exempt from taxation
181 under Section 501(c)(3) of the Internal Revenue Code of 1986, or any
182 subsequent corresponding internal revenue code of the United States,
183 as from time to time amended, and that is organized and operated for
184 educational purposes, the Department of Education shall provide such
185 data, except data relating to performance evaluations and other
186 information collected pursuant to section 10-151b, as amended by this
187 act, to such requesting party not later than sixty days after such
188 request, provided such requesting party shall be responsible for the
189 reasonable cost of such request. The Department of Administrative
190 Services shall monitor the calculation of such fees charged for access to
191 or copies of such records to ensure that such fees are reasonable and
192 consistent with those charged by other state agencies. The Department
193 of Education shall respond to written requests under this section in the
194 order in which they are received.

195 (i) The superintendent of schools of a school district, or his or her
196 designee, may access information in the state-wide public school
197 information system and the state longitudinal data system regarding
198 the state-wide mastery examination, under section 10-14n. Such access
199 shall be for the limited purpose of determining examination dates,
200 examination scores and levels of student achievement on such
201 examinations for students enrolled in or transferring to the school
202 district of such superintendent.

203 Sec. 6. Section 42 of public act 12-189 is repealed and the following is
204 substituted in lieu thereof (*Effective from passage*):

205 Notwithstanding the provisions of section 15 of [this act] public act
206 12-189, grants-in-aid for capital start-up costs paid to the Capitol
207 Region Education Council, in accordance with subdivision (1) of

208 subsection [(f)] (e) of section 9 of [this act] public act 12-189, and used
209 pursuant to said subdivision (1) shall not be subject to lien or
210 repayment.

211 Sec. 7. Subsection (a) of section 10-235 of the general statutes is
212 repealed and the following is substituted in lieu thereof (*Effective from*
213 *passage*):

214 (a) Each board of education shall protect and save harmless any
215 member of such board or any teacher or other employee thereof or any
216 member of its supervisory or administrative staff, and the State Board
217 of Education, the Board of Regents for Higher Education, the board of
218 trustees of each state institution and each state agency which employs
219 any teacher, and the managing board of any public school, as defined
220 in section 10-183b, including the governing council of any charter
221 school, shall protect and save harmless any member of such boards, or
222 any teacher or other employee thereof or any member of its
223 supervisory or administrative staff employed by it, from financial loss
224 and expense, including legal fees and costs, if any, arising out of any
225 claim, demand, suit or judgment by reason of alleged negligence or
226 other act resulting in accidental bodily injury to or death of any
227 person, or in accidental damage to or destruction of property, within
228 or without the school building, or any other acts, including but not
229 limited to infringement of any person's civil rights, resulting in any
230 injury, which acts are not wanton, reckless or malicious, provided such
231 teacher, member or employee, at the time of the acts resulting in such
232 injury, damage or destruction, was acting in the discharge of his or her
233 duties or within the scope of employment or under the direction of
234 such board of education, the Board of Regents for Higher Education,
235 board of trustees, state agency, department or managing board;
236 provided that the provisions of this section shall not limit or otherwise
237 affect application of section 4-165 concerning immunity from personal
238 liability. For the purposes of this section, the terms "teacher" and "other
239 employee" shall include (1) any person who is a cooperating teacher [,
240 teacher mentor or assessor] pursuant to section 10-220a, (2) any
241 student teacher doing practice teaching under the direction of a teacher

242 employed by a local or regional board of education or by the State
243 Board of Education or Board of Regents for Higher Education, (3) any
244 student enrolled in a technical high school who is engaged in a
245 supervised health-related field placement program which constitutes
246 all or part of a course of instruction for credit by a technical high
247 school, provided such health-related field placement program is part
248 of the curriculum of such technical high school, and provided further
249 such course is a requirement for graduation or professional licensure
250 or certification, (4) any volunteer approved by a board of education to
251 carry out a duty prescribed by said board and under the direction of a
252 certificated staff member including any person, partnership, limited
253 liability company or corporation providing students with community-
254 based career education, (5) any volunteer approved by a board of
255 education to carry out the duties of a school bus safety monitor as
256 prescribed by said board, (6) any member of the faculty or staff or any
257 student employed by The University of Connecticut Health Center or
258 health services, (7) any student enrolled in a constituent unit of the
259 state system of higher education who is engaged in a supervised
260 program of field work or clinical practice which constitutes all or part
261 of a course of instruction for credit by a constituent unit, provided
262 such course of instruction is part of the curriculum of a constituent
263 unit, and provided further such course (i) is a requirement for an
264 academic degree or professional licensure or (ii) is offered by the
265 constituent unit in partial fulfillment of its accreditation obligations,
266 and (8) any student enrolled in a constituent unit of the state system of
267 higher education who is acting in the capacity of a member of a
268 student discipline committee established pursuant to section 4-188a.

269 Sec. 8. Subdivision (4) of subsection (a) of section 10-155cc of the
270 general statutes is repealed and the following is substituted in lieu
271 thereof (*Effective from passage*):

272 (4) "Comprehensive professional development plan" means [(A) for
273 the fiscal years ending June 30, 1991, and June 30, 1992, the
274 professional development plan required and approved pursuant to
275 subdivision (1) of subsection (b) of section 10-220a and the teacher

276 evaluation program report required pursuant to subsection (b) of
277 section 10-151b, or a comprehensive professional development plan
278 required and approved pursuant to subdivision (2) of subsection (b) of
279 section 10-220a and (B)] for the fiscal year ending June 30, 1993, and
280 each fiscal year thereafter, the comprehensive local professional
281 development plan [required and approved] developed pursuant to
282 [said subdivision (2)] subsection (b) of section 10-220a.

283 Sec. 9. Subsection (h) of section 10-145d of the general statutes is
284 repealed and the following is substituted in lieu thereof (*Effective July*
285 *1, 2013*):

286 (h) Any person who is a licensed marital and family therapist,
287 pursuant to section 20-195c, and employed by a local or regional board
288 of education as a marital and family therapist shall provide services to
289 students, families and parents or guardians of students. Not later than
290 [June 1, 2008] July 1, 2014, the State Board of Education shall, in
291 accordance with the provisions of chapter 54, adopt regulations to
292 implement the provisions of this subsection and provide standards for
293 the certification of marital and family therapists employed by local or
294 regional boards of education. Such regulations shall authorize marital
295 and family therapists employed by a local or regional board of
296 education to provide services to student, families and parents or
297 guardians of students and include certification requirements to be met
298 by (1) licensure as a marital and family therapist under section 20-195c,
299 and (2) such other experience as the State Board of Education deems
300 appropriate for the position of marital and family therapist in a school
301 system.

302 Sec. 10. Section 10-151c of the general statutes is repealed and the
303 following is substituted in lieu thereof (*Effective July 1, 2013*):

304 Any records maintained or kept on file by any local or regional
305 board of education or by the Department of Education as part of the
306 state longitudinal data system, pursuant to section 10-10a, as amended
307 by this act, which are records of individual teacher performance and
308 evaluation shall not be deemed to be public records and shall not be

309 subject to the provisions of section 1-210, provided [that] any teacher
310 may consent in writing to the release of such teacher's records by a
311 local or regional board of education. Such consent shall be required for
312 each request for a release of such records. Notwithstanding any
313 provision of the general statutes, records maintained or kept on file by
314 any local or regional board of education which are records of the
315 personal misconduct of a teacher shall be deemed to be public records
316 and shall be subject to disclosure pursuant to the provisions of
317 subsection (a) of section 1-210. Disclosure of such records of a teacher's
318 personal misconduct shall not require the consent of the teacher. For
319 the purposes of this section, "teacher" includes each certified
320 professional employee below the rank of superintendent employed by
321 a board of education in a position requiring a certificate issued by the
322 State Board of Education.

323 Sec. 11. Subsection (a) of section 10-95e of the general statutes is
324 repealed and the following is substituted in lieu thereof (*Effective July*
325 *1, 2013*):

326 (a) The State Board of Education shall establish a Vocational
327 Education Extension Fund. Within said Vocational Education
328 Extension Fund, there is established an account to be known as the
329 "vocational education extension account". The Vocational Education
330 Extension Fund may include other accounts separate and apart from
331 the vocational education extension account. The vocational education
332 extension account shall be used for the operation of preparatory and
333 supplemental programs, including apprenticeship programs in
334 accordance with subsection (b) of this section, and for the purchase of
335 such materials and equipment required for use in the operation of said
336 programs. All proceeds derived from the operation of said programs
337 and revenue collected for rental or use of school facilities shall be
338 credited to and become a part of the resources of said vocational
339 education extension account, except as provided in subsection (b) of
340 this section. All direct expenses incurred in the conduct of said
341 programs shall be charged, and any payments of interest and principal
342 of bonds or any sums transferable to any fund for the payment of

343 interest and principal of bonds and any cost of equipment for such
344 operations may be charged, against said vocational education
345 extension account on order of the State Comptroller. Any balance of
346 receipts above expenditures shall remain in said vocational education
347 extension account to be used for said program and for the acquisition,
348 as provided by section 4b-21, alteration and repairs of real property for
349 educational facilities for such programs, except such sums as may be
350 required to be transferred from time to time to any fund for the
351 redemption of bonds and payment of interest on bonds, provided
352 capital projects costing over one hundred thousand dollars shall
353 require the approval of the General Assembly or, when the General
354 Assembly is not in session, of the Finance Advisory Committee. The
355 [State Board of Education] technical high school system board shall fix
356 the tuition fees to be charged students for preparatory and
357 supplemental programs including apprenticeship programs. [,
358 provided the tuition fee to be charged for any single apprenticeship
359 program or course shall not exceed one hundred dollars.] Not less than
360 half of the tuition fee charged for any apprenticeship program shall be
361 paid by the employer.

362 Sec. 12. Subsection (b) of section 10-16bb of the general statutes is
363 repealed and the following is substituted in lieu thereof (*Effective July*
364 *1, 2013*):

365 (b) The coordinated system of early care and education and child
366 development shall (1) create a unified set of reporting requirements for
367 the programs described in subdivision (1) of subsection (b) of section
368 10-16cc, for the purpose of collecting the data elements necessary to
369 perform quality assessments and longitudinal analysis; (2) compare
370 and analyze the data collected pursuant to reporting requirements
371 created under subdivision (1) of this subsection with the data collected
372 in the [state-wide public school information system] state longitudinal
373 data system, pursuant to section 10-10a, as amended by this act, for
374 population-level analysis of children and families; (3) develop and
375 update appropriate early learning standards and assessment tools for
376 children from birth to five years of age, inclusive, that are age and

377 developmentally appropriate and that are aligned with existing
378 learning standards as of July 1, 2013, and assessment tools for students
379 in grades kindergarten to twelve, inclusive; (4) continually monitor
380 and evaluate all early childhood education and child care programs
381 and services, focusing on program outcomes in satisfying the health,
382 safety, developmental and educational needs of all children; (5)
383 develop indicators that assess strategies designed to strengthen the
384 family through parental involvement in a child's development and
385 education, including children with special needs; (6) increase the
386 availability of early childhood education and child care programs and
387 services and encourage the providers of such programs and services to
388 work together to create multiple options that allow families to
389 participate in programs that serve the particular needs of each family;
390 (7) provide information and technical assistance to persons seeking
391 early childhood education and child care programs and services; (8)
392 assist state agencies and municipalities in obtaining available federal
393 funding for early childhood education and child care programs and
394 services; (9) provide technical assistance and consultation to licensed
395 providers of early childhood education and child care programs and
396 services and assist any potential provider of such programs and
397 services in obtaining the necessary licensure and certification; (10)
398 incorporate the quality rating and improvement system developed by
399 the Department of Education that covers home-based, center-based
400 and school-based early child care and learning; (11) maintain a system
401 of accreditation facilitation to assist early childhood education and
402 child care programs and services in achieving national standards and
403 program improvement; (12) create partnerships between state agencies
404 and philanthropic organizations to assist in the implementation of the
405 coordinated system of early care and education and child
406 development; (13) align the system's policy and program goals with
407 those of the Early Childhood Education Cabinet, pursuant to section
408 10-16z, and the Head Start advisory committee, pursuant to section 10-
409 16n; (14) ensure a coordinated and comprehensive state-wide system
410 of professional development for providers of early childhood
411 education and child care programs and services; (15) develop family-

412 centered services that assist families in their communities; (16) provide
413 families with opportunities for choice in services including quality
414 child care; (17) integrate early childhood education and special
415 education services; (18) emphasize targeted research-based
416 interventions; (19) organize services into a coherent system; (20)
417 coordinate a comprehensive and accessible delivery system for early
418 childhood education and child care services; (21) focus on performance
419 measures to ensure that services are accountable, effective and
420 accessible to the consumer; (22) promote universal access to early
421 childhood care and education; (23) ensure nonduplication of
422 monitoring and evaluation; (24) encourage, promote and coordinate
423 funding for the establishment and administration of local and regional
424 early childhood councils that implement local and regional birth-to-
425 eight systems; and (25) perform any other activities that will assist in
426 the provision of early childhood education and child care programs
427 and services.

428 Sec. 13. Subsection (c) of section 10-151b of the general statutes is
429 repealed and the following is substituted in lieu thereof (*Effective July*
430 *1, 2013*):

431 (c) On or before July 1, 2012, the State Board of Education shall
432 adopt, in consultation with the Performance Evaluation Advisory
433 Council established pursuant to section 10-151d, guidelines for a
434 model teacher evaluation and support program. Such guidelines shall
435 include, but not be limited to, (1) the use of four performance
436 evaluations designators: Exemplary, proficient, developing and below
437 standard; (2) the use of multiple indicators of student academic growth
438 and development in teacher evaluations; (3) methods for assessing
439 student academic growth and development; (4) a consideration of
440 control factors tracked by the [state-wide public school information
441 system] state longitudinal data system, pursuant to subsection (c) of
442 section 10-10a, as amended by this act, that may influence teacher
443 performance ratings, including, but not limited to, student
444 characteristics, student attendance and student mobility; (5) minimum
445 requirements for teacher evaluation instruments and procedures,

446 including scoring systems to determine exemplary, proficient,
 447 developing and below standard ratings; (6) the development and
 448 implementation of periodic training programs regarding the teacher
 449 evaluation and support program to be offered by the local or regional
 450 board of education or regional educational service center for the school
 451 district to teachers who are employed by such local or regional board
 452 of education and whose performance is being evaluated and to
 453 administrators who are employed by such local or regional board of
 454 education and who are conducting performance evaluations; (7) the
 455 provision of professional development services based on the
 456 individual or group of individuals' needs that are identified through
 457 the evaluation process; (8) the creation of individual teacher
 458 improvement and remediation plans for teachers whose performance
 459 is developing or below standard, designed in consultation with such
 460 teacher and his or her exclusive bargaining representative for certified
 461 teachers chosen pursuant to section 10-153b, and that (A) identify
 462 resources, support and other strategies to be provided by the local or
 463 regional board of education to address documented deficiencies, (B)
 464 indicate a timeline for implementing such resources, support, and
 465 other strategies, in the course of the same school year as the plan is
 466 issued, and (C) include indicators of success including a summative
 467 rating of proficient or better immediately at the conclusion of the
 468 improvement and remediation plan; (9) opportunities for career
 469 development and professional growth; and (10) a validation procedure
 470 to audit evaluation ratings of exemplary or below standard by the
 471 department, or a third-party entity approved by the department, to
 472 validate such exemplary or below standard evaluation ratings. The
 473 State Board of Education, following the completion of the teacher
 474 evaluation and support pilot program, pursuant to section 10-151f, and
 475 the submission of the study of such pilot program, pursuant to section
 476 10-151g, shall validate the guidelines adopted under this subsection.

This act shall take effect as follows and shall amend the following sections:		
Section 1	July 1, 2013	10-264l(d)

Sec. 2	<i>July 1, 2013</i>	10-264l(n)
Sec. 3	<i>July 1, 2013</i>	10-10b
Sec. 4	<i>July 1, 2013</i>	10a-55j
Sec. 5	<i>from passage</i>	10-10a
Sec. 6	<i>from passage</i>	PA 12-189Section 42
Sec. 7	<i>from passage</i>	10-235(a)
Sec. 8	<i>from passage</i>	10-155cc(a)(4)
Sec. 9	<i>July 1, 2013</i>	10-145d(h)
Sec. 10	<i>July 1, 2013</i>	10-151c
Sec. 11	<i>July 1, 2013</i>	10-95e(a)
Sec. 12	<i>July 1, 2013</i>	10-16bb(b)
Sec. 13	<i>July 1, 2013</i>	10-151b(c)

ED *Joint Favorable Subst.*

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 14 \$	FY 15 \$
Education, Dept.	Apprenticeship Tuition Extention Fund - Revenue Gain	200,000	200,000

Municipal Impact: None

Explanation

The bill makes various minor revisions to the education statutes.

Sections 1-10, 12 and 13 make various technical, conforming, and procedural changes, which are not anticipated to result in a fiscal impact.

Section 11 of the bill requires the technical high school system board, rather than the State Board of Education (SBE) to set tuition fees for students in apprenticeship programs. Additionally, the bill eliminates the \$100 fee ceiling for enrollment in a single apprenticeship program or course. The extension fund revenues generated from apprentice tuition and fees was approximately \$310,850 in FY 12. The total costs to operate the apprentice program resulted in total operating costs of approximately \$507,356 in FY 12, resulting in an operating loss of approximately \$196,506. It is anticipated that in order to avoid an operating loss, the technical high school system board would have to set apprenticeship fees at \$295 per student. This would result in a revenue gain to the technical high school system extension fund of approximately \$200,000, in FY 14 and FY 15.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to the number of students participating in the apprenticeship programs and the apprenticeship fee.

OLR Bill Analysis

sHB 6624

AN ACT CONCERNING MINOR REVISIONS TO THE EDUCATION STATUTES.

SUMMARY:

This bill:

1. requires interdistrict magnet school operators to annually report aggregate as well as individual school financial audits to the education commissioner;
2. requires exclusive use of “state-assigned student identifier” when referring to identifying codes used to track official student documents and expands the list of relevant documents and tracking purposes;
3. requires the State Department of Education (SDE) to develop and implement a new state longitudinal data system that acquires many aspects of the existing public school information system (PSIS), expands criteria for collected data, imposes new limits on public access to data, and grants superintendents access to certain data;
4. exempts individual teacher performance and evaluation records collected by the state longitudinal data system from public access requests;
5. requires the coordinated system of early care and education and child development (see BACKGROUND) to compare and analyze data collected by the state longitudinal data system, rather than PSIS;
6. requires model teacher evaluation guidelines to consider control

factors tracked by the state longitudinal data system, rather than PSIS;

7. extends, by two years (now beginning July 1, 2013 and ending July 1, 2015) the education commissioner's annual reporting timetable to the Education Committee on SDE progress developing and implementing the state longitudinal data system;
8. eliminates indemnification eligibility for teacher mentors and assessors currently offered by employing boards of education;
9. permits marital and family therapists employed by local or regional boards of education to provide services to students, families, and student parents or guardians; and instructs the State Board of Education (SBE) to make regulations authorizing this provision; and
10. changes the procedure for establishing tuition rates for vocational apprenticeship programs.

The bill also makes several technical and conforming changes.

EFFECTIVE DATE: July 1, 2013, except for the provisions related to the public school information system, teacher indemnification, and comprehensive professional development plans, which take effect upon passage.

§§ 1-2 — MAGNET SCHOOL FINANCIAL AUDITS

The bill specifies that interdistrict magnet school operators, rather than the schools themselves, must annually give the education commissioner financial audits. Additionally, the bill requires operators to report two types of audits, rather than just one. The first type of audit is for each individual magnet school, as required under current law, that is operated by the operator. The second type is an aggregate audit combining all magnet schools operated by the operator. By law, a magnet school operator may be (1) a local or

regional school district; (2) a regional education service center; (3) multiple school districts under a cooperative agreement; or (4) the Board of Trustees of the Community Technical Colleges, which currently operates on behalf of Manchester and Quinebaug Valley Community Colleges and Goodwin College.

The bill also makes related changes in provisions that adjust magnet school grant payouts based upon annual financial audits. It requires that the final grant payment to a magnet operator in a fiscal year be adjusted based upon the aggregate financial audit submitted by the operator, rather than the audit submitted by individual magnet schools.

§§ 3-4 — USE OF STUDENT IDENTIFIERS

The bill (1) requires that a student's state-assigned identifier be used to track him or her and (2) eliminates the school district's option to use a district-provided identifier.

§ 3 — Official Student Documents

The bill requires all local and regional boards of education to include a student's state-assigned student identifier on all official student documents, rather than on transcripts, as required under current law. The bill's definition of "official student documents" includes (1) transcripts, (2) report cards, (3) attendance records, (4) disciplinary reports, and (5) student withdrawal forms.

§ 4 — Post-High School Tracking

Under current law, the Board of Regents for Higher Education (BOR) must require public and independent colleges and universities to track the state-assigned or district-provided student identifiers of all in-state students until they graduate or end their enrollment. The bill eliminates (1) BOR's role and (2) the requirement that the institutions track students with district-provided identifiers.

§ 5 — PUBLIC SCHOOL INFORMATION SYSTEM AND STATE LONGITUDINAL DATA SYSTEM

The bill requires the State SDE to develop and implement a new

state longitudinal data system that will use the data collected by the current PSIS. It also expands criteria for collected data, imposes new limits on public access to data, and grants superintendents access to certain data.

Systems' Purpose

The bill gives the new system the purposes of the existing PSIS, plus several additional purposes. Specifically, it reassigns to the state longitudinal data system the purposes of (1) facilitating compliance with state and federal reporting requirements; (2) improving school-to-school, district-to-district information exchanges; and (3) maintaining confidentiality of student and staff data. The bill specifies that confidential staff data includes the results of performance evaluations and related information.

The bill also requires SDE to develop the state longitudinal data system to:

1. track and report data on district performance growth so that boards of education may use it to evaluate teacher and student performance and growth,
2. collect data about students who later enroll at in-state public and private colleges and universities, and
3. develop a way to access and share data with in-state college and university systems.

Categories of Collected Data

The bill expands current provisions that define data collected about students and teachers. By law, SDE may collect data about individual student performance on the statewide mastery exams. The bill additionally allows SDE to collect and use data to (1) compare the progress of the same group of students who take each exam and (2) better analyze school performance. Also, the bill expands the list of collectable teacher data to include data related to performance evaluations or other evaluation-based information.

Permanent Employees Access to Collected Data

Under current law, full-time, permanent employees of an education nonprofit institution may access student information system data. The bill eliminates these employees ability to access information relating to teacher performance evaluation data or other information relating to evaluations.

Superintendent Access to Collected Data

The bill permits any public school district superintendent, or his or her designee, to access information in the state longitudinal data system that relates to the statewide mastery examination, which they are currently able to access in PSIS. These are to determine (1) exam dates, (2) exam scores, and (3) levels of exam achievement for students enrolled in or transferring to the superintendent's school district.

§ 7 — TEACHER INDEMNIFICATION

The bill removes teacher mentors and assessors from the class of employees eligible under current law to receive indemnification from their respective boards of education for fees and costs relating to legal claims, demands, suits, or judgments. By law, claims eligible for indemnification must be related to negligence or civil rights and must arise while the employee was acting within the scope of his or her employment.

§ 11 — VOCATIONAL EDUCATION EXTENSION FUND

The bill requires the technical high school system board, rather than SBE, to set tuition fees for students in preparatory and supplemental programs, including apprenticeship programs, established under the Vocational Education Extension Fund (see BACKGROUND). Also, the bill eliminates the \$100 fee ceiling for enrollment in a single apprenticeship program or course.

BACKGROUND***Vocational Education Extension Fund***

This fund is established by SBE. It contains a "vocational education extension account," which must be used to operate preparatory and

supplemental programs (including apprenticeships) and to buy material and equipment required for program operation.

Coordinated System of Early Care and Education and Child Development

This system was commissioned by law in 2011 for creation by July 1, 2013. The system must consist of comprehensive and aligned policies, responsibilities, practices, and services for young children and their families, including prenatal care and care for children from birth to age eight to ensure optimal health, safety, and learning for each child.

Related Bill

sHB 6359, reported favorably by the Education and Finance, Revenue and Bonding committees, creates an office to administer the coordinated system of early care and education and child development.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 26 Nay 0 (03/28/2013)