



General Assembly

February Session, 2014

***Raised Bill No. 476***

LCO No. 2526



Referred to Committee on EDUCATION

Introduced by:  
(ED)

***AN ACT CONCERNING THE ACADEMIC ACHIEVEMENT GAP.***

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

1 Section 1. Subsection (d) of section 10-262u of the 2014 supplement  
2 to the general statutes is repealed and the following is substituted in  
3 lieu thereof (*Effective July 1, 2014*):

4 (d) The local or regional board of education for a town designated  
5 as an alliance district may apply to the Commissioner of Education, at  
6 such time and in such manner as the commissioner prescribes, to  
7 receive any increase in funds received over the amount the town  
8 received for the prior fiscal year pursuant to subsection (a) of section  
9 10-262i. Applications pursuant to this subsection shall include  
10 objectives and performance targets and a plan that may include, but  
11 not be limited to, the following: (1) A tiered system of interventions for  
12 the schools under the jurisdiction of such board based on the needs of  
13 such schools, (2) ways to strengthen the foundational programs in  
14 reading, through the intensive reading instruction program pursuant  
15 to section 10-14u, to ensure reading mastery in kindergarten to grade  
16 three, inclusive, with a focus on standards and instruction, proper use

17 of data, intervention strategies, current information for teachers,  
18 parental engagement, and teacher professional development, (3)  
19 additional learning time, including extended school day or school year  
20 programming administered by school personnel or external partners,  
21 (4) a talent strategy that includes, but is not limited to, teacher and  
22 school leader recruitment and assignment, career ladder policies that  
23 draw upon guidelines for a model teacher evaluation program  
24 adopted by the State Board of Education, pursuant to section 10-151b,  
25 and adopted by each local or regional board of education. Such talent  
26 strategy may include provisions that demonstrate increased ability to  
27 attract, retain, promote and bolster the performance of staff in  
28 accordance with performance evaluation findings and, in the case of  
29 new personnel, other indicators of effectiveness, (5) training for school  
30 leaders and other staff on new teacher evaluation models, (6)  
31 provisions for the cooperation and coordination with early childhood  
32 education providers to ensure alignment with district expectations for  
33 student entry into kindergarten, including funding for an existing local  
34 Head Start program, (7) provisions for the cooperation and  
35 coordination with other governmental and community programs to  
36 ensure that students receive adequate support and wraparound  
37 services, including community school models, (8) provisions for  
38 implementing and furthering state-wide education standards adopted  
39 by the State Board of Education and all activities and initiatives  
40 associated with such standards, (9) the establishment of a full-day  
41 kindergarten program, and [(9)] (10) any additional categories or goals  
42 as determined by the commissioner. Such plan shall demonstrate  
43 collaboration with key stakeholders, as identified by the commissioner,  
44 with the goal of achieving efficiencies and the alignment of intent and  
45 practice of current programs with conditional programs identified in  
46 this subsection. The commissioner may require changes in any plan  
47 submitted by a local or regional board of education before the  
48 commissioner approves an application under this subsection.

49 Sec. 2. Subsection (d) of section 10-17f of the general statutes is

50 repealed and the following is substituted in lieu thereof (*Effective July*  
51 *1, 2014*):

52 (d) Each local and regional board of education shall limit the time  
53 an eligible student spends in a program of bilingual education to  
54 [thirty] sixty months, whether or not such months are consecutive,  
55 except that summer school and two-way language programs pursuant  
56 to subsection (i) of this section shall not be counted. If an eligible  
57 student does not meet the English mastery standard at the end of  
58 [thirty] sixty months, the local or regional board of education shall  
59 provide language transition support services to such student. Such  
60 services may include, but need not be limited to, English as a second  
61 language programs, sheltered English programs, English immersion  
62 programs, tutoring and homework assistance, provided such services  
63 may not include a program of bilingual education. Families may also  
64 receive guidance from school professionals to help their children make  
65 progress in their native language. If an eligible student enrolls in a  
66 secondary school when the student has fewer than [thirty] sixty  
67 months remaining before graduation, the local or regional board of  
68 education shall assign the student to an English as a second language  
69 program and may provide intensive services to the student to enable  
70 the student to speak, write and comprehend English by the time the  
71 student graduates and to meet the course requirements for graduation.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2014</i>	10-262u(d)
Sec. 2	<i>July 1, 2014</i>	10-17f(d)

**Statement of Purpose:**

To require all alliance districts to provide full-day kindergarten and to increase the amount of time a student may spend in bilingual education from thirty months to sixty months.

*[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.]*