



General Assembly

February Session, 2014

## Amendment

LCO No. 5696

**\*SB0047605696SD0\***

Offered by:

SEN. STILLMAN, 20 <sup>th</sup> Dist.	REP. AYALA, 128 <sup>th</sup> Dist.
REP. FLEISCHMANN, 18 <sup>th</sup> Dist.	REP. SANTIAGO, 130 <sup>th</sup> Dist.
SEN. HOLDER-WINFIELD, 10 <sup>th</sup> Dist.	REP. SANTIAGO, 84 <sup>th</sup> Dist.
REP. CANDELARIA, 95 <sup>th</sup> Dist.	REP. MORRIS, 140 <sup>th</sup> Dist.
SEN. COLEMAN, 2 <sup>nd</sup> Dist.	REP. CLEMONS, 124 <sup>th</sup> Dist.
SEN. AYALA, 23 <sup>rd</sup> Dist.	REP. HEWETT, 39 <sup>th</sup> Dist.
REP. WALKER, 93 <sup>rd</sup> Dist.	REP. SANCHEZ, 25 <sup>th</sup> Dist.
REP. GONZALEZ, 3 <sup>rd</sup> Dist.	REP. MCCRORY, 7 <sup>th</sup> Dist.
REP. BUTLER, 72 <sup>nd</sup> Dist.	REP. MCGEE, 5 <sup>th</sup> Dist.
REP. ROJAS, 9 <sup>th</sup> Dist.	REP. VARGAS, 6 <sup>th</sup> Dist.
REP. ARCE, 4 <sup>th</sup> Dist.	REP. PORTER, 94 <sup>th</sup> Dist.
REP. STALLWORTH, 126 <sup>th</sup> Dist.	SEN. BOUCHER, 26 <sup>th</sup> Dist.
REP. LESSER, 100 <sup>th</sup> Dist.	SEN. LINARES, 33 <sup>rd</sup> Dist.
REP. CUEVAS, 75 <sup>th</sup> Dist.	

To: Subst. Senate Bill No. 476

File No. 710

Cal. No. 304

**"AN ACT CONCERNING FULL-DAY KINDERGARTEN PROGRAMS FOR ALLIANCE DISTRICTS."**

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

3 "Sec. 501. Subsection (d) of section 10-17f of the general statutes is  
4 repealed and the following is substituted in lieu thereof (*Effective July*  
5 *1, 2014*):

6 (d) Each local and regional board of education shall limit the time  
7 an eligible student spends in a program of bilingual education to  
8 [thirty] thirty-five months, whether or not such months are  
9 consecutive, except that summer school and two-way language  
10 programs pursuant to subsection (i) of this section shall not be  
11 counted. If an eligible student does not meet the English mastery  
12 standard at the end of [thirty] thirty-five months, the local or regional  
13 board of education shall provide language transition and academic  
14 support services to such student. Such services may include, but need  
15 not be limited to, English as a second language programs, sheltered  
16 English programs, English immersion programs [, tutoring and  
17 homework assistance, provided such services may not include a  
18 program of bilingual education] or other research-based language  
19 development programs. Families may also receive guidance from  
20 school professionals to help their children make progress in their  
21 native language. If an eligible student enrolls in a secondary school  
22 when the student has fewer than [thirty] twenty months remaining  
23 before graduation, the local or regional board of education shall assign  
24 the student to an English as a second language program and may  
25 provide intensive services to the student to enable the student to  
26 speak, write and comprehend English by the time the student  
27 graduates and to meet the course requirements for graduation.

28 Sec. 502. Section 10-17g of the 2014 supplement to the general  
29 statutes is repealed and the following is substituted in lieu thereof  
30 (*Effective July 1, 2014*):

31 Annually, the board of education for each local and regional school  
32 district that is required to provide a program of bilingual education,  
33 pursuant to section 10-17f, as amended by this act, may make  
34 application to the State Board of Education and shall thereafter receive  
35 a grant in an amount equal to the product obtained by multiplying the  
36 total appropriation available for such purpose by the ratio which the  
37 number of eligible children in the school district bears to the total  
38 number of such eligible children state-wide. The board of education for

39 each local and regional school district receiving funds pursuant to this  
40 section shall annually, on or before September first, submit to the State  
41 Board of Education a progress report which shall include (1) measures  
42 of increased educational opportunities for eligible students, including  
43 language support services and language transition support services  
44 provided to such students, (2) program evaluation and measures of the  
45 effectiveness of its bilingual education and English as a second  
46 language programs, including data on students in bilingual education  
47 programs and students educated exclusively in English as a second  
48 language programs, and (3) certification by the board of education  
49 submitting the report that any funds received pursuant to this section  
50 have been used for the purposes specified. The State Board of  
51 Education shall annually evaluate programs conducted pursuant to  
52 section 10-17f, as amended by this act. For purposes of this section,  
53 measures of the effectiveness of bilingual education and English as a  
54 second language programs include, but are not limited to, mastery  
55 examination results, under section 10-14n, and graduation and school  
56 dropout rates. Notwithstanding the provisions of this section, for the  
57 fiscal years ending June 30, 2009, to June 30, 2015, inclusive, the  
58 amount of grants payable to local or regional boards of education  
59 under this section shall be reduced proportionately if the total of such  
60 grants in such year exceeds the amount appropriated for such grants  
61 for such year.

62 Sec. 503. Section 10-17j of the general statutes is repealed and the  
63 following is substituted in lieu thereof (*Effective July 1, 2014*):

64 (a) If a local or regional board of education is not able to hire a  
65 sufficient number of certified bilingual education teachers for a school  
66 year, the board of education [may] shall apply to the Commissioner of  
67 Education for permission to use a certified teacher of English as a  
68 second language to fill its need and the commissioner may grant such  
69 request for good cause shown.

70 (b) The Department of Education shall promote and encourage  
71 teacher exchange programs and provide information to local and

72 regional boards of education on such programs in order to increase  
73 foreign language proficiency and cultural understanding.

74 Sec. 504. (*Effective from passage*) (a) There is established a task force to  
75 study programs of bilingual education provided to students pursuant  
76 to the provisions of part I of chapter 164 of the general statutes. Such  
77 study shall include, but not be limited to, an examination of the  
78 amount of time for which such programs should be offered to a  
79 student and the success of such programs in moving students toward  
80 proficiency of the English language.

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

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

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

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

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

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

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

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

91 (8) The chairpersons and ranking members of the joint standing  
92 committee of the General Assembly having cognizance of matters  
93 relating to education, or their designees;

94 (9) Two persons appointed by the Governor; and

95 (10) The executive directors of the African-American Affairs  
96 Commission, Latino and Puerto Rican Affairs Commission and Asian  
97 Pacific American Affairs Commission, or their designees.

98 (c) Any member of the task force appointed under subdivision (1),  
 99 (2), (3), (4), (5), (6) or (8) of subsection (b) of this section may be a  
 100 member of the General Assembly.

101 (d) All appointments to the task force shall be made not later than  
 102 thirty days after the effective date of this section. Any vacancy shall be  
 103 filled by the appointing authority.

104 (e) The speaker of the House of Representatives and the president  
 105 pro tempore of the Senate shall select the chairpersons of the task force  
 106 from among the members of the task force. Such chairpersons shall  
 107 schedule the first meeting of the task force, which shall be held not  
 108 later than sixty days after the effective date of this section.

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

112 (g) Not later than January 1, 2015, the task force shall submit a  
 113 report on its findings and recommendations to the joint standing  
 114 committee of the General Assembly having cognizance of matters  
 115 relating to education, in accordance with the provisions of section 11-  
 116 4a of the general statutes. The task force shall terminate on the date  
 117 that it submits such report or January 1, 2015, whichever is later."

This act shall take effect as follows and shall amend the following sections:		
Sec. 501	<i>July 1, 2014</i>	10-17f(d)
Sec. 502	<i>July 1, 2014</i>	10-17g
Sec. 503	<i>July 1, 2014</i>	10-17j
Sec. 504	<i>from passage</i>	New section