



House of Representatives

General Assembly

File No. 599

January Session, 2015

Substitute House Bill No. 7023

House of Representatives, April 13, 2015

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 VARIOUS REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.

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

1 Section 1. Subdivision (2) of subsection (e) of section 10-223e of the
2 general statutes is repealed and the following is substituted in lieu
3 thereof (*Effective July 1, 2015*):

4 (2) Notwithstanding any provision of this title or any regulation
5 adopted pursuant to said title, except as provided in subdivision (3) of
6 this subsection, in carrying out the provisions of subdivision (1) of this
7 subsection and this subdivision, the State Board of Education shall take
8 any of the following actions to improve student performance of the
9 school district, a particular school in the district or among student
10 subgroups, and remove the school or district from the list of schools or
11 districts designated and listed as a low achieving school or district
12 pursuant to said subdivision (1), and to address other needs of the
13 school or district: (A) Require an operations audit to identify possible

14 programmatic savings and an instructional audit to identify any
15 deficits in curriculum and instruction or in the learning environment of
16 the school or district; (B) require the local or regional board of
17 education for such school or district to use state and federal funds for
18 critical needs, as directed by the State Board of Education; (C) provide
19 incentives to attract highly qualified teachers and principals; (D) direct
20 the transfer and assignment of teachers and principals; (E) require
21 additional training and technical assistance for parents and guardians
22 of children attending the school or a school in the district and for
23 teachers, principals, and central office staff members hired by the
24 district; (F) require the local or regional board of education for the
25 school or district to implement model curriculum, including, but not
26 limited to, recommended textbooks, materials and supplies approved
27 by the Department of Education; (G) identify schools for
28 reconstitution, as may be phased in by the commissioner, as state or
29 local charter schools, schools established pursuant to section 10-74g,
30 innovation schools established pursuant to section 10-74h, or schools
31 based on other models for school improvement, or for management by
32 an entity other than the local or regional board of education for the
33 district in which the school is located; (H) direct the local or regional
34 board of education for the school or district to develop and implement
35 a plan addressing deficits in achievement and in the learning
36 environment as recommended in the instructional audit; (I) assign a
37 technical assistance team to the school or district to guide school or
38 district initiatives and report progress to the Commissioner of
39 Education; (J) establish instructional and learning environment
40 benchmarks for the school or district to meet as it progresses toward
41 removal from the list of low achieving schools or districts; (K) provide
42 funding to any proximate district to a district designated as a low
43 achieving school district so that students in a low achieving district
44 may attend public school in a neighboring district; (L) direct the
45 establishment of learning academies within schools that require
46 continuous monitoring of student performance by teacher groups; (M)
47 require local and regional boards of education to (i) undergo training
48 to improve their operational efficiency and effectiveness as leaders of

49 their districts' improvement plans, and (ii) submit an annual action
50 plan to the Commissioner of Education outlining how, when and in
51 what manner their effectiveness shall be monitored; (N) require the
52 appointment of (i) a superintendent, approved by the Commissioner of
53 Education, or (ii) a [special master] district improvement officer,
54 selected by the commissioner, whose authority is consistent with the
55 provisions of section 138 of public act 11-61, as amended by this act,
56 and whose term shall be for one school year, except that the State
57 Board of Education may extend such period; or (O) any combination of
58 the actions described in this subdivision or similar, closely related
59 actions.

60 Sec. 2. Subsection (d) of section 10-223h of the general statutes is
61 repealed and the following is substituted in lieu thereof (*Effective July*
62 *1, 2015*):

63 (d) Following the operations and instructional audit for the school
64 selected to participate in the commissioner's network of schools, the
65 turnaround committee shall develop a turnaround plan for such
66 school. The school governance council for each turnaround school may
67 recommend to the turnaround committee for the school district one of
68 the turnaround models described in subparagraphs (A) to (F),
69 inclusive, of subdivision (3) of this subsection. The turnaround
70 committee may accept such recommendation or may choose a different
71 turnaround model for inclusion in the turnaround plan submitted
72 under this subsection. The turnaround plan for such school shall (1)
73 include a description of how such turnaround plan will improve
74 student academic achievement in the school, (2) address deficiencies
75 identified in the operations and instructional audit, and (3) utilize one
76 of the following turnaround models: (A) A CommPACT school, as
77 described in section 10-74g, (B) a social development model, (C) the
78 management, administration or governance of the school to be the
79 responsibility of a regional educational service center, a public or
80 private institution of higher education located in the state, or, subject
81 to the provisions of subsection (e) of this section, an approved
82 educational management organization, (D) a school described in

83 section 10-74f, (E) a model developed by the turnaround committee
84 that utilizes strategies, methods and best practices that have been
85 proven to be effective in improving student academic performance,
86 including, but not limited to, strategies, methods and best practices
87 used at public schools, interdistrict magnet schools and charter schools
88 or collected by the commissioner pursuant to subsection (f) of this
89 section, (F) a community school, as described in section 10-74i, or (G) a
90 model developed in consultation with the commissioner or by the
91 commissioner subject to the provisions of subsection (e) of this section.
92 The turnaround plan shall not assign the management, administration
93 or governance of such school to a (i) for-profit corporation, or (ii) a
94 private not-for-profit organization that is exempt from taxation under
95 Section 501(c)(3) of the Internal Revenue Code of 1986, or any
96 subsequent corresponding internal revenue code of the United States,
97 as from time to time amended, other than a public or private
98 institution of higher education located in the state or, subject to the
99 provisions of subsection (e) of this section, an approved not-for-profit
100 educational management organization, as defined in subsection (e) of
101 this section. Such turnaround plan may include proposals changing
102 the hours and schedules of teachers and administrators at such school,
103 the length and schedule of the school day, the length and calendar of
104 the school year, the amount of time teachers shall be present in the
105 school beyond the regular school day and the hiring or reassignment
106 of teachers or administrators at such school. If a turnaround committee
107 does not develop a turnaround plan, or if the commissioner
108 determines that a turnaround plan developed by a turnaround
109 committee is deficient, the commissioner may develop a turnaround
110 plan for such school in accordance with the provisions of this
111 subsection and, if the commissioner deems necessary, the
112 commissioner may appoint a [special master] district improvement
113 officer for such school to implement the provisions of the turnaround
114 plan developed by the commissioner. The turnaround plan shall direct
115 all resources and funding to programs and services delivered at such
116 school for the educational benefit of the students enrolled at such
117 school and be transparent and accountable to the local community. The

118 State Board of Education shall approve the turnaround plan developed
119 by a turnaround committee before a school may implement such
120 turnaround plan.

121 Sec. 3. Subsections (a) and (b) of section 138 of public act 11-61 are
122 repealed and the following is substituted in lieu thereof (*Effective July*
123 *1, 2015*):

124 (a) The State Board of Education shall assign a [special master]
125 district improvement officer to administer the educational operations
126 for the town of Windham to assist the school district in making
127 adequate yearly progress for whole district performance in both
128 reading and mathematics under the No Child Left Behind Act, P. L.
129 107-110. Such [special master] district improvement officer shall (1)
130 work collaboratively with the local board of education for Windham
131 and the Windham superintendent of schools to implement the
132 provisions of the improvement plan for the school district, developed
133 pursuant to subsection (a) of section 10-223e of the general statutes; (2)
134 implement the provisions of subparagraphs (A), (C), (D), (E), (F), (H),
135 (I), (J), (L) and (M) of subdivision (2) of subsection (c) of section 10-
136 223e of the general statutes; (3) manage and allocate any federal, state
137 and local education funds of the school district; and (4) report
138 regularly to the State Board of Education on matters relating to the
139 progress of implementing the improvement plan for the school district
140 and the effectiveness of the local board of education and the
141 superintendent of schools. The [special master] district improvement
142 officer shall serve at the pleasure of the State Board of Education for a
143 period not to exceed one school year following the school year that the
144 Windham school district makes adequate yearly progress for whole
145 district performance in both reading and mathematics under the No
146 Child Left Behind Act, P. L. 107-110.

147 (b) Notwithstanding the provisions of sections 1-210 and 10-151c of
148 the general statutes, the [special master] district improvement officer
149 and the State Board of Education shall have access to all records,
150 facilities, communications and meetings, including, but not limited to,

151 executive sessions of the local board of education, that may be relevant
152 to implementing the provisions of this section.

153 Sec. 4. Section 10-214 of the general statutes is repealed and the
154 following is substituted in lieu thereof (*Effective July 1, 2015*):

155 (a) Each local or regional board of education shall provide annually
156 to each pupil in kindergarten, grades one to six, inclusive, and grade
157 nine, a vision screening, using a Snellen chart, or equivalent screening.
158 The superintendent of schools shall give written notice to the parent or
159 guardian of each pupil who is found to have any defect of vision or
160 disease of the eyes, with a brief statement describing such defect or
161 disease.

162 (b) Each local or regional board of education shall provide annually
163 audiometric screening for hearing to each pupil in kindergarten to
164 grade [three] six, inclusive, and grade [five and grade eight] nine. The
165 superintendent of schools shall give written notice to the parent or
166 guardian of each pupil found to have any impairment or defect of
167 hearing, with a brief statement describing such impairment or defect.

168 (c) Each local or regional board of education shall provide [annual]
169 postural screenings for (1) each female pupil in grades five [to nine]
170 and seven, and (2) each male pupil in grade eight or nine. The
171 superintendent of schools shall give written notice to the parent or
172 guardian of each pupil who evidences any postural problem, with a
173 brief statement describing such evidence.

174 (d) Test results or treatment provided as a result of the screenings
175 pursuant to this section shall be recorded on forms pursuant to
176 subsection (a) of section 10-206.

177 (e) The State Board of Education, with the technical advice and
178 assistance of the Department of Public Health, shall adopt regulations
179 in accordance with the provisions of chapter 54 for screenings
180 pursuant to this section.

181 Sec. 5. Subsection (a) of section 10-235 of the general statutes is

182 repealed and the following is substituted in lieu thereof (*Effective from*
183 *passage*):

184 (a) Each board of education shall protect and save harmless any
185 member of such board or any teacher or other employee thereof or any
186 member of its supervisory or administrative staff, and the State Board
187 of Education, the Board of Regents for Higher Education, the board of
188 trustees of each state institution and each state agency which employs
189 any teacher, and the managing board of any public school, as defined
190 in section 10-183b, including the governing council of any charter
191 school, shall protect and save harmless any member of such boards, or
192 any teacher or other employee thereof or any member of its
193 supervisory or administrative staff employed by it, from financial loss
194 and expense, including legal fees and costs, if any, arising out of any
195 claim, demand, suit or judgment by reason of alleged negligence or
196 other act resulting in accidental bodily injury to or death of any
197 person, or in accidental damage to or destruction of property, within
198 or without the school building, or any other acts, including but not
199 limited to infringement of any person's civil rights, resulting in any
200 injury, which acts are not wanton, reckless or malicious, provided such
201 teacher, member or employee, at the time of the acts resulting in such
202 injury, damage or destruction, was acting in the discharge of his or her
203 duties or within the scope of employment or under the direction of
204 such board of education, the Board of Regents for Higher Education,
205 board of trustees, state agency, department or managing board;
206 provided that the provisions of this section shall not limit or otherwise
207 affect application of section 4-165 concerning immunity from personal
208 liability. For the purposes of this section, the terms "teacher" and "other
209 employee" shall include (1) any person who is a cooperating teacher
210 pursuant to section 10-220a, as amended by this act, teacher mentor or
211 reviewer, (2) any student teacher doing practice teaching under the
212 direction of a teacher employed by a local or regional board of
213 education or by the State Board of Education or Board of Regents for
214 Higher Education, (3) any student enrolled in a technical high school
215 who is engaged in a supervised health-related field placement
216 program which constitutes all or part of a course of instruction for

217 credit by a technical high school, provided such health-related field
218 placement program is part of the curriculum of such technical high
219 school, and provided further such course is a requirement for
220 graduation or professional licensure or certification, (4) any volunteer
221 approved by a board of education to carry out a duty prescribed by
222 said board and under the direction of a certificated staff member
223 including any person, partnership, limited liability company or
224 corporation providing students with community-based career
225 education, (5) any volunteer approved by a board of education to carry
226 out the duties of a school bus safety monitor as prescribed by said
227 board, (6) any member of the faculty or staff or any student employed
228 by The University of Connecticut Health Center or health services, (7)
229 any student enrolled in a constituent unit of the state system of higher
230 education who is engaged in a supervised program of field work or
231 clinical practice which constitutes all or part of a course of instruction
232 for credit by a constituent unit, provided such course of instruction is
233 part of the curriculum of a constituent unit, and provided further such
234 course (i) is a requirement for an academic degree or professional
235 licensure or (ii) is offered by the constituent unit in partial fulfillment
236 of its accreditation obligations, and (8) any student enrolled in a
237 constituent unit of the state system of higher education who is acting
238 in the capacity of a member of a student discipline committee
239 established pursuant to section 4-188a.

240 Sec. 6. Subsection (c) of section 10-144e of the general statutes is
241 repealed and the following is substituted in lieu thereof (*Effective from*
242 *passage*):

243 (c) The initial terms for the members appointed by the Governor,
244 the State Board of Education, the president pro tempore of the Senate
245 and the speaker of the House of Representatives and two of the
246 members appointed by the Connecticut Federation of School
247 Administrators and one of the members appointed by the Connecticut
248 Association of Schools shall terminate on January 15, 1994. The initial
249 terms for all other members shall terminate on January 15, 1995.
250 [Terms following the initial terms] The term for any member

251 appointed before the effective date of this section shall be for two
252 years. The term for any member appointed on or after the effective
253 date of this section shall be for four years.

254 Sec. 7. Subsection (a) of section 10-5c of the general statutes is
255 repealed and the following is substituted in lieu thereof (*Effective July*
256 *1, 2015*):

257 (a) The Department of Education shall establish an academic
258 advancement program to allow local and regional boards of education
259 to permit students in grades eleven and twelve to substitute (1)
260 achievement of a passing score on an existing [national] nationally
261 recognized examination, [as determined] approved by the
262 [department] State Board of Education, or series of examinations
263 approved by the State Board of Education, (2) a cumulative grade
264 point average determined by the State Board of Education, and (3) at
265 least three letters of recommendation from school professionals, as
266 defined in section 10-66dd, for the high school graduation
267 requirements pursuant to section 10-221a. The State Board of
268 Education shall issue an academic advancement program certificate to
269 any student who has successfully completed such program. Such
270 academic advancement program certificate shall be considered in the
271 same manner as a high school diploma for purposes of determining
272 eligibility of a student for enrollment at a public institution of higher
273 education in this state.

274 Sec. 8. Subsection (a) of section 10-65 of the general statutes is
275 repealed and the following is substituted in lieu thereof (*Effective July*
276 *1, 2015*):

277 (a) Each local or regional school district operating an agricultural
278 science and technology education center approved by the State Board
279 of Education for program, educational need, location and area to be
280 served shall be eligible for the following grants: (1) In accordance with
281 the provisions of chapter 173, through progress payments in
282 accordance with the provisions of section 10-287i, (A) for projects for
283 which an application was filed prior to July 1, 2011, ninety-five per

284 cent, and (B) for projects for which an application was filed on or after
285 July 1, 2011, eighty per cent of the net eligible costs of constructing,
286 acquiring, renovating and equipping approved facilities to be used
287 exclusively for such agricultural science and technology education
288 center, for the expansion or improvement of existing facilities or for the
289 replacement or improvement of equipment therein, and (2) subject to
290 the provisions of section 10-65b, in an amount equal to three thousand
291 two hundred dollars per student for every secondary school student
292 who was enrolled in such center on October first of the previous year.

293 Sec. 9. Subsection (m) of section 10-264l of the general statutes is
294 repealed and the following is substituted in lieu thereof (*Effective July*
295 *1, 2015*):

296 (m) (1) On or before May 15, 2010, and annually thereafter, each
297 interdistrict magnet school operator shall provide written notification
298 to any school district that is otherwise responsible for educating a
299 student who resides in such school district and will be enrolled in an
300 interdistrict magnet school under the operator's control for the
301 following school year. Such notification shall include the number of
302 any such students, by grade, who will be enrolled in an interdistrict
303 magnet school under the control of such operator, the name of the
304 school in which such student has been placed and the amount of
305 tuition to be charged to the local or regional board of education for
306 such student. Such notification shall represent an estimate of the
307 number of students expected to attend such interdistrict magnet
308 schools in the following school year, but shall not be deemed to limit
309 the number of students who may enroll in such interdistrict magnet
310 schools for such year.

311 (2) Not later than two weeks following an enrollment lottery for an
312 interdistrict magnet school conducted by a magnet school operator, the
313 parent or guardian of a student (A) who will enroll in such interdistrict
314 magnet school in the following school year, or (B) whose name has
315 been placed on a waiting list for enrollment in such interdistrict
316 magnet school for the following school year, shall provide written

317 notification of such prospective enrollment or waiting list placement to
318 the school district in which such student resides and is otherwise
319 responsible for educating such student.

320 Sec. 10. (NEW) (*Effective July 1, 2015*) (a) For purposes of this section:

321 (1) "Internship" means supervised practical training of a student
322 intern that is comprised of curriculum and workplace standards
323 approved by the Department of Education and the Labor Department;

324 (2) "Internship provider" means a person, as defined in section 1-79
325 of the general statutes, who provides an internship to a student intern
326 pursuant to an agreement with (A) a local or regional board of
327 education that operates an agricultural science and technology
328 education center, and (B) the local or regional board of education
329 otherwise responsible for educating such student intern if such board
330 of education does not maintain an agricultural science and technology
331 education center; and

332 (3) "Student intern" means a student enrolled in an agricultural
333 science and technology education center participating in an internship
334 offered or provided by an internship provider.

335 (b) No internship provider shall be liable to a student intern or a
336 parent or guardian of a student intern for civil damages for any
337 personal injury that results from acts or omissions of such internship
338 provider offering or providing an internship to a student intern that
339 may constitute ordinary negligence, provided such internship provider
340 exercised reasonable care in the provision of the internship and was in
341 compliance with any applicable safety and health standards
342 established under any federal, state and local laws and regulations and
343 any industry codes. The immunity provided in this subsection does
344 not apply to acts or omissions constituting gross, reckless, wilful or
345 wanton negligence.

346 Sec. 11. Subsection (b) of section 10-220a of the general statutes is
347 repealed and the following is substituted in lieu thereof (*Effective July*

348 1, 2015):

349 (b) Not later than a date prescribed by the commissioner, each local
350 and regional board of education shall establish a professional
351 development and evaluation committee. [consisting of certified
352 employees] Such professional development and evaluation committee
353 shall consist of (1) at least one teacher, as defined in subsection (a) of
354 section 10-144d, selected by the exclusive bargaining representative for
355 certified employees chosen pursuant to section 10-153b, (2) at least one
356 administrator, as defined in subsection (a) of section 10-144e, as
357 amended by this act, selected by the exclusive bargaining
358 representative for certified employees chosen pursuant to section 10-
359 153b, and (3) such other school personnel as the board deems
360 appropriate. [including representatives selected by the exclusive
361 bargaining representative for such employees chosen pursuant to
362 subsection (b) of section 10-153.] The duties of such committees shall
363 include, but not be limited to, participation in the development or
364 adoption of a teacher evaluation and support program for the district,
365 pursuant to section 10-151b, and the development, evaluation and
366 annual updating of a comprehensive local professional development
367 plan for certified employees of the district. Such plan shall: [(1)] (A) Be
368 directly related to the educational goals prepared by the local or
369 regional board of education pursuant to subsection (b) of section 10-
370 220, [(2)] (B) on and after July 1, 2011, be developed with full
371 consideration of the priorities and needs related to student outcomes
372 as determined by the State Board of Education, and [(3)] (C) provide
373 for the ongoing and systematic assessment and improvement of both
374 teacher evaluation and professional development of the professional
375 staff members of each such board, including personnel management
376 and evaluation training or experience for administrators, shall be
377 related to regular and special student needs and may include
378 provisions concerning career incentives and parent involvement. The
379 State Board of Education shall develop guidelines to assist local and
380 regional boards of education in determining the objectives of the plans
381 and in coordinating staff development activities with student needs
382 and school programs.

383 Sec. 12. (NEW) (*Effective July 1, 2015*) (a) The Department of
384 Education, in consultation with the after school committee established
385 pursuant to section 10-16v of the general statutes, may, within
386 available appropriations, administer a grant program to provide grants
387 to local and regional boards of education, municipalities and not-for-
388 profit organizations that are exempt from taxation under Section
389 501(c)(3) of the Internal Revenue Code of 1986, or any subsequent
390 corresponding internal revenue code of the United States, as from time
391 to time amended, for summer learning programs that provide direct
392 services and for entities that provide support to summer learning
393 programs. For purposes of this section, "summer learning program"
394 means a program that provides a minimum of two hundred forty
395 hours of educational, enrichment and recreational activities during the
396 summer recess period for public schools, includes small group
397 instruction in literacy and math for children in grades kindergarten to
398 twelve, inclusive, and has a parental involvement component.

399 (b) (1) Applications for grants pursuant to subsection (a) of this
400 section shall be filed biennially with the Commissioner of Education at
401 such time and in such manner as the commissioner prescribes. As part
402 of the application, an applicant shall submit a plan for the expenditure
403 of grant funds.

404 (2) Eligibility for grants pursuant to this section shall be determined
405 for a two-year period and shall be based on the plan for expenditure of
406 grant funds. Prior to the payment of funds to the grant recipient for the
407 second year of the grant, the grant recipient shall report to the
408 Department of Education on performance outcomes of the program
409 and file expenditure reports pursuant to subsection (f) of this section.
410 The report concerning performance outcomes shall include, but not be
411 limited to, measurements of (A) the impact on student achievement
412 including grade-level reading ability, (B) childhood obesity rates, and
413 (C) the behavior of student participants.

414 (c) The Department of Education and the after school committee
415 established pursuant to section 10-16v of the general statutes shall

416 develop and apply appropriate evaluation procedures to measure the
417 effectiveness of the grant program established pursuant to this section.

418 (d) For purposes of carrying out the provisions of this section, the
419 Department of Education may accept funds from private sources and
420 from any state agency that is a member of the after school committee.

421 (e) The Department of Education shall provide grant recipients with
422 technical assistance, evaluation, program monitoring and professional
423 development. The department may retain up to four per cent of the
424 amount appropriated for the grant program for purposes of this
425 subsection.

426 (f) Grant recipients shall file expenditure reports with the
427 Commissioner of Education in accordance with subdivision (2) of
428 subsection (b) of this section and at such time and in such manner as
429 the commissioner prescribes. Grant recipients shall refund (1) any
430 unexpended amounts at the close of the program for which the grant
431 was awarded, and (2) any amounts not expended in accordance with
432 the approved grant application.

433 (g) Not later than March 15, 2017, and biennially thereafter, the
434 Department of Education shall report, in accordance with the
435 provisions of section 11-4a of the general statutes, to the joint standing
436 committee of the General Assembly having cognizance of matters
437 relating to education on performance outcomes of recipients of grants
438 under this section. The report shall include, but not be limited to,
439 measurements of (1) the impact on student achievement including
440 grade-level reading ability, (2) childhood obesity rates, and (3) the
441 behavior of student participants.

442 Sec. 13. Subsection (a) of section 10-145p of the general statutes is
443 repealed and the following is substituted in lieu thereof (*Effective July*
444 *1, 2015*):

445 (a) The Department of Education shall review and approve
446 proposals for alternate route to certification programs for school

447 administrators. In order to be approved, a proposal shall provide that
448 the alternate route to certification program (1) be provided by a public
449 or independent institution of higher education, a local or regional
450 board of education, a regional educational service center or a private,
451 nonprofit teacher or administrator training organization approved by
452 the State Board of Education; (2) accept only those participants who
453 (A) hold a bachelor's degree from an institution of higher education
454 accredited by the Board of Regents for Higher Education or Office of
455 Higher Education or regionally accredited, (B) have at least forty
456 school months teaching experience, of which at least ten school months
457 are in a position requiring certification at a public school, in this state
458 or another state, (C) have less than ten months teaching experience in a
459 public school in another state while holding professional certification,
460 provided (i) such participant provides a statement of justification for
461 participation in such alternate route to certification program and
462 receives approval from the department for such participant's
463 participation in such alternate route to certification program, and (ii)
464 the number of such participants shall not be greater than ten per cent
465 of the total number of participants in such alternate route to
466 certification program for a school year, and [(C)] (D) are recommended
467 by the immediate supervisor or district administrator of such person
468 on the basis of such person's performance; (3) require each participant
469 to (A) complete a one-year residency that requires such person to serve
470 (i) in a position requiring an intermediate administrator or supervisor
471 endorsement, and (ii) in a full-time position for ten school months at a
472 local or regional board of education in the state under the supervision
473 of (I) a certified administrator, and (II) a supervisor from an institution
474 or organization described in subdivision (1) of this subsection, or (B)
475 have ten school months experience in a full-time position as an
476 administrator in a public or nonpublic school in another state that is
477 approved by the appropriate state board of education in such other
478 state; and (4) meet such other criteria as the department requires.

479 Sec. 14. (NEW) (*Effective July 1, 2015*) (a) Not later than October 1,
480 2015, the Department of Education, in consultation with the
481 Department of Social Services, shall provide information about the

482 supplemental nutrition assistance program pursuant to the Food and
483 Nutrition Act of 2008 to local and regional boards of education. Such
484 information shall include, (1) information about how to qualify for the
485 program, (2) where to obtain applications, and (3) where to get help
486 completing applications.

487 (b) For the school year commencing July 1, 2015, and each school
488 year thereafter, each local and regional board of education shall use the
489 information about the supplemental nutrition assistance program
490 pursuant to the Food and Nutrition Act of 2008, provided by the
491 department pursuant to subsection (a) of this section, to provide notice
492 to the parents or guardians of students about said supplemental
493 nutrition assistance program.

494 Sec. 15. Section 10-95i of the general statutes is repealed and the
495 following is substituted in lieu thereof (*Effective July 1, 2015*):

496 (a) Not later than January 1, [1990] 2020, and every five years
497 thereafter, the [State Board of Education] technical high school system
498 board shall adopt a long-range plan of priorities and goals for the
499 technical high school system. The plan shall address coordination with
500 other providers of vocational, technical or technological education or
501 training and shall include (1) an analysis of the activities described in
502 subsections (b) and (c) of this section and how such activities relate to
503 the long-range plan of priorities and goals, and (2) a summary of
504 activities related to capital improvements and equipment pursuant to
505 subsection (d) of this section. Upon adoption of the plan, the [state]
506 board shall file the plan directly with the joint standing committees of
507 the General Assembly having cognizance of matters relating to
508 education, finance, revenue and bonding and appropriations and the
509 budgets of state agencies in accordance with the provisions of section
510 11-4a. The state board shall use the plan in preparing its five-year
511 comprehensive plan pursuant to subsection (c) of section 10-4.

512 (b) During the five-year period beginning January 1, [1990] 2020,
513 and during each five-year period thereafter, the [State Board of
514 Education] board shall evaluate each existing technical high school

515 trade program in accordance with a schedule which the [state] board
516 shall establish. A trade program may be reauthorized for a period of
517 not more than five years following each evaluation on the basis of: The
518 projected employment demand for students enrolled in the trade
519 program, including consideration of the employment of graduates of
520 the program during the preceding five years; anticipated technological
521 changes; the availability of qualified instructors; the existence of
522 similar programs at other educational institutions; and student interest
523 in the trade program. As part of the evaluation, the [state] board shall
524 consider geographic differences that may make a trade program
525 feasible at one school and not another and whether certain
526 combinations of program offerings shall be required. Prior to any final
527 decision on the reauthorization of a trade program, the [state] board
528 shall consult with the craft committees for the trade program being
529 evaluated.

530 (c) The [state] board shall consider the addition of new trade
531 programs. Decisions by the [state] board to add such programs shall at
532 a minimum be based on the projected employment demand for
533 graduates of the program, the cost of establishing the program, the
534 availability of qualified instructors, the existence of similar programs
535 at other educational institutions and the interest of students in the
536 trade. The [state] board shall authorize new trade programs for a
537 maximum of five years. The [state] board shall provide a process for
538 the public, including, but not limited to, employers, parents, students
539 or teachers, to request consideration of the establishment of a new
540 trade program.

541 (d) The [State Board of Education] board shall maintain a rolling
542 [five-year] three-year capital improvement and capital equipment plan
543 that identifies: (1) Alterations, renovations and repairs that each
544 technical high school is expected to need, including, but not limited to,
545 grounds and athletic fields, heating and ventilation systems, wiring,
546 roofs, and windows, and the cost of such projects, (2)
547 recommendations for energy efficiency improvements to each school
548 and the cost of such improvements, and (3) the specific equipment

549 each technical high school is expected to need, based on the useful life
550 of existing equipment and projections of changing technology and the
551 estimated cost of the equipment. The [State Board of Education] board
552 shall submit such plan, annually, directly to the joint standing
553 committees of the General Assembly having cognizance of matters
554 relating to education, finance, revenue and bonding and
555 appropriations and the budgets of state agencies in accordance with
556 the provisions of section 11-4a.

557 Sec. 16. Section 10-95k of the general statutes is repealed and the
558 following is substituted in lieu thereof (*Effective July 1, 2015*):

559 (a) Not later than January 1, [1995] 2017, and biennially thereafter,
560 the [State Board of Education] technical high school system board shall
561 prepare a summary report concerning the technical high school system
562 and shall submit the report directly to the joint standing committee of
563 the General Assembly having cognizance of matters relating to
564 education in accordance with the provisions of section 11-4a. The
565 report shall include demographic information for the preceding two
566 school years on applicants for admission, students enrolled and
567 graduates, and a summary of the capital and operating expenditures.
568 Such information shall be provided for the technical high school
569 system and for each technical high school and satellite facility.
570 Enrollment information shall be reported by race and sex and by
571 specific trade programs. Applicant information shall include the
572 number of applicants, the number accepted and the number enrolled
573 reported by race and sex. Enrollment capacity for each school and
574 projected enrollment capacity for the subsequent school year shall be
575 developed on the basis of a standardized format and shall be reported
576 for each school and satellite facility. The report shall also include
577 assessment of student outcomes including, but not limited to, mastery
578 examination results pursuant to section 10-14n, retention and
579 completion rates, and postsecondary education or employment based
580 on graduate follow-up and, for purposes of employment placement,
581 state unemployment insurance wage records.

582 (b) Reports prepared and submitted pursuant to subsection (a) of
583 this section on and after January 1, [1995] 2017, shall identify each
584 technical high school for which enrollment on the preceding October
585 first was less than seventy per cent of the enrollment capacity
586 identified in the report pursuant to this section for the prior year. For
587 each such school the report shall include an analysis of: (1) The reasons
588 for such enrollment, including, but not limited to, the interest in the
589 specific trade programs offered, the resources needed to serve special
590 education students, demographic changes and the existence of
591 alternative vocational, technical and technological educational training
592 programs in the region in which the school is located; (2) the likelihood
593 that enrollment will increase or decrease in the future; (3) any
594 alternative uses for unused space in the facility; and (4) a
595 recommendation on the steps to be taken to improve enrollment or a
596 timetable for closing the school. In preparing the analysis, the [State
597 Board of Education] technical high school system board shall provide
598 an opportunity for public comment.

599 Sec. 17. Subsection (a) of section 10-145 of the general statutes is
600 repealed and the following is substituted in lieu thereof (*Effective July*
601 *1, 2015*):

602 (a) No teacher, supervisor, administrator, special service staff
603 member or school superintendent, except as provided for in section 10-
604 157, shall be employed in any of the schools of any local or regional
605 board of education unless such person possesses an appropriate state
606 certificate, nor shall any such person be entitled to any salary unless
607 such person can produce such certificate dated [previous] prior to or
608 on the first day of employment, except as provided for in section 10-
609 157; provided nothing in this subsection shall be construed to prevent
610 the board of education from prescribing qualifications additional to
611 those prescribed by the regulations of the State Board of Education and
612 provided nothing in this subsection shall be construed to prevent any
613 local or regional board of education from contracting with a licensed
614 drivers' school approved by the Commissioner of Motor Vehicles for
615 the behind-the-wheel instruction of a driver instruction course, to be

616 given by driving instructors licensed by the Department of Motor
 617 Vehicles. No person shall be employed in any of the schools of any
 618 local or regional board of education as a substitute teacher unless such
 619 person holds a bachelor's degree, provided the Commissioner of
 620 Education may waive such requirement for good cause upon the
 621 request of a superintendent of schools.

622 Sec. 18. Subsection (a) of section 10-221 of the general statutes is
 623 repealed and the following is substituted in lieu thereof (*Effective July*
 624 *1, 2015*):

625 (a) Boards of education shall prescribe rules for the management,
 626 studies, classification and discipline of the public schools and, subject
 627 to the control of the State Board of Education, the textbooks to be used;
 628 shall make rules for the control, within their respective jurisdictions, of
 629 school library media centers, including Internet access and content,
 630 and approve the selection of books and other educational media
 631 therefor, and shall approve plans for public school buildings and
 632 superintend any high or graded school in the manner specified in this
 633 title.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2015</i>	10-223e(e)(2)
Sec. 2	<i>July 1, 2015</i>	10-223h(d)
Sec. 3	<i>July 1, 2015</i>	PA 11-61, Sec. 138(a) and (b)
Sec. 4	<i>July 1, 2015</i>	10-214
Sec. 5	<i>from passage</i>	10-235(a)
Sec. 6	<i>from passage</i>	10-144e(c)
Sec. 7	<i>July 1, 2015</i>	10-5c(a)
Sec. 8	<i>July 1, 2015</i>	10-65(a)
Sec. 9	<i>July 1, 2015</i>	10-264l(m)
Sec. 10	<i>July 1, 2015</i>	New section
Sec. 11	<i>July 1, 2015</i>	10-220a(b)
Sec. 12	<i>July 1, 2015</i>	New section
Sec. 13	<i>July 1, 2015</i>	10-145p(a)
Sec. 14	<i>July 1, 2015</i>	New section

Sec. 15	July 1, 2015	10-95i
Sec. 16	July 1, 2015	10-95k
Sec. 17	July 1, 2015	10-145(a)
Sec. 18	July 1, 2015	10-221(a)

Statement of Legislative Commissioners:

In Section 10(b), "misconduct" was replaced with "negligence" for consistency, and in Sections 15(a), 15(d) and 16(a), "in accordance with the provisions of section 11-4a" was added for consistency.

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 16 \$	FY 17 \$
Education, Dept.	GF - Cost	Potential	Potential

Note: GF=General Fund

Municipal Impact:

Municipalities	Effect	FY 16 \$	FY 17 \$
Various Local and Regional School Districts	STATE MANDATE - Cost	Potential Minimal	Potential Minimal

Explanation

The bill results in a potential cost to the State Department of Education (SDE) associated with permitting SDE to administer a grant program, within available appropriations, for summer learning programs run by local and regional boards of education, municipalities, and non-profit organizations. It should be noted that the bill requires that the new program be provided within available appropriations. It does not appear that this mandates that the agency perform the activity regardless of available funding, therefore the cost described above is potential. SDE currently appropriates approximately \$5.4 million in after school grants.

Additionally, the bill increases the number of required hearing screenings and decreases the number of postural screenings for public school students. This could result in an increased cost to local and regional school districts. For schools with two full-time nurses there would be no additional cost. For schools with one full-time nurse the cost would vary by the size of the district. The school would hire a substitute nurse to cover the office, while the additional audiometric

screenings are conducted. The cost to schools and districts with one full-time nurse will be minimal, as the average hourly rate for hiring a substitute school nurse is approximately \$35 per hour, and it is anticipated that each screening takes 90 seconds to 2 minutes per child.

For schools without a full-time nurse the cost would be increased, as the school would have to hire additional nursing coverage at the average rate of \$35 per hour. A portion of the costs related to increased hearing screenings could be offset by decreasing the number of postural screenings. The overall fiscal impact to local and regional school districts is anticipated to be minimal.

The bill makes various other technical, procedural and conforming changes that are not anticipated to result in a fiscal impact.

The Out Years

The annualized ongoing fiscal impact identified above would continue into the future subject to inflation.

OLR Bill Analysis**sHB 7023*****AN ACT CONCERNING VARIOUS REVISIONS AND ADDITIONS TO THE EDUCATION STATUTES.*****SUMMARY:**

This bill makes numerous changes to the education statutes including:

1. granting agricultural science center internship providers immunity from civil liability from students and parents or guardians for student interns' personal injuries, unless the injuries are caused by the providers' gross or willful negligence (§ 10);
2. specifying that the required union representation on a school district's professional development and evaluation committee include at least one representative from each of the teachers' and administrators' unions (§ 11);
3. permitting the State Department of Education (SDE) to administer a grant program, within available appropriations, for summer learning programs run by local and regional boards of education, municipalities, and non-profit organizations (§ 12); and
4. requiring the Connecticut Technical High School System (CTHSS) board, rather than SBE, to (a) adopt its long-range plan and biennial report and (b) maintain a rolling capital improvements plan (§§ 15 & 16).

It also makes a number of minor changes to the education statutes including:

1. changing the title of “special master” for a district under state supervision and control to “district improvement officer” (§§ 1-3);
2. increasing the number of required hearing screenings and decreasing the number of postural screenings for public school students (§ 4);
3. indemnifying teacher mentors and reviewers against lawsuits (§ 5);
4. extending, from two to four years, the term for appointments to an administrator professional standards council (§ 6);
5. allowing SDE to use a nationally recognized exam as part of a program that allows boards of education to permit high school students to substitute certain evidence of academic achievement for existing high school graduation requirements (§ 7);
6. specifying that agricultural science center equipment and facilities purchased with state grants must be used exclusively by the agricultural science centers (§ 8);
7. requiring parents to notify a student’s home district when the student is accepted to or placed on the waiting list for an interdistrict magnet school (§ 9);
7. adding additional criteria that SDE must consider for proposed administrator alternative route to certification (ARC) programs (§ 13);
8. requiring SDE, through local and regional school districts, to provide information about how to qualify for the supplemental assistance nutrition program (SNAP) to the parents and guardians of public school students (§ 14);
9. authorizing boards of education to prescribe rules for internet access and content at school media library centers. (§ 18).

It also includes numerous technical and conforming changes.

EFFECTIVE DATE: July 1, 2015, except for the provisions regarding indemnity, and appointments to the administrator standards council, which are effective on passage.

§§ 1-3 — SPECIAL MASTER TITLE CHANGED TO DISTRICT IMPROVEMENT SPECIALIST

The bill changes the title of a person assigned by the State Board of Education (SBE) to administer education operations in a low-performing district and work collaboratively with the district's board from "special master" to "district improvement officer" (see BACKGROUND). New London is the only district that currently has a special master. In addition, under the education commissioner's network of schools law, in certain situations the commissioner may appoint a special master to implement a school turnaround plan. The bill changes this person's title to a district improvement officer.

§ 4 — HEARING AND POSTURAL SCREENINGS

The bill (1) increases the number of mandatory hearing screenings and (2) decreases the number of mandatory postural screenings for public school students. Table 1 lists the changes by screening and grade. Vision screenings, which are unchanged by the bill, are included to show that the bill requires hearing screenings in the same grades as vision screenings. By law, the school superintendent must contact the parents of any student found to have any impairment, disease, or defect of vision or hearing or evidence of a postural problem.

Table 1: Vision, Hearing, and Postural Screenings

Screening	Current Grades	Grades under the Bill
Vision	K, 1-6 inclusive, & 9	K, 1-6 inclusive, & 9
Hearing	K-3 inclusive, 5 & 8	K, 1-6 inclusive, & 9
Postural	5 – 9, inclusive	Female students: 5 and 7 Male students: 8 or 9

§ 5 — INDEMNITY FOR TEACHER MENTORS OR REVIEWERS

The bill extends the legal indemnity currently given to teachers, administrators, and others to teacher mentors and teacher reviewers. This means these employees are held harmless by their employer (e.g., a board of education) for acts or omissions that cause death or injury to another person or property if the employees' acts were (1) not wanton, reckless, or malicious and (2) within the scope of their employment. Employers covered are local or regional boards of education, the governing council of a charter school, SBE, the Board of Regents for Higher Education or the board of trustees of each state institution of higher education, and each state agency that employs teachers.

§ 7 — NATIONAL EXAM AS PART OF SUBSTITUTE FOR STANDARD GRADUATION REQUIREMENTS

Current law requires SDE to establish a program that allows boards of education to permit 11th and 12th grade students to substitute certain evidence of academic achievement for existing high school graduation requirements in order to receive a high school diploma. One of three required pieces is a passing score on a national examination that SDE determines. The bill changes this to a nationally recognized exam that SBE approves.

§ 8 — USE OF AGRICULTURAL SCIENCE CENTER EQUIPMENT

The bill specifies that any facility, facility renovation, or equipment at a regional agricultural science center that receives a state grant must be used exclusively by the agricultural science center. The centers are hosted by local school districts, but serve a region of many districts.

§ 9 — MAGNET SCHOOL ENROLLMENT NOTIFICATION

The bill requires the parents or guardian of a student who enrolls in a magnet school for the coming year or of a student on a waiting list for a magnet school to notify the student's home school district of the upcoming enrollment or status on the waiting list. This must be done within two weeks after the enrollment lottery for the magnet school (usually held in March or April). Enrollment lotteries are held when a magnet school has more students interested in attending than it has available seats.

By law and unchanged by the bill, a magnet school operator must, by May 15, annually notify a student's home district that the student is enrolled in the magnet school for the coming school year and what the tuition will be. All magnet schools, except *Sheff* host magnets, are allowed to charge the tuition to a student's home (i.e., sending) district.

§ 10 — AGRICULTURAL INTERNSHIP PROVIDER LIABILITY IMMUNITY

The bill grants immunity from civil liability for student interns' personal injuries to agricultural science and technology center internship providers as long as the provider exercises reasonable care and is in compliance with applicable safety and health standards. The immunity applies to ordinary negligence, but does not apply when an injury is caused by a provider's gross, reckless, willful, or wanton negligence.

It applies to internship providers that:

1. are individuals, sole proprietorships, trusts, corporations, limited liability companies, unions, associations, firms, partnerships, committees, clubs, or other organizations or groups and
2. contract with a local or regional board of education that operates an agricultural science and technology education center in order to provide internships.

The bill defines an internship as a supervised practical training of a student intern that includes education and labor department-approved curriculum and workplace standards.

§ 11- UNION REPRESENTATION ON TEACHER EVALUATION COMMITTEES

The bill specifies that the required union representation on a school district's teacher professional development and evaluation committee include at least one representative from each of the teachers' and administrators' unions.

§ 12 — SUMMER LEARNING PROGRAM GRANTS

The bill permits SDE, in consultation with the after-school committee established under state law, to administer a grant program, within available appropriations, for summer learning programs run by local and regional boards of education, municipalities and nonprofit organizations (i.e., 501(c)(3) organizations). Under the bill, a “summer learning program” means a program that provides at least 240 hours of educational, enrichment, and recreational activities during the public school summer recess. It must include small-group instruction in literacy and math for K-12 children and have a parental involvement component.

Applications and Grant Process

Grant applications must (1) be filed biennially with the education commissioner in a time and manner she decides and (2) include a spending plan for the grant funds.

Eligibility for grants is (1) determined for a two-year period and (2) based on the grant spending plan. To receive funds in a second year, a grant recipient must report performance outcomes for the program and file expenditure reports with SDE. The performance outcomes report must include measurements of the program's impact on (1) student achievement, including grade-level reading ability; (2) childhood obesity; and (3) the behavior of student participants.

Evaluation Procedures

SDE and the after-school committee must develop and apply appropriate evaluation procedures to measure the program's effectiveness. By law, after-school committee members are appointed by the education commissioner in consultation with social services commissioner and the Children's Commission executive director and may include individuals with expertise in after-school programs and after-school providers.

SDE Role in Program Development

SDE can retain up to 4% of the amount appropriated for the

program to provide grant recipients with technical assistance, evaluation, program monitoring, and professional development.

Recipient Expenditure Reports

The bill requires grant recipients to file expenditure reports with the education commissioner when and how she chooses. Recipients must refund (1) any unexpended money at the close of the program for which the grant was awarded and (2) any grant money not expended according to the approved grant application.

Accepting Public and Private Support

For purposes of the program, the bill allows SDE to accept funds from private sources and from the Department of Social Services (the commissioner is an after-school committee member).

Reporting Requirement

By March 15, 2017, and biennially thereafter, SDE must report to the Education Committee on the performance outcomes for summer learning grant recipients, including the impact on (1) student achievement, including grade-level reading ability; (2) childhood obesity; and (3) student participant behavior.

§ 13 — ADMINISTRATOR ALTERNATIVE ROUTE TO CERTIFICATION PROPOSALS

The bill adds additional criteria that SDE must consider for proposed administrator alternative route to certification (ARC) programs that universities, boards of education, regional educational service centers, or administrator training organizations submit. By law, SDE can only approve such programs with specific criteria for accepting applicants, including a minimum of 40 months' teaching experience with at least 10 of those months in a position requiring certification at a public school in Connecticut or another state. The bill modifies this by specifying that such applicants must (1) have no more than 10 months' teaching experience in a public school in another state while holding a professional certification, (2) provide a statement of justification for participation in the ARC, and (3) receive approval from

SDE to participate in the program.

Furthermore, the bill provides that participants with less than 10 months' teaching in another state can make up no more than 10% of the participants in the proposed ARC program (this provision appears to conflict with the other requirement that as 100% of the participants must meet all the criteria, including having at least 10 months' experience out of state).

By law, participants must also meet the following criteria to be eligible for the administrator ARC program:

1. hold a bachelor's degree from an institution of higher education accredited by the Board of Regents for Higher Education, the Office of Higher Education, or a regional accreditation entity; and
2. be recommended by an immediate supervisor or district administrator on the basis of the applicant's performance.

§ 14 — SNAP NOTIFICATION TO PARENTS OF STUDENTS

The bill requires SDE, through local and regional school districts, to provide information about how to qualify for the supplemental assistance nutrition program (SNAP) to the parents and guardians of public school students.

Under the bill, by October 1, 2015, SDE, in consultation with the Department of Social Services, must provide at least the following information about SNAP to local and regional boards of education:

1. information about how to qualify for the program,
2. where to obtain applications, and
3. where to get help completing applications.

For the school year commencing July 1, 2015, and each following school year, each board of education must provide a notice to the

parents or guardians of students using the SNAP information.

§§ 15 & 16— CONNECTICUT TECHNICAL HIGH SCHOOL SYSTEM

The bill requires the CTHSS board, rather than SBE, by January 1, 2020, to adopt, every five years, a long-range plan addressing the priorities and goals of the CTHSS. The plan must address, among other things, existing and potential future trade programs and activities related to capital improvements and equipment. Upon adopting the plan, The CTHSS board must file it directly with the Education; Finance, Revenue and Bonding; and Appropriations committees.

The bill also requires the CTHSS board, rather than SBE, to maintain a rolling capital improvement and equipment plan and requires it be a rolling three-year, rather than five-year, plan. This plan must also be directly submitted to the Education; Finance, Revenue and Bonding; and Appropriations committees.

The bill also requires the CTHSS board, rather than SBE, by January 1, 2017, to begin biennially preparing a summary report of the technical high school system and submit it directly to the Education Committee. By law, and unchanged by the bill, the report must include demographic information on applicants, students, and graduates for the previous two years and an assessment of student outcomes. The report must analyze the enrollment at any school where the enrollment is less than 70% of capacity and provide an opportunity for public comment.

§ 17 — TECHNICAL CHANGE

This section makes a technical change.

§ 18 — LIBRARY INTERNET ACCESS POLICY

The bill authorizes boards of education to prescribe rules for Internet access and content at school media library centers. By law boards of education must make rules for the control of school library media centers under their jurisdiction.

BACKGROUND

Special Master Law

A 2011 law requires the SBE to assign a special master to administer the Windham school district's educational operations to help it achieve adequate yearly progress (AYP) in reading and mathematics as required by the federal No Child Left Behind (NCLB) Act (PA 11-61). The special master has left Windham and is now assigned to New London. (The state is now operating under a federal waiver from NCLB and, therefore, state measures of school and district success have changed.)

Related Bill

The Education Committee favorably reported out SB 1057 (File 500), which permits SBE to develop a three-year, rather than five-year, rolling capital improvement plan and submit it to the Education; Finance, Revenue and Bonding; and Appropriations committees.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 33 Nay 0 (03/25/2015)